

New Mexico Public Education Commission



2023 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:** Aldo Leopold Charter School

**Authorizer:** NM Public Education Department

**Current Charter Term:** 2019-2024

## 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:

The school measures student achievement and growth in many ways, including state assessments and short cycle assessments like MAPs. Due to a variety of factors, state data has not been available consistently during the last contract term and so we've relied more heavily on data from MAPs (see section 1a for details) and teacher produced assessments. Our students have historically done very well in science on state assessments and other measures, a success we have attributed to our school's attention to the environment and natural sciences. The field work our students engage in allows them to apply what they have learned in class to real world examples, leading to deeper understanding of science concepts.

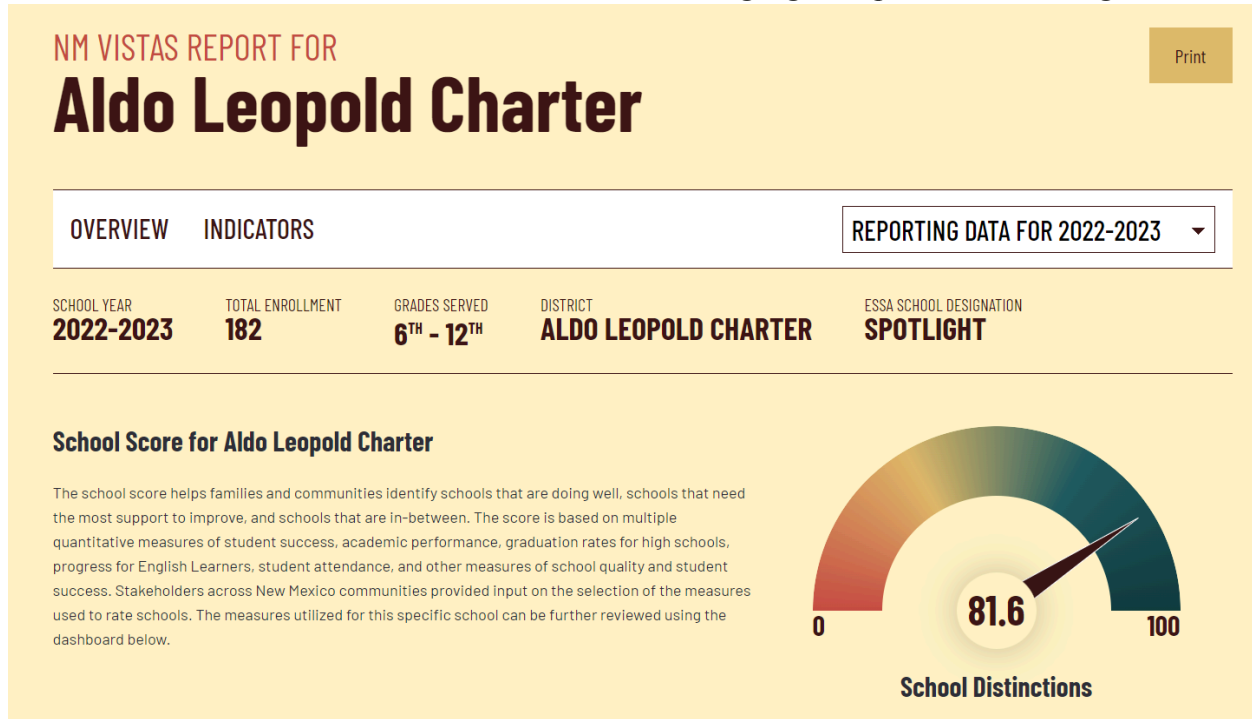
In addition to summative assessment data, our school uses other measures to gauge the growth and progress of our students. Our mission and vision center around the importance of sustainability, environmental stewardship, and experiential learning. Our teachers design learning experiences that weave together academic content with real world exploration and community connections. Students generate meaning and deeper understanding from these experiences while they build academic skills. They demonstrate their learning through classwork, teacher designed assessments, and community presentations. One of the ongoing community engagement projects our students engage in is our "restoration projects", where they help rehabilitate or improve our local environment. The students give presentations on these projects to the staff, their peers, and other stakeholders. Students participate in internships and Youth Conservation Corps placements, where they learn valuable work skills and give back to the community. All of these experiences are assessed and student growth is measured over their years at our school. One of the measures we use is the mission specific charter goals, which is discussed in more detail in section 1b.

#### 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:**

ALCS has been designated a spotlight school in the NMVistas dashboard based on our state test scores, graduation rates, and growth. While the state assessment data looks favorable for our school, we also look at other forms of assessment data to gauge our performance and growth.



One of the forms of assessment data we use to evaluate proficiency and growth is MAPs. Students take the MAPs test three times a year. This data is used by classroom teachers to determine which students may need interventions, to gauge overall class progress, and to monitor growth over time.

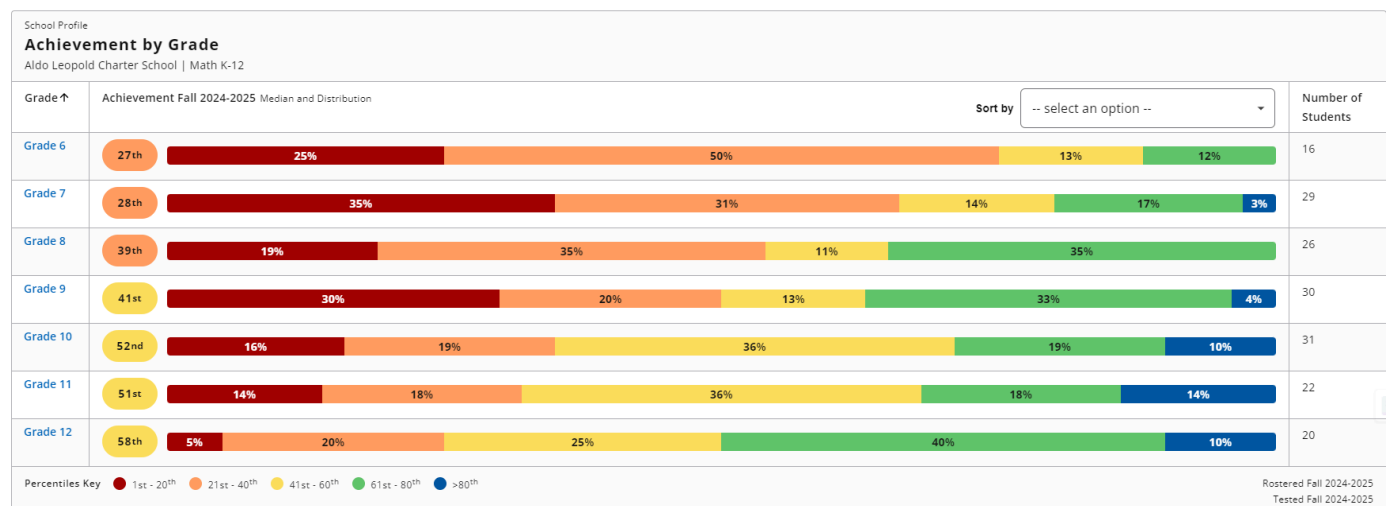


Fig 1. Screenshot of the Fall 2024 math MAPS data (above)

**Math NWEA MAPS**

Grade in the 2023-2024 School year	Students Making Adq Growth *	% of students	Ave. Growth	Notes:
6 <sup>th</sup> Grade	11/20	55%	+4.1 F-S	
7 <sup>th</sup> Grade	19/28	68%	+6.56 F-S	
8 <sup>th</sup> Grade	29/32	91%	+7.6 F-S	
9 <sup>th</sup> Grade	22/34	65%	+3.35 F-S	
10 <sup>th</sup> Grade	20/26	77%	+2.21 F-S	excluded 2 outliers of -31 and -20
11 <sup>th</sup> Grade	20/25	80%	+5.62 F-S	
12 <sup>th</sup> Grade	12/13	92%		Didn't take spring of senior yr.

Fig.2 Table of growth for math MAPs (above)

\*Because of the style of the NWEA MAPs, adequate growth is based on the expectations of the test and the number of points growth expected from one testing cycle to another is different based on the student's current level—ie a student scoring in the 25<sup>th</sup> percentile must make greater growth (more points) to show adequate growth than a student in the 75<sup>th</sup> percentile. We used the “projected score line” to determine adequate growth.

As you can see from the graphic (fig.1) above, our MAPs data shows a general trend of improvement in percentile performance over time from 6th to 12th grade. The number of students falling into the lowest percentile goes down over time and the number of students in the highest percentile goes up over time. This is a good indicator that our program is successfully teaching students how to approach mathematical problems and how to apply what they have learned to new situations. Fig.2 shows that overall our students are showing individual growth in a positive direction. A few outliers can greatly impact such a small data set (most grades only have 20 or 30 students) so we did exclude a few extreme outliers from the data set. When we look at individual growth for a student, we look at as many years of data as we have for that student and determine if the growth is generally positive or negative and by how many points. Most students have occasional dips or plateaus in their data but overall are making progress. One difficulty in evaluating growth is that students that consistently score near the top of the cohort may not show much growth, but are still high performing.

Something that's interesting about our data for 6th grade is that our students come from all over the county and can have wildly different backgrounds and experiences. The result is evident in our 6th grade data, which has more variability and more students performing in the lowest quartile. As students adjust to our pedagogical methods and develop essential skills for academic success, they also tend to do better on standardized tests. High quality curriculum and instructional practices make a difference. We use Illustrative Mathematics which is more hands-on and student-led than many traditional math curricula. This can be a learning curve for students who are not used to it, but ultimately it creates better problem solvers and mathematicians (which is seen in our data).

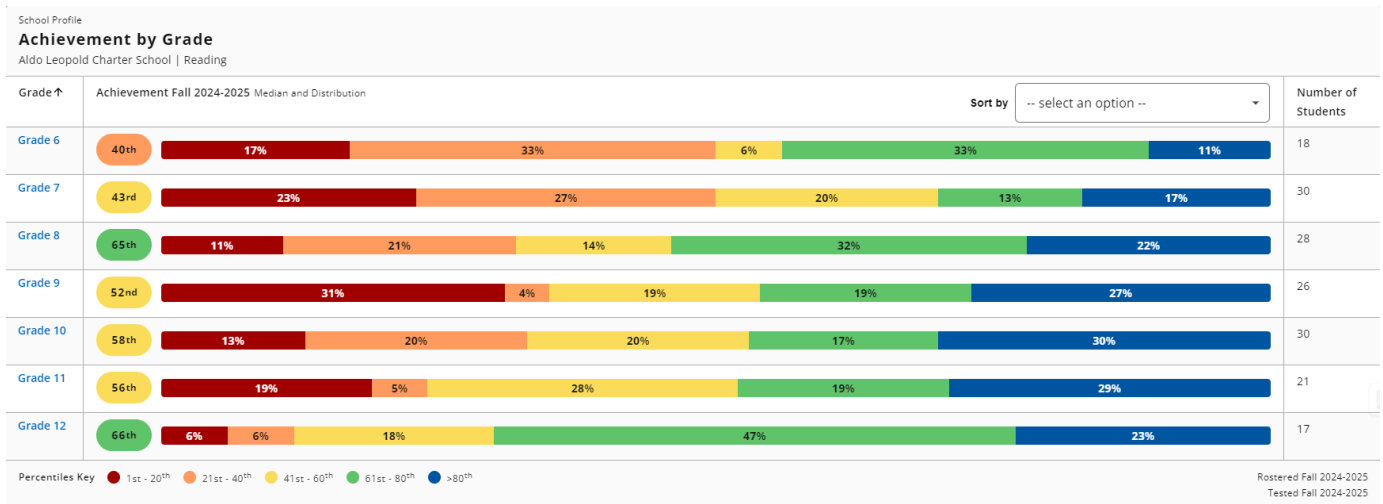


Fig.3 Screenshot of the Fall 2024 reading MAPS data (above)

Reading NWEA MAPS		
Grade In the 2023-2024 School year	Students Proficient And/or Making Adq Growth *	% of students
6 <sup>th</sup> grade	13/19	68.4%
7 <sup>th</sup> grade	19/28	67.9%
8 <sup>th</sup> grade	29/34	85.3%
9 <sup>th</sup> grade	26/34	76.5%
10 <sup>th</sup> grade	24/27	88.9%
11 <sup>th</sup> grade	20/23	87%
12 <sup>th</sup> grade	21/22	95.5%

Fig. 4 Table of growth for reading MAPs (above)

For MAPs reading data, we see a similar, but less distinct trend (see Fig.3). Between 6th and 12th grades we do see fewer students falling into the lowest percentile and more students falling into the highest percentile, but we actually see the highest overall achievement in 10th grade. One factor that plays into this is that our reading scores start out stronger so there's less room for growth, but in general the data for reading is more variable. We do have fewer seniors than the other grades as well, so it is a smaller data set to work with. Overall (see Fig.4), the majority of our students are proficient or showing growth in their reading (or both) and we do see an increase in the percentage of students who are proficient/making adequate growth over time from 6th to 12th grade.

While MAPs data is helpful for comparing students to grade level expectations and standards, the scope is somewhat limited. After the pandemic, the school rebuilt its short-cycle testing schedule to return to giving MAPs three times a year. As we build back those systems, we are getting more robust data. To supplement short cycle assessment data, our teachers administer their own formative and summative assessments to gauge student performance. Our commitment to experiential and outdoor education necessitates a unique approach to measuring growth and progress that fits our program. We have developed our own rubric for evaluating Experiential Education activities, that is discussed in the next section.

## **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:**

Since 2005, Aldo Leopold Charter School has provided engaging outdoor experiences to enliven curricular learning, develop a love of place and an understanding of human impacts overtime. Serving 6-12th graders from culturally and economically diverse backgrounds, our goal is to engage students in the wild and in the co-creation of a sustainable future. Through our backpacking trips, grade-level trips, community restoration projects, Youth Conservation Corps program, and Friday community experiences, students come to better understand themselves, each other, and their community, in a rapidly changing world.

Our mission: At Aldo Leopold Charter School, the human and natural environments serve as a text and lab for learning through direct experience, inquiry, and stewardship. And our vision: Aldo Leopold graduates will use the skills, perspectives, and information they gain at school to enhance their own lives and to advance social, economic, and environmental sustainability.

Assessing and evaluating Experiential Education (EE) is extremely difficult and abstract. In an attempt to capture student engagement and growth in EE, the staff developed a rubric that is used to measure student achievement in our EE program. The rubric is complicated and somewhat subjective and we have struggled to use it consistently and with equitable results (middle and high school for instance have different interpretations of the rubric, which results in different "grades"). One of our goals for the next five years is to revise the rubric to make it more user friendly and concrete (less subjective).

### **Mission specific goals and rubric:**

Goal 1: Experiential Learning: All students at Aldo Leopold Charter School (ALCS) participate in experiential education. 75% of students enrolled on both 40<sup>th</sup> and the 120th days will score at or above their grade level expectation or the score determined in a Special Education student's IEP on the school's rubric for **Ownership and Collaboration in Experiential Learning**. All students at Aldo Leopold Charter School (ALCS) will have the opportunity to participate in experiential learning in the human and natural environments (outside of the school building) using direct experience, inquiry, and stewardship for a minimum of 100 hours per semester. The school's rubric is used to evaluate students' level of participation and engagement during these hours of experiential education.

Measure Rating Category	Description of Target for this Performance Level	Points Assigned
Exceeds Standard	More than 90% of ALCS students enrolled on both 40 <sup>th</sup> and 120 <sup>th</sup> days score at or above the expectation on the school's rubric for Ownership and Collaboration in experiential learning.	100
Meets Standard	75% - 90% of ALCS students score at or above the expectation on the school's rubric for Ownership and Collaboration in experiential learning.	75
Does Not Meet Standard	50% - 74% of ALCS students score at or above the expectation on the school's rubric for Ownership and Collaboration in experiential learning.	25
Falls Far Below Standard	Less than 50% of ALCS students enrolled on both 40 <sup>th</sup> and 120 <sup>th</sup> days score at or above the expectation on the school's rubric for Ownership and Collaboration in experiential learning.	0

Goal 2: Aldo Leopold Charter School students will respond to their experiential learning through writing and formal discussion. 70% of students enrolled on both the 40<sup>th</sup> and the 120<sup>th</sup> day will score at or above their grade level expectation or the score determined in a Special Education student's IEP on the school's rubric for **Skills of Reflection in Experiential Learning**. Student academic responses, either oral or written, will be drawn from their experiences outside the classroom.

Measure Rating Category	Description of Target for this Performance Level	Points Assigned
Exceeds Standard	More than 80% of ALCS students enrolled on both the 40 <sup>th</sup> and the 120 <sup>th</sup> days score at or above the expectation for their grade level identified in the school's rubric for Response Skills in experiential learning.	100
Meets Standard	70% - 80% of ALCS students enrolled on both the 40 <sup>th</sup> and the 120 <sup>th</sup> days score at or above the expectation for their grade level identified in the school's rubric for Response Skills in experiential learning.	75



Does Not Meet Standard	50% - 69% of ALCS students enrolled on both the 40 <sup>th</sup> and the 120 <sup>th</sup> days score at or above the expectation for their grade level identified in the school's rubric for Response Skills in experiential learning.	25
Falls Far Below Standard	Less than 50% of ALCS students enrolled on both the 40 <sup>th</sup> and the 120 <sup>th</sup> days score at or above the expectation for their grade level identified in the school's rubric for Response Skills in experiential learning.	0

The data submitted by ALCS for the 2024-25 Renewal Application revealed that only 50% to 74% of students met the Charter Specific Goal 1 for Ownership and Collaboration, and 50% to 69% met Goal 2 for Skills of Reflection in Experiential Learning. The submission was incomplete, as only one segment of high school experiential education grades was uploaded, which did not represent the entire program. While middle school data showed a clearer picture, the high school data was insufficient for accurate assessment. See Appendix 2A. Misison specific goal data for details.

To improve future data collection, ALCS plans to streamline the grading process and simplify the rubric for measuring student outcomes. Proposed changes include a more accessible rubric with specific criteria for each grade level, ensuring that expectations for Ownership of Learning Behavior and Skills of Reflection are clearly defined. The intention is to create a more consistent evaluation framework, allowing for better tracking of student progress and more reliable reporting on Charter Specific Goals

**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:**

Aldo Leopold Charter School has developed a distinctive educational program based on the principles of outdoor, experiential, and place based education, with a focus on sustainability. Our educational approach was adopted based on research showing the benefits of outdoor experiences for youth on their social, emotional, and academic growth. This program is realized through a combination of academic classes with a field work component and strong community connections. Our students spend at least 20% of their time in the field (working in the community, wilderness, or other experiential setting) and teachers attempt to weave connections between the classwork the students engage in and these field experiences. Families are invited into our school as volunteers for serving lunch, going on trips with students, and sharing their

expertise with classes. Students engage with families and community members when we are “in the field” such as visiting local businesses and farms, participating in volunteer projects with community organizations, and acting as mentors to younger students.

Examples of our curriculum framework include:

- 6th-8th graders begin the year by defining and experiencing the different levels of their communities: grade level, mixed-grade-level advisories, University campus, and downtown community.
- 6th-8th grade take two overnight trips: one to Camp Thunderbird with cabin camping and then one to City of Rocks with tent camping.
- 8th grade takes a one-night backpacking trip.
- In the Fall, 9-12th graders prepare for their upcoming wilderness backpack trips with a series of courses we call “Backpack Basecamp” where they engage in orienteering, learn about backpacking logistics, gain a better understanding of first aid practices, and participate in a short hike to determine each student's ability and best placement for the backpacking trip.
- After backpack basecamp, 9-12th graders get to go on mixed grade level backpacking trips in the Gila Wilderness for 4 days with highly trained staff and vetted community volunteers. This bonding experience helps orient students to our mission and vision and builds community across grade levels.
- Sonoran Sojourn: 9th graders participate in a 4-day trip to the low country around Tucson and into the Sulphur Springs Valley to learn about biological diversity in order to deepen their understanding of desert ecosystems and the myriad adaptations that sustain life in desert regions.
- The Senior retreat is an opportunity for 12th graders to reflect, look forward, and plan and prepare for graduation. They travel to Faywood hot springs and camp at The City of Rocks where they engage in deep discussions regarding the future.
- The 10th Grade Conflict Awareness Trip helps students broaden their awareness of border issues by visiting the US/ Mexico border (the Nogales border station in Aravaica, AZ) to learn from “People Helping People”, and they visit Oak Flat Chiricahua Apache homeland.
- 11th graders embark on a science based exploration of our region and surrounding areas, including the Sonoran, Chihuahua, and Mojave deserts.
- The 12th grade NM History trip engages students in a deep dive of our state’s history at a number of key sites such as Chaco Canyon, El Morro, Canyon Deshelles, Coronado State Monument, Ft. Craig, Fort Seldon, White Sands, and Old Mesilla.
- Aldo Count- 9th graders learn primitive skills (such as basket weaving, how to make arrowheads, etc.) with multi-grade leaders at the Mogollon Box campground.
- 9th-12th grade students engage in community “restoration projects” an inter-disciplinary approach to solving real-world problems. This multi grade level, interdisciplinary school activity is a model of experiential education that (a) provides a place-based, shared experience for contextualizing core class content, (b) enhances the development of skills such as problem-solving, self-discipline, ecological awareness & leadership in a fun way, and (c) promotes accountability through consistent feedback using the ALCS experiential education rubric.
- Experiential Fridays:

- 6-8th graders participate in a series of field trips to better understand the community, problems the world is facing, and solutions for addressing those problems. Some example trip themes and destinations are: biodiversity at the Silva Creek Botanical Gardens, climate crisis at the San Vicente Farm, and orienteering on Boston Hill.
- Community Orientation for 9th grade is a course designed to prepare students for internships in 10-12th grades. Students engage in service-learning projects such as: doing trail work, water quality monitoring, and learning about soils in various locations in our surrounding wilderness, and they also do team-building at the “Wave’s Climbing Wall”.
- 10th graders are employed by our Youth Conservation Corps (YCC) in their choice of murals, trails, eco-monitoring, water harvesting, or garden crews.
  - Murals: Using paint and clay media, this crew works with community organizations to design mural projects that beautify and educate Silver City residents and visitors alike. Projects have included a Dia de Los Muertos mural at the Silver City Museum, a native pollinator mural at the Antique Mall, and a mural at Western New Mexico University’s Child Development Center about fairytales from many traditions.
  - Trails: In order to make our community more walkable and appealing to visitors, our trails crew designs, installs, and maintains a number of hiking trails in our area. Past projects include the Boston Hill trail system, Ft. Bayard trail system, WNMU Tree Rock Trail, Big Ditch Trail, the Ritch Hall recreation area development, and the historic Waterworks site trail system.
  - Eco-monitoring: Crew members work at various locations to gather ecological data in order to study the impacts of climate change in our region. The data includes temperature mapping, water quality, cataloging bird species, and more.
  - Garden Crew: Develops nutrient-rich soil and plants native plant gardens. Past projects include the Silva Creek Botanical Gardens, 10th Street median pollinator garden, the Gough Park Community Orchard, the Big Ditch Park, the historic Waterworks site, and the Ritch Hall school garden.
  - Water harvesting: helps mitigate the impacts of flooding and erosion by channeling water away from buildings into landscaped areas. They dig catchment basins, build berms, and work with the town to place curb cuts to allow water to flow more naturally and cause fewer problems for infrastructure.
- 11th and 12th graders choose from YCC crew leadership or a community internship in partnership with a local business, non-profit, or other organization.

## **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:

Aldo Leopold Charter School (ALCS) received a "does not meet standard" on 2a. Financial reporting and compliance for the 2022-23 school year due to OBMS reporting being submitted late for Q1 and Q3. Our business director worked with the state to improve our processes and the report was submitted on time for the 2023-24 school year.

ALCS received a "does not meet standard" for 2b. accounting principles for every year in the contract term (2020-2024). We also received a "does not meet standard" for 2020-2023 for 2c. responsive to audit findings (for not being responsive to these findings). This was due to our previous business manager (who has since left the school) over spending some function codes and not doing the required amendment requests in a timely manner. There was also a lack of documentation for travel reimbursements and credit card payments (according to the 2023 audit). The school made changes to the system for requesting reimbursement and was designated as "meets standard" for the 2023-24 school year.

ALCS received a "does not meet standard" for school year 2021-22 for 2e. staffing for fiscal management and 2f. internal controls which were the result of not having enough business office staff to maintain compliance. The issue (segregated duties) was addressed and positions staffed so we have received a "meets standard" since then.

We believe these errors to generally be the result of inadequate training and preparation of the business manager, and the change in school leadership during the contract term. The school has recently hired a new business manager (as of Fall 2024) and is working to correct practices to prevent the same issues from occurring again.

## **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 Aldo Leopold Charter School governing Council is composed of parents, community members, and former teachers. We are very fortunate to have an involved Governing Council and supportive community members that volunteer, serve on committees, and are otherwise committed to our school. Our Governing Council has maintained at least 5 members for the contract term. The only finding we had was for 3c.reporting requirements. This was due to the change in school leadership and a miscommunication about whose job it was to submit certain reports. We have addressed the miscommunication and clarified roles and the issue has been resolved.

**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:**

**Equitable Outdoor Education:**

Aldo Leopold Charter School (ALCS) was founded expressly to engage students in sustainable concepts and practices in the community and in the wild. Research has shown that people of all ages thrive when exposed to the outdoors, when they have a sense of purpose and community connection, and when they feel empowered to enact positive change in the world. ALCS was designed to provide these things to Grant County youth, at no cost to families. The school founders purposefully constructed a public school to make this educational experience available to all students in our region. Enrollment is open to all Grant County youth grades 6th-12th, through a lottery system that helps avoid bias in selecting students. Our school provides free, nutritious, locally sourced lunches for everyone through a combination of grant support and federal funding. We also arrange for free transportation to and from the school with our local public transportation provider Corre Caminos, we have formed partnerships with nearby public schools to provide access to team sports and band, and we make every effort to cover course fees and materials for students in their dual credit course work at Western New Mexico University.

Our teachers incorporate multiple languages, cultures, and perspectives into their lessons in the texts they choose, the field work and trips students engage in, and the way students are invited to participate in classes. They utilize various engagement methods such as socratic seminars, collaborative learning strategies, and hands-on learning activities to attend to the needs of diverse learners. Our school norms, restorative practices, and attention to social and emotional learning helps foster a sense of safety and belonging in our students. Students are very involved with the collaborative decision making process at school with student council members serving on our

committees (including the equity council), along with community volunteers, governing council members, families, and staff/faculty. The equity council meets quarterly to review practices, policies, and any complaints that have been brought forth, in order to address possible areas of inequity. The recommendations from the equity council are presented to school leadership and restorative actions are taken if necessary. All of these facets of our school combined have helped ALCS to develop a culture of inclusion, respect for diverse perspectives, and empowerment for all students.

### **Condition or issue we address**

As future generations come to grips with challenges such as increasing social justice issues and a warming planet, it is vital to simultaneously raise awareness of these issues and to instill a sense of empowerment in our youth, including a solid foundation of experience, team-building, critical thinking, and problem-solving strategies. Access to high-quality, experiential learning for all is critical to equipping today's students to meet the needs of tomorrow. We are in this together, and, as such, a diversity and multiplicity of voices and ideas is critical to co-creating a sustainable future. Wilderness training and experiential education opportunities are essential to developing needed skills for change. Our students are preparing for an uncertain future and careers that may not exist yet. We want to prepare them to be at the forefront of change, caring for themselves, each other, the community, and the planet.

### **Accommodate participants with disabilities**

With the support of our special education department, Aldo Leopold Charter School works to make programming accessible to all students. To that end, we create outdoor experiences that accommodate identified medical, intellectual, emotional, and physical challenges among our student populations to ensure that the maximum number of students have access to outdoor experiences. For example, we design backpacking trips with a variety of distances and terrains, we provide educational assistants who travel with students on field trips, and we tailor experiential learning experiences (in the classroom and in the field) in accordance with a student's Individualized Education Plan. Our educational approach tends to be more hands-on, multimodal, and engaging for diverse learners, when compared to a traditional school.

### **How do we choose who participates?**

Aldo Leopold Charter School is a tuition-free, public charter school and is open to all students in grades 6-12. We use a lottery system to prioritize student applications. Class sizes are limited in accordance with our charter to enable us to provide low student /teacher ratios. We create programming designed to benefit all students in all grade levels.

### **Verification of low-income status**

Silver City (pop. 9,627) and the surrounding areas of Grant County are rural and low-income. Aldo Leopold Charter School serves a student population that reflects our community. Sixty-one percent of the student population qualifies for free and reduced lunch.

### **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: Aldo Leopold Charter School is not located on or near tribal lands or serving a high percentage of Native American students.

## 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:

Aldo Leopold Charter School received a “does not meet standard” for 1c.Rights of students with disabilities for the 2022-23 school year. The Special education department was issued a formal annual determination letter for non-compliance and untimely data submission for indicator 13. The issues were with our IEPs not being entered into the reporting system correctly or on time. The school hired a new Special Education Director this year. She has worked hard to fix processes and procedures and come into compliance. She is also working to correct all of the reporting errors and other findings in the IEPs. Due to the vast number of students on an IEP at our school, this process will take some time but the new director is experienced in correcting these types of issues and we are confident that they will be resolved by the end of the 2024-25 school year.

One area for which we have had a “working to meet standards” multiple times is 4a. Rights of all students, for not having our formal complaint policy included in the handbook and on the website for the 2023-24 school year. We have fixed this oversight and improved our complaint procedure to include a Title IX Coordinator, a form on the website for submitting a complaint, adding an anonymous reporting service, giving more guidance on other reporting (like waste, fraud, and abuse)and including a grievance procedure form in the handbook.

## A-2 Mission Goal Data ALCS

As stated in the *Charter Schools Division 2024-25 Renewal Application Part A*, the data that ALCS submitted shows that only between 50% and 74% of our students met the Charter Specific Goal 1 for **Ownership and Collaboration** and that only between 50%-69% of our students met the Charter Specific Goal 2 for **Skills of Reflection in Experiential Learning**.

Unfortunately, the data that we submitted was incomplete. We unintentionally uploaded only one segment of the high school Experiential Education grades and even that one portion was not complete.

To explain the intent of collecting the data for our Charter Specific Goals, teachers track student grades in various experiential activities both with student Ownership and Collaboration (ie participation) and in their Skills of Reflection (ie written and verbal responses to what they learn from the experience). The middle school scores that were submitted are a compilation of each student's scores throughout the year. Unfortunately, the high school scores that were submitted were for one part rather than the whole high school experiential education program.

Grade	Goal 1	Goal 2
6 <sup>th</sup>	18/20	17/20
7 <sup>th</sup>	24/28	23/28
8 <sup>th</sup>	29/34	26/34
MS	71/82	66/82
9 <sup>th</sup>	33/34	28/34
10 <sup>th</sup>	27/27	21/27
11 <sup>th</sup>	23/25	20/25
12 <sup>th</sup>	19/21	14/21
HS	102/107	83/107
Total	173/189 92%	149/189 79%

For more detail see the compiled data on the sheets for MS and for HS.

When we compiled the more expansive data from the HS, rather than the incomplete data sent in last spring, we reached the percentages for both Charter Specific Goals.

In the future we know that we need to simplify the way that we record the data so that we don't make this error in the future.

Keeping the intent of the Charter Specific Goals but making the rubric more in-line with the percentages that teachers put in the grade book would be

**Direct Experience and Stewardship - Ownership of Learning Behavior 12<sup>th</sup> grade:**

Meets Goal

12<sup>th</sup> grade



100%= Expands upon the experience using a wide range of strategies while cognizant of the responsibilities that come with that freedom. Possesses maturity and an effective command of perspective in analysis of activities and roles.

90%-99%= Expands upon the experience using clear strategies. Clear attempts at being cognizant of responsibilities. Possesses maturity and command of perspective in analysis of activities and roles but may be lacking in effectiveness and follow through.

80%-89%= Completes the experience using a noticeable strategy that exhibits some awareness of the responsibilities that come with the activity. Demonstrates sufficient self-control and awareness of group dynamics. Demonstrates growth in awareness with command of perspective and analysis of activities and roles, but lacking all skills needed to be effective and/or for follow through.

11<sup>th</sup> grade

100%=Expands upon the experience using clear strategies. Clear attempts at being cognizant of responsibilities. Possesses maturity and command of perspective in analysis of activities and roles but may be lacking in effectiveness and follow through.

90%-99%= Completes the experience using a noticeable strategy that exhibits some awareness of the responsibilities that come with the activity. Demonstrates sufficient self-control and awareness of group dynamics. Demonstrates growth in awareness with command of perspective and analysis of activities and roles, but lacking all skills needed to be effective and/or for follow through.

80%-89%= Understanding of experience is precise but simplistic, and strong effort is evident. Task is performed adequately. Skills of self-control and organization are evident and successfully applied.

### **Outcomes and Skills of Direct Experience and Stewardship – Reflection**

Meets Goal

12<sup>th</sup> grade

100%= Specific and accurate evidence is the basis of proposals and reflection. Evaluates issues and concepts that are not readily apparent and their relevance. Possesses maturity and an effective command of perspective in analysis of activities and roles.

90%--99%= Specific evidence is the basis of proposals and reflection but may be lacking in support. Attempts to evaluate issues and concepts that are not readily apparent and their relevance but may be lacking in evidentiary support. Possesses an effective command of perspective in analysis of activities and roles but may have obvious need to expand.

80%--89%= Specific evidence is the basis of proposals and reflection but does so less fully or effectively than top ranges. Is aware of relevant issues and concepts that are not readily apparent but needs to expand upon them.

*Each grade level would still staircase down in the expectations for what meets each of the Goals.*

Another idea for changing the goals is to simplify the language using a rubric more like:

Ownership of Learning Behavior (Participation) - 10 points possible per event

- 10 points indicates above and beyond effort, growth and attitude.
- 9-9.5 indicates positive and obvious attention to effort, growth and attitude.

- 8-8.5 indicates adequate effort, growth and attitude.
- 7.5 and lower indicates concerns with effort, growth and attitude.

Rubric criteria includes, but is not limited to growth and/or displays of skills including; proactivity,

productivity, collaboration, cooperation, creativity, communication, and leadership.

- We would then need to define what is expected at each grade level.
- Average of 8 and above would meet the Goal.

High School Major Experiential Education Opportunities								
	BPBC	Back Pack	Alt Week	Pro-jects	Class Trips	Goal 1	Project Present.	Goal 2
9 <sup>th</sup>								
A	100	95	100	99	85	M	93	M
B	90	94	90	97	73/89	M	93	M
C	95	98	90	98	80/96	M	89	M
D	90		100	100	92/90	M	84	M
E	95	93	90	83	70/90	M	82	M
F	90	94	85	77	75/94	M	95	M
G	90	93	100	99	94/94	M	93	M
H	90	92	95	93	79/98	M	93	M
I	90	89	90	95	71/97	M	83	M
J	100	95	100	91	82/ex	M	86	M
K	90	93	ex	81	Ex/98	M	90	M
L	100	100	100	86	94/92	M	93	M
M	100	98	100	90	80/90	M	80	M
N	90	91	90	87	70/95	M	83	M
O	100	85	80	91	73/89	M	54	X
P	100	93	100	95	95/94	M	90	M
Q	100	95	100	95	94/93	M	88	M
R	ex	100	95	98	91/98	M	96	M
S	100	87	100	94	70/94	M	85	M
T	85	82	90	88	70/94	M	76	X
U	95	100	90	84	71/92	M	83	M
V	100	87	90	98	76/ex	M	80	M

W	100	95	100	97	91/95	M	82	M
X	100	93	90	98	91/95	M	96	M
Y	95	84	90	98	92/92	M	88	M
Z	95	95	100	99	99/94	M	93	M
Aa	90	96	100	90	79/90	M	81	M
Bb	100	ex	90	90	80/ex	M	78	X
Cc	100	84	80	94	70/90	M	54	X
Dd	100	84	90	88	90/90	M	55	X
Ee	90	87	50	90	75/90	M	80	M
Ff	100	89	100	93	73/97	M	84	M
Gg	100	95	100	93	76/89	M	93	M
Hh	100	96	ab	83	0/0	X	79	X
						33/34		28/34
10 <sup>th</sup>								
A	100	100	ex	70	ex	M	95	M
B	90	89	100	88	92	M	96	M
C	90	100	100	98	92	M	98	M
D	62	87	100	98	93	M	98	M
E	75	87	100	98	92	M	98	M
F	ab	90	90	87	93	M	90	M
G	98	100	100	95	97	M	98	M
H	90	75	85	82	85	M	78	X
I	100	94	80	100	89	M	98	M
J	75	94	67		90	M		X
K	100	95	100	100	96	M	100	M
L	80	90	95	83	92	M	95	M
M	88	80	85	71	85	M	73	X
N	95	100	ex	98	95	M	98	M
O	90	90	33	33	90	M	0	X
P	100	99	100	100	95	M	95	M
Q	90	90	100	93	90	M	93	M
R	100	100	ex	100	97	M	98	M
S	85	95	ex	96	98	M	90	M
T	80	93	100	95	90	M	95	M
U	90	85	90	74	87	M	98	M
V	98	90	ex	98	93	M	95	M
W	95	100	100	94	90	M	83	M
X	90	82	95	92	92	M	95	M
Y	100	90	95	89	88	M	73	X
Z	98	92	100	100	85	M	95	M
Aa	95	92	100	92	92	M	77	X
						27/27		21/27
11 <sup>th</sup>								
A	95	100	95			moved		moved
B	100	78	95	89	98	M	93	M

C	100	71	85	92	85	M	80	M
D	100	100	88	91	98	M	75	X
E	92	95	95	99	98	M	90	M
F	100	100	100	100	98	M	98	M
G	95	100	95	97	95	M	84	M
H	80	95	88	80	92	M	72	X
I	95	99	100	99	96	M	95	M
J	100	90	100	100	92	M	100	M
K	100	90	100	93	92	M	90	M
L	100	95	88			moved		moved
M	100	82	90	79	90	M	ab	X
N	92	95	90	99	98	M	95	M
O	100		90	92	92	M	82	M
P	100	97	93	97	98	M	93	M
Q	100	100	100	96	ab	M	93	M
R	100	100	95	98	98	M	98	M
S	88	93	98	97	98	M	94	M
T	100	100	100	94	96	M	102	M
U	ab	90	95	70	98	X	86	M
V	80	93	95	90	92	M	ex	X
W	100	89	100	95	98	M	82	M
X	85	0	55	92	92	X	88	M
Y	92	ex	95	93	90	M	83	M
Z	100	100	100	79	70	M	0	X
Aa	100	93	90	97	98	M	93	M
						23/25		20/25
12 <sup>th</sup>								
A	100	88	80	93	72/78	M	65/91	X
B	98	93	75	98	94/100	M	100/92	M
C	0	96	50	65	87/ex	X	65/94	M
D	92	100	90	98	98/85	M	60/93	X
E	100	95	90	65	87/ex	M	65/98	M
F	67	95	60	84	88/76	X	0/95	X
G	100	92	95	90	98/89	M	89/85	M
H	100	100	90	100	100/x	M	93	M
I	100		100	98	94/100	M	100/93	M
J	95	92	100	97	87/85	M	100/94	M
K	90	85	91	98	90/92	M	100/92	M
L	98	87	100	95	85/96	M	80/90	M
M	90	95	75	98	90/88	M	65/92	X
N	80	93	75	98	90/88	M	65/81	X
O	100	89	100	89	87/90	M	100/91	M
P	95	100	100	98	92/93	M	100/98	M
Q	95	93	85	97	89	M	78	X
R	62	100	88	86	75/77	M	100/87	M

S	54	97	100	84	85/96	M	75/70	X
T	95	100	100	92	95/95	M	89/94	M
U	100	100	100	95	98/95	M	95	M
						19/21		14/21
						102/107 95.3%		83/107 77.5%

BPBC=Backpack Base Camp the first week of school

BC=Backpacking Trips into the Gila Wilderness (4 days/3 nights)

Alt. Week=Activities done while other grades are on their Backpacking Trips

Projects=Restoration and Passion Projects done throughout the school year

Class= a 4 or more day curriculum trip done as grade level.

Goal 1= **Ownership and Collaboration**

Goal 2= **Skills of Reflection in Experiential Learning**

M=meets the goal (80%+ meets the rubric score based on their grade level).

X=does not meet the goal (79% or below shows does not meet the rubric score for their grade level).

Yellow Highlights means the meet or doesn't meet is the same as reported in the earlier data.

Student Name	MSG #1 participation		MSG #2 reflection	
	goal	score	goal	score
6 <sup>th</sup> A	2	3	2	3
6 <sup>th</sup> B	2	3	2	2
6 <sup>th</sup> C	2	2	2	2
6 <sup>th</sup> D	2	2	2	2
6 <sup>th</sup> E	2	3	2	2
6 <sup>th</sup> F	2	2	2	2
6 <sup>th</sup> G	2	2	2	3
6 <sup>th</sup> H	2	1.5	2	1
6 <sup>th</sup> I	2	2	2	2
6 <sup>th</sup> J	2	2	2	1
6 <sup>th</sup> K	2	3	2	3
6 <sup>th</sup> L	2	1.5	2	1
6 <sup>th</sup> M	2	2	2	2
6 <sup>th</sup> N	2	3	2	2
6 <sup>th</sup> O	2	2	2	2
6 <sup>th</sup> P	2	2	2	2

6 <sup>th</sup> Q	2	2	2	2
6 <sup>th</sup> R	2	3	2	2
6 <sup>th</sup> S	2	3	2	2
6 <sup>th</sup> T	2	2	2	3
		18/2 0		17/2 0
7 <sup>th</sup> A	3	4	3	3
7 <sup>th</sup> B	3	4	3	3
7 <sup>th</sup> C	3	3	3	3
7 <sup>th</sup> D	3	4	3	3
7 <sup>th</sup> E	3	3	3	3
7 <sup>th</sup> F	3	3	3	3
7 <sup>th</sup> G	3	4	3	4
7 <sup>th</sup> H	3	3	3	3
7 <sup>th</sup> I	3	4	3	3
7 <sup>th</sup> J	3	4	3	3
7 <sup>th</sup> K	3	4	3	4
7 <sup>th</sup> L	3	3	3	3
7 <sup>th</sup> M	3	2	3	2
7 <sup>th</sup> N	3	3	3	2
7 <sup>th</sup> O	3	3	3	3
7 <sup>th</sup> P	3	4	3	3
	M	M	M	M
7 <sup>th</sup> Q	3	3	3	3
7 <sup>th</sup> R	3	4	3	4
7 <sup>th</sup> S	3	3	3	2
7 <sup>th</sup> T	3	2	3	2
7 <sup>th</sup> U	3	4	3	4
7 <sup>th</sup> V	3	3	3	3
7 <sup>th</sup> W	3	4	3	4
7 <sup>th</sup> X	3	3	3	3
7 <sup>th</sup> Y	3	4	3	3
7 <sup>th</sup> Z	3	4	3	4
	M	M	M	M
7 <sup>th</sup> Aa	3	2	3	2
7 <sup>th</sup> Bb	3	2	3	3
		24/2 8		23/2 8
8 <sup>th</sup> A	4	4	4	5
8 <sup>th</sup> B	4	4	4	5
8 <sup>th</sup> C	4	4	4	4
8 <sup>th</sup> D	4	3	4	3
	M	M	M	M

	M	M	M	M
8 <sup>th</sup> E	4	4	4	4
8 <sup>th</sup> F	4	5	4	4
8 <sup>th</sup> G	4	5	4	5
8 <sup>th</sup> H	4	4	2	1
8 <sup>th</sup> I	4	5	4	4
	M	M	M	M
8 <sup>th</sup> J	4	4	4	4
8 <sup>th</sup> K	4	4	4	5
8 <sup>th</sup> L	4	5	4	5
8 <sup>th</sup> M	4	4	4	4
	M	M	M	M
8 <sup>th</sup> N	4	4	4	4
8 <sup>th</sup> O	4	4	4	5
8 <sup>th</sup> P	4	5	4	5
8 <sup>th</sup> Q	4	4	4	4
8 <sup>th</sup> R	4	5	4	4
8 <sup>th</sup> S	4	3	4	2
8 <sup>th</sup> T	4	4	4	4
8 <sup>th</sup> U	4	4	4	4
8 <sup>th</sup> V	4	3	4	3
8 <sup>th</sup> W	4	4	4	3
8 <sup>th</sup> X	4	5	4	4
	M	M	M	M
8 <sup>th</sup> Y	4	4	4	5
8 <sup>th</sup> Z	4	4	4	4
8 <sup>th</sup> Aa	4	3	4	2
8 <sup>th</sup> Bb	4	5	4	5
8 <sup>th</sup> Cc	4	5	4	5
8 <sup>th</sup> Dd	4	3	4	3
8 <sup>th</sup> Ee	4	5	4	4
8 <sup>th</sup> Ff	4	5	4	4
8 <sup>th</sup> Gg	4	4	4	3
8 <sup>th</sup> Hh	4	4	4	4
		29/3 4		26/3 4
Total:		71/8 2 87%		66/8 2 80%