



ALBUQUERQUE PUBLIC SCHOOLS

CHARTERS

Albuquerque Public Schools
Charter School Team

2024 APS Expedited Charter Renewal
Application

Mountain Mahogany Community School

October 1, 2024

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APS Expedited Charter Renewal Application Overview

Sections of the Application:

The Expedited Charter Renewal Application includes the following sections:

[Charter Renewal Application Online Instructions](#)

Part 1—School’s Executive Summary

Part 2—Record of Performance (Self-Report)

Part 3—Plan for the Next Charter Term (Strategic Plan)

APPENDIX

- Documents to be notarized –
 - Submit a Form that notarizes the Petition of Support from Employees
 - Submit a Form that notarizes the Petition of Support from Households
- Lease documentation
- Performance Framework Reports and Amendment Requests

Getting Started:

1. Read the online [APS Charter Renewal Application instructions](#) before you begin to prepare your written document. While these instructions are geared towards a general renewal application, it is important that you understand what is expected of all schools facing renewal.
2. Begin process for surveys/petitions of families and employees. You will need to submit a notarized form that certifies a petition of support from both 1) families as well as your 2) staff. Begin the process of collecting signatures of support for each petition.
3. Review your current charter, including any approved amendments, prior to completing the Renewal Application.
4. Review the Expedited Charter Renewal Rubric, which the renewal team will use to evaluate your application.
5. Use this Renewal Application MS Word file to enter your responses directly into the text box fields provided within each section and:
 - Cite the analysis of student achievement data conducted by your school’s Core Team
 - Cite evidence from your analysis when making claims

About the MS Word Application:

- To support you in submitting a complete application, each section of the application consists of questions and tasks.
- Enter all responses into the corresponding text field or table provided. Response format should be [12-point blue text](#).
- For each question, you are provided with guidance on the length of your response. This

is only a suggestion. You will not be disqualified if you require longer responses.

- Include all large digital/scanned items (for example: .jpg, .png, .pdf including performance frameworks) in the Appendix document.

Expedited Application Eligibility

In order to be eligible for the expedited renewal application, your school must have met the following requirements and standards throughout the previous 5 year term: (per A-GAME RUBRIC)

- Sufficient Data:
 - School has provided student outcome data for each measure specific in its contract goals and/or accountability framework for all eligible students.
- Student Motivation and Engagement:
 - All of the agreed-upon motivation and/or engagement targets have been met (e.g. attendance, re-enrollment, credits earned, etc.)
- Academic Quality
 - Academic Achievement:
 - All eligible students' achievement rates, met the approved target on mandated state and supplemental authorizer approved assessments.
 - Student Growth:
 - For all years of the current charter contract, the average growth rates among eligible students met approved growth targets on the state mandated assessments and supplemental authorizer approved assessments.
 - High School Completion (*if applicable*)
 - *For all years of the current charter contract, the school met or exceeded the high school completion targets as set forth and is consistent with federal and/or statewide policies.*
- Equity and Inclusion
 - The school's enrollment is within a reasonable range of projections and abides by the enrollment policies set forth in its charter contract.
- Program Evaluation & Improvement
 - The school provided its evaluation of the effectiveness of student services (relevant to student behavior and/or social-emotional wellbeing) from all eligible students indicating strong approval. OR; if strong approval is not shown, the school demonstrates that it has enforced plans for improvement.

Part 1—School’s Executive Summary

A. Mission and Vision

Question 1: Re-state your school’s mission and vision. What were your MSGs and did you achieve them? Provide evidence. (1 paragraph)

Mission/Vision Statement: Mountain Mahogany Community School develops a student’s agency, advocacy and academic mind. We cultivate global citizens who contribute to a more just and peaceful world through thoughtful examination of diverse perspectives and by bettering our local community through service. MMCS students are critical thinkers, equipped with the skills, habits and hearts to be advocates for themselves and change agents for their communities.

Mission Specific Goal 1: The first of Mountain Mahogany’s mission specific goals is based on social-emotional competencies. To demonstrate social-emotional competencies, students are surveyed in the beginning and end of each school year. However, over the course of the charter contract, Mountain Mahogany has learned that student survey responses related to social-emotional skills are consistently lower in the spring of the school year than in the fall of the school year. A more accurate measure has been comparing student responses in the fall over time to track the growth of student resiliency and relationships on a year over year basis. Mountain Mahogany is particularly proud of the results indicating that students feel they have supportive relationships and the growth in positive social-emotional indicators in grades 3 through 5. In the 2023-2024 school year, Mountain Mahogany switched to the state’s required social-emotional skills survey, which doesn’t give the same data as the previous survey.

	Fall 2020	Fall 2021	Fall 2022
Emotion Regulation			
Grades 3 - 5	37%	37%	38%
Grades 6 – 8	39%	34%	39%
Grit			
Grades 3 – 5	43%	40%	49%
Grades 6 - 8	41%	42%	39%
Growth Mindset			
Grades 3 – 5	48%	53%	58%
Grades 6 - 8	49%	42%	49%
Self-Management			
Grades 3 – 5	66%	65%	67%
Grades 6 - 8	70%	64%	64%
Social Awareness			
Grades 3 – 5	64%	57%	70%
Grades 6 – 8	54%	53%	51%
Supportive Relationships			
Grades 3 – 5	74%	87%	87%
Grades 6 - 8	79%	73%	80%

Part 1 - School's Executive Summary

Mission Specific Goal 2: The second of Mountain Mahogany's mission specific goals is based on the development of advocacy skills. To demonstrate advocacy skills and connection to the community, students participate in a soapbox speech project annually. The soapbox speech project asks students to pick a community concern they are passionate about and write and deliver a one-minute speech advocating for change. The best speeches, as rated by students and impartial judges, are delivered to the whole school in an assembly. In past years, students have spoken movingly about preventing animal cruelty, providing services for the homeless and preventing suicide. Over the past four years of the charter contract, Mountain Mahogany has progressed from 70% of students meeting or exceeding expectations on the soapbox speech project to 96% of students meeting or exceeding expectations on the soapbox speech project.

Student Experience: Mountain Mahogany students experience the school's mission and vision in multiple tangible ways. As an outdoor learning school, students spend ten full school days annually learning in the bosque. Middle school students have the opportunity to take overnight camping trips in the fall and the spring of each school year, and 8th grade culminates with a multiple-day backpacking trek. All students in grades K-5 have gardening on the MMCS campus each week, and the reality of the MMCS campus means that students eat lunch and participate in many activities outdoors that are normally held inside at traditional schools. Student advocacy is fostered through daily acts of service (trash clean-up, classroom jobs) and through service learning opportunities. The soapbox speech project described above is one of the highlights of the school year. Students experience the school's focus on teaching social-emotional skills through morning meeting and closing circle activities in grades K-5, and a daily advisory period in grades 6-8. Mountain Mahogany uses Second Step to teach social-emotional skills, and students with additional needs receive support from the school's Social Emotional Support (SES Team).

Question 2: To what extent has your school continued to engage with the community and create local connections in line with your mission? (1-2 paragraphs)

Mountain Mahogany Community School has developed a wide variety of community partners and continues to nurture relationships and connections with organizations that support its mission. One of Mountain Mahogany's most unique attributes is its focus on outdoor education. To support this aspect of its mission, Mountain Mahogany partners with Cottonwood Gulch, a local outdoor learning nonprofit, to take students on day and overnight trips to experience New Mexico's public lands. Additionally, Mountain Mahogany partners with the City of Albuquerque Open Space, USDA, US Forest Service, Ciudad Soil and Water Conservation District, Sandia Mountain Natural History Center and the ABC Water Authority to provide students with meaningful opportunities to learn in and give back to New Mexico's vital outdoor spaces.

As a community school, Mountain Mahogany has a site-based leadership team that has membership from multiple stakeholder groups, including students, parents, school employees, school leadership

Part 1 - School's Executive Summary

and outside partners. A major partner of the school is the Rio Grande Educational Collaborative (RGEC), which offers grant-funded free before-and-after school care to over 50% of students. In addition to this out-of-school time programming, Mountain Mahogany works with dozens of community members who teach after school classes in areas as diverse as creative writing, soccer, guitar, digital art, dance, cheer and cooking. These community members bring a wealth of experiences and knowledge into the lives of students and provide multiple avenues for students to spark a passion for learning.

B. Governing Council

Please provide the following information for all Governing Council members:

Name	Professional Occupation	Role on Governing Council	Number of Years on Governing Council
Erin Ferreira	Attorney	President	7 th Year
Brian Laurent	Educator	Vice President	3 rd Year
Andrea Quintana	Business	Treasurer	6 th Year
Rene Mullen	Editor & Poet	Secretary	1 st Year
Monique Montes de Oca	Therapist	Member	1 st Year

C. Enrollment and Demographics

Please fill out the chart below with the corresponding information. (2/14/2024)

TOTAL ENROLLMENT	
# of Students Enrolled	225
# of Students on Waitlist	84
GENDER	
# of Male Students	109
# of Female Students	115
# Nonbinary Students	1
ETHNICITY/RACE	
# White	63
# Black	6
# Hispanic	136

Part 1 - School's Executive Summary

# Asian	2
# Native American	2
# Two or More	16
SPECIAL POPULATIONS	
# of Students with Disabilities	65
# of English Language Learners	8
# Homeless Students	2
# Eligible for Free and Reduced Lunch	95

Part 2 — Record of Performance (Self-Report)

Purpose: Looking Back – A Self-Report on the Current Charter Term

Instructions for Part 2: Please refer to the [online instructions](#) for complete details about filling out this section of the application. Submit no more than 10 pages for Section A.

A. Academic Performance/Educational Plan

Question 1: Have there been any improvements at the school and if so, what were the outcomes of those improvements? (1-3 paragraphs)

Since the beginning of the current charter term, Mountain Mahogany has undertaken a number of efforts to improve the school with highly positive results, including increased enrollment and improved academic performance. The foundation of the improvements seen at Mountain Mahogany over the past five years have come from improvements in the school's culture and stability in key leadership positions, including Director, Business Manager and Dean of Students. Mountain Mahogany currently has 16 employees who have been at the school through the entire current charter, which gives the school the ability to patiently build on each year's improvements. More stability in the school's faculty and staff has led to more retention of students, which has allowed the school to build its enrollment from 194.5 students five years ago to 227 students in the most recently completed school year. This is a growth of over 30 students during this time frame, which is over 15% enrollment growth.

Another key improvement Mountain Mahogany has made over the charter period is adopting new standards-aligned, culturally responsive and highly-rated curricula and implementing the curricula consistently across grade levels. In the 2019-2020 school year, Mountain Mahogany adopted the Ready Classroom Math curriculum and teachers had extensive professional development in its implementation. The school also adopted a new science curriculum – the Full Option Science System (FOSS) – which is better aligned with Next Generation Science Standards and cross-cutting concepts. The following year, Mountain Mahogany adopted the Expeditionary Learning (EL) curriculum, which was a significant improvement on Lucy Calkins' Units of Study curriculum. All of these curricula have had a major impact on the school's ability to ensure students are receiving high-quality grade-level instruction and effective intervention based on their specific learning needs.

Finally, Mountain Mahogany has invested in meeting the needs of its learners and improving its operational and instructional support systems. Since the 2018-2019 school year, Mountain Mahogany has almost doubled the size of its special education team, added math and reading intervention services and increased the size of its social-emotional support team. The school has also become a community school with a full-time Community School Coordinator and a structured literacy model school, with two trained dyslexia therapists. Student proficiency on state summative assessments reflect the Mountain Mahogany's improved operational and instructional proficiency. In the past three years of assessment data, Mountain Mahogany's ELA, Math and Science proficiency rates were all higher than they have been since before the 2014-2015 school year. Emerging from the pandemic,

Part 3 - Plans for Next Charter Term (Strategic Plan)

Mountain Mahogany’s proficiency rates were the highest they have been in the past ten years. It should also be noted that these proficiency rates have been achieved with a special education population of nearly a third of students and a Community Eligibility Provision (family income) rate of over 60%.

School Year	ELA (% Proficient)	Math (% Proficient)	Science (% Proficient)
2023-2024	48.4%	28.4%	41.8%
2022-2023	45.4%	30.1%	55.8%
2021-2022	50.4%	25.6%	29%
2020-2021	--	--	--
2019-2020	--	--	--
2018-2019	26%	15%	37%
2017-2018	31%	9%	43%
2016-2017	36%	22%	39%
2015-2016	22%	24%	58%
2014-2015	29.2%	22.6%	61.9%

Question 2: Provide a summary of your school-wide curriculum and information on how it aligns to New Mexico’s Common Core State Standards. (1-3 paragraphs)

Mountain Mahogany Community School uses grade-level appropriate curricula aligned to New Mexico’s Common Core State Standards in order to ensure that students receive on-grade level instruction. All curricula used is research-based, has strong evidence of effectiveness and is culturally relevant and responsive.

English Language Arts: Mountain Mahogany uses EL Education to teach reading and writing in grades K – 8. The EL Education curriculum focuses on building students’ background knowledge on topics in science and social studies, while also explicitly teaching skills in composition. The EL Education curriculum earned all green in the latest EdReports rankings as fully aligned to grade-level standards.

Foundational Reading Skills: Mountain Mahogany uses an Orton-Gillingham aligned curriculum from the Institute of Multisensory Education (IMSE) to teach foundational reading skills in grades K – 5. This instruction is supplemented with an online curriculum from Lexia Core5. In grades 6 – 8, an online curriculum is provided by Lexia PowerUp for students with IEPs who still require instruction in foundational reading skills.

Math: Mountain Mahogany uses Ready Classroom Math to provide core mathematics instruction in grades K – 8. This instruction is supplemented by online instruction through Iready Mathematics. In 2023, Ready Classroom Mathematics became the first mathematics program to receive perfect scores for all grades K-8 from EdReports. Mountain Mahogany also uses supplemental materials from Ready Set Math to provide math intervention and high-dosage tutoring to students.

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Science: Mountain Mahogany uses the Full-Option Science System (FOSS) for research-based, standards-aligned science instruction in grades K – 8. FOSS was developed by the University of California, Berkeley, and is a phenomenon-based curriculum designed to engage students in enduring experiences that lead to a greater understanding of the natural world. Mountain Mahogany chose this curriculum, in part, because it is designed to be adapted to outdoor learning.

Social Skills: Mountain Mahogany uses Second Step K-8 as a curriculum to teach social-emotional skills. The curriculum addresses goal setting, resilience, management of emotions, empathy, kindness and problem solving, and is aligned with New Mexico’s framework for social-emotional learning.

Question 3: Describe the assessment process your school uses to measure performance to NM state standards throughout the year and how you use this to inform instruction. (1-3 paragraphs)

Mountain Mahogany Community School uses a variety of assessment tools to measure student performance and to inform instruction. Diagnostic and short-cycle assessments in ELA and Math provide additional information and monitoring of student performance outside state-mandated summative assessments. Assessment information is used by teachers to provide data-informed instruction inside the classroom and by school leadership teams to monitor the systems and strategies being used schoolwide to promote achievement. Key monitoring periods include Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY). Students who fall below the 30th percentile are placed into intervention status and monitored more frequently, typically monthly.

Math:

Grades K-2 are monitored at BOY, MOY and EOY using the IStation mathematics assessment. Students in Grades 3-8 are monitored at BOY, MOY and EOY using the Iready diagnostic assessment. Students receiving intervention are monitored using Add+Vantage Math Rescue (AVMR) assessments based on their current intervention level.

ELA:

Grades K-2 are monitored at BOY, MOY and EOY using the IStation mathematics assessment. Students in Grades 3-8 are monitored at BOY, MOY and EOY using the Iready diagnostic assessment. Students in Grades K-5 are monitored at BOY, MOY and EOY with the DIBELS Oral Reading Fluency (ORF) probe for fluency, the LETRS Spelling Screener for orthographic processing and a Curriculum Based Measure (CBM) for writing fluency. Students in Grades 6-8 who are receiving intervention or special education services for reading are also monitored using the DIBELS ORF. Mountain Mahogany also administers the Lexercise dyslexia screener to all students in grade 1 annually. Finally, Mountain Mahogany uses the UPAR assessment to grades 4-8 to determine which students would benefit from text to speech assistive technology.

Question 4: Describe how your school responded to Martinez-Yazzie and shows support of at-

Part 3 - Plans for Next Charter Term (Strategic Plan)

promise students. Include data that shows what progress you have made. (1-3 paragraphs)

In response to Martinez-Yazzie, Mountain Mahogany Community School established an Equity Council and, through the Equity Council, examined student outcomes in a variety of areas, including exclusionary discipline, attendance and academic performance in ELA and Math on both formative and summative assessments. Notably, the school did not find disparities in exclusionary discipline, likely because the baseline rates of exclusionary discipline were quite low. However, rates of proficiency on all academic measures, both formative and summative, indicated achievement gaps between white students and students of color and between low-income students and students from middle-and-high income homes. Based on 2022-2023 state summative assessment data, the achievement gap between Hispanic and White students at Mountain Mahogany was similar or slightly smaller than at APS overall, while the achievement gap for low-income students was notably smaller than at APS overall (10 points smaller in ELA, 12.8 smaller in Math, and 11.8 points in Science). While any achievement gap based on race, gender or family income status is unacceptable, Mountain Mahogany is pleased that these numbers compare well to APS and are growing smaller over time.

In order to serve the needs of at-promise students, Mountain Mahogany has designed a school environment to be maximally supportive of the needs of diverse learners. For example, the school's five-person social-emotional support team is always on stand-by to support students who are having difficulty managing their behavior in the classroom environment in a way that is non-judgmental, builds relationships and recognizes student dignity and agency. Ample resources exist for students who need extra support to reach grade-level standards, including a reading interventionist, a math interventionist, a dyslexia therapist and four special-education teachers. Needing these resources to thrive as a learner is normalized and celebrated, not disdained. Finally, Mountain Mahogany identifies and implements culturally relevant and sustaining curricula and texts, so that all students can see their identities positively reflected and affirmed in the learning environment.

Task 1: Include any interim assessments and progress reports that indicate proficiency in relation to English, Mathematics, Science, and Grade Level performance.

See appendix.

B. Organizational Performance

Question 1: Provide a written description of how your organization operates. Describe the outcomes of your school-established organizational goals. (1-3 paragraphs)

Mountain Mahogany Community School's Governing Council holds the legal obligation to hire and evaluate the school's administrator, to review and approve the annual budget and to review and approve the school's policies. The Governing Council has only one employee, the Director. The Director holds the responsibility of ensuring that the Governing Council's policies are implemented and that the school culture and climate support the Governing Council's mission, vision and charter goals. The Director, a Head Teacher selected by school employees and a Family Council representative report monthly to the Governing Council on progress towards the implementation of the school's "big

Part 3 - Plans for Next Charter Term (Strategic Plan)

picture” vision as well as the specific goals outlined in the charter and strategic plan.

The Director works closely with the school’s Site-Based Leadership Team to implement the goals of the charter and to ensure that students are making progress towards academic and social-emotional proficiency. The Site-Based Leadership Team includes representatives from faculty and staff, parents, students and partner organizations. Schoolwide decisions and decisions about questions related to the mission and goals of the school are discussed by the Leadership Team and disseminated to the entire faculty and staff through communication protocols, fostering a healthy atmosphere of collaborative work and open communication.

Mountain Mahogany’s faculty and staff are organized into teams to facilitate collaboration and communication. Teachers and educational assistants work in grade level cohorts (K-2, 3-5 and 6-8), while elective teachers also meet regularly. The school’s Special Education (SE) and Social-Emotional Support (SES) teams also meet weekly. Additionally, subject-area PLCs in Literacy, Math and Science are led by faculty leaders and meet monthly to conduct data analysis, align curricula and refine instructional practices. The time invested in working through issues as a community allows Mountain Mahogany to function as a collegial environment with high levels of collaboration and communication.

At the beginning of the current charter term, the most important school-established organizational goal was to stem teacher and student attrition. As mentioned previously in this application, this goal has been met. Teacher retention has improved dramatically, and student retention is over 90% annually. In addition, Mountain Mahogany has increased overall enrollment by 15%. Another important operational goal was to undertake campus improvements to bring the campus into compliance with safety standards and provide space for student learning needs. Over the course of the current charter term, Mountain Mahogany has added a portable building with two classrooms, removed and replaced obsolete playground equipment and made a number of other significant classroom improvements. Finally, school leadership was charged with improving the school’s special education program and bringing the special education services into line with the needs of students. The APS Charter Schools Office recently recognized Mountain Mahogany as a School of Distinction for special education services.

Question 2: Describe the role in the school’s governing council in strategic planning. (1-3 paragraphs)

Mountain Mahogany Community School’s Governing Council is actively engaged in its role to provide oversight and governance of the school, in part through the development of a strategic plan. In the spring of 2024, the Governing Council engaged Samantha Gonzales, an outside contractor, to conduct an evaluation of Mountain Mahogany Community School. Multiple current and former stakeholders, including school employees, students, family members and Governing Council members, were interviewed and shared their perceptions of the school’s strengths and weaknesses and how these elements of school culture impacted teaching and learning. This report was completed in May 2024.

Part 3 - Plans for Next Charter Term (Strategic Plan)

In the summer of 2024, the Governing Council's Academic Excellence Committee used the results of the stakeholder input gathering process to inform its collaborative work towards an updated strategic plan, responsive to the developing needs of the school. As part of this process, new mission-specific goals were developed to be included with this charter application renewal, with a focus on the school's mission and core values to promote outdoor learning and civic engagement. A draft of the strategic plan is largely completed, with a series of feedback sessions to be completed before the final version of the plan is to be adopted by the Governing Council. The Governing Council plans to adopt the strategic plan in the 2024-2025 school year, ensuring its alignment with the school's charter renewal contract.

Question 4: Has there been any changes in school leadership? If so, please provide current information. What is your process of evaluating school leadership?

Mountain Mahogany Community School has had stable school leadership during the course of the current five-year charter term. Lori Webster was hired as the school's Director at the beginning of the 2018-2019 school year and is currently in her seventh year of leading the school. Other members of the school's leadership, such as Dean of Students Molly Hennerty and Business Manager Mary Scofield, have been at the school over a decade. No immediate changes in school leadership are anticipated.

Mountain Mahogany Community School Governing Council evaluates the Director annually, as required by state law and school policy. Annually, the Governing Council gathers feedback regarding the Director's performance from various stakeholder groups within the school, including faculty, staff and families. After reviewing this input and other forms of data regarding the Director's performance, such as academic and financial performance, the Governing Council meets in closed session to review these findings, document them on an evaluation form and share them with the Director. The Director has an opportunity to share updates on progress on the school's strategic plan and other key indicators of success with the Governing Council as a part of the evaluation process.

Task 1: Provide a copy of your school's E-Occupancy certificate.

See appendix.

C. Financial Performance

Question 1: Describe how the school is meeting its financial goals in relation to its liabilities, payroll taxes, employee benefits, debt service payments, etc. Provide evidence. (1-3 paragraphs)

Mountain Mahogany Community School is confident of its ability to steward its financial resources to meet its organizational and student learning goals. As of the date of this charter application, Mountain Mahogany's Business Office has submitted all required reports to APS and the New Mexico Public Education Department, and is up-to-date on submitting all payroll taxes, NMPSIA, NMERB and NMRHC monthly payments. Mountain Mahogany's cash balance at the beginning of the 2024-2025 school year was \$318,178, which the school considers adequate to provide liquidity while waiting for any grant or federal fund reimbursements. Mountain Mahogany's Business Office is efficient in submitting RFR requests and fully spent down its ESSER funding by June 30, 2024. Overall, Mountain Mahogany

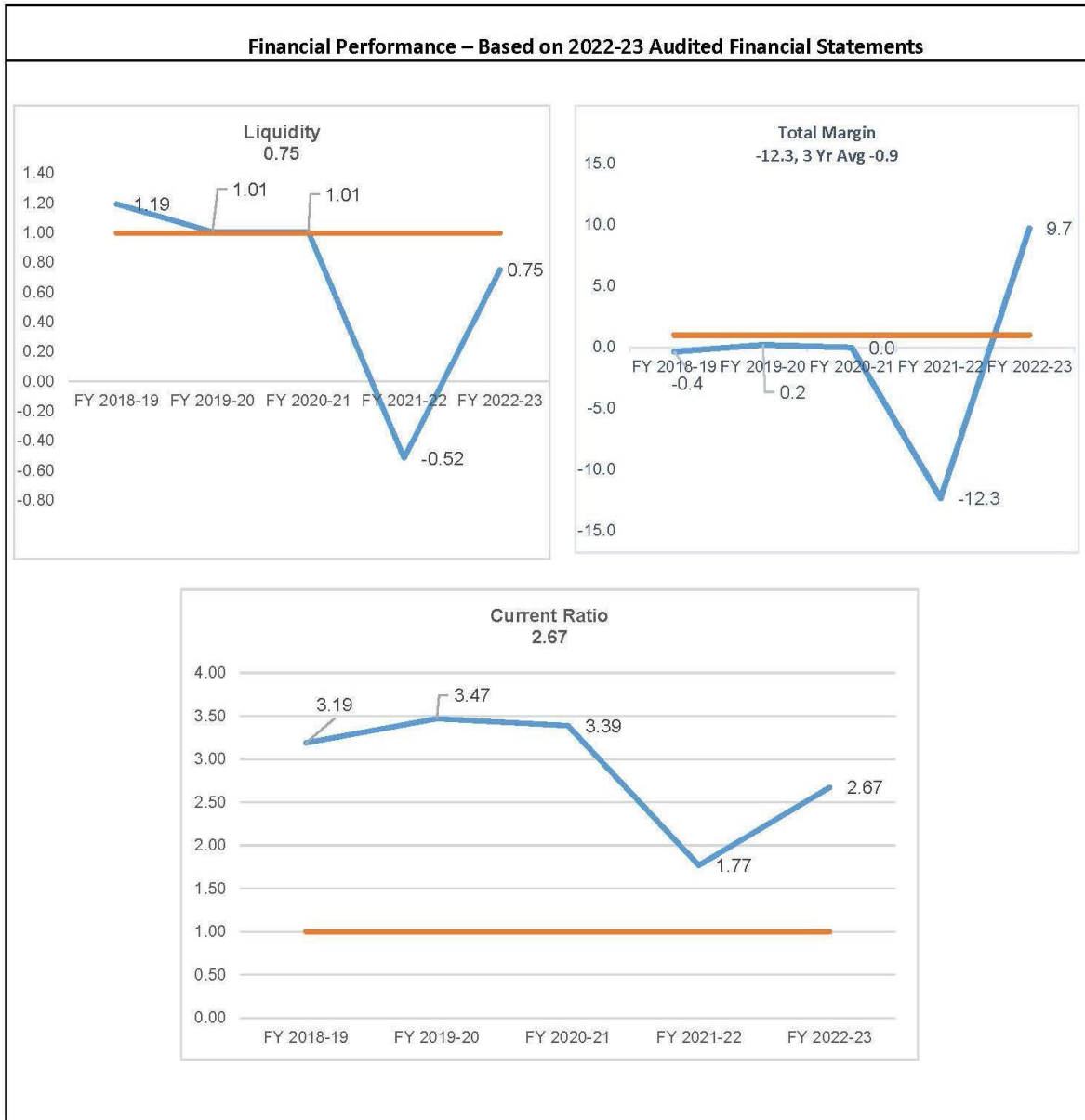
Part 3 - Plans for Next Charter Term (Strategic Plan)

allocates a high percentage of its budget to direct instruction and student support. Over the course of the five-year charter period, Mountain Mahogany typically had one or no audit findings, with the exception of the 2021-2022 fiscal year. During this year, Mountain Mahogany contracted with a licensed Business Manager who was unable to perform the duties of the role and whose mistakes ultimately led to a number of audit findings. When his deficiencies were detected, the school ended the business relationship and corrected the findings in the next fiscal year.

Mountain Mahogany has been in a lease purchase agreement since January 1, 2014 with the private owner of the property. Mountain Mahogany received PED approval of the lease purchase agreement dated December 5, 2013. The cost of the lease purchase agreement is \$105,996 annually through 2043. Due to the lease purchase agreement, Mountain Mahogany meets the requirement of 22-8B-4.2 NMSA 1978 to be in a public building. The school's lease purchase payments are currently fully covered by lease relief assistance.

Part 3 - Plans for Next Charter Term (Strategic Plan)

Task 1: Provide any other financial performance-based evidence.



Task 2: Please provide the following information for all Audit Committee members:

Name	Professional Occupation	Role on Audit Committee
Andrea Esquibel	Business	Governing Council Member #1
Erin Ferreira	Attorney	Governing Council Member #2
James Pizzo	Accountant	Parent <i>(Cannot be a Governing Council Member, may be parent of a student at any school in the district.)</i>

Part 3 - Plans for Next Charter Term (Strategic Plan)

Barbara Bates	Accountant, Retired	Finance Expert
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Part 3—Plans for the Next Charter Term (Strategic Plan)

Purpose: Looking Forward – Vision for the Next Five Years

Instructions for Part 3: Please refer to the [instructions online](#) for complete details about completing this part of the application (Self-Study) on outlining your vision and plan for the next five years.

Note that this section will not be used for Renewal determination

A. Educational Program Plans

Question 1: Describe any anticipated changes to essential terms of the school’s educational program such as school mission and vision, courses of study offered, grade levels served, etc. (1-3 paragraphs)

Mountain Mahogany Community School does not expect any major changes to the school’s educational program, mission, vision, courses of study offered or grade levels served over the upcoming five-year charter term. If the school is able to expand its campus, Mountain Mahogany would like to add early childhood education (pre-K) to its offerings and could envision overall enrollment increasing slightly to no more than 250 students. The school plans to continue its focus on outdoor learning and developing civically aware, socially engaged learners through its mission and unique educational program.

Question 2: Discuss your school’s academic priorities over the next five years. Include the data analysis the school used to set your strategic priorities. How did you use the data to prioritize? (1-3 pages)

Mountain Mahogany Community School (MMCS)’s strategic plan is reflective of the school’s unwavering commitment to its mission, core values, and to fostering a learning environment that not only prioritizes academic readiness but also champions outdoor education and social justice. Over the next five years, the school strives to serve as a beacon for showcasing how education can be both transformational and deeply connected to the natural world.

Over the next five years, Mountain Mahogany’s academic priorities are to foster a community of intellectually curious and resilient learners and to make meaningful progress towards all students achieving reading, math, and science proficiency on statewide summative assessments.

PROFICIENCY

Mountain Mahogany Community School is committed to increasing overall student proficiency. To measure student proficiency and growth towards proficiency, Mountain Mahogany will use a scoring system aligned with what New Mexico proposes to use in its ESSA plan for school accountability, as outlined below:

Performance Level	Points Assigned
Novice	0
Nearing Proficiency	0.5

Proficient	1.0
Advanced	1.25

By assigning points based on proficiency, Mountain Mahogany can generate an academic index score for English Language Arts (ELA), Math and Science, as well as for each subgroup in each academic area. The benefit of using an academic index score, instead of using a measure of percentage of students proficient, is that the academic index score captures the progress students make towards partial proficiency. Academic index scores can range from 0 to 125.

Strategic Plan Goal A.1.1: Mountain Mahogany Community School will improve its academic index score for grades 3 - 8 by a rolling average of 5% annually on the state summative ELA assessment.

	FY23	FY24	FY25 Goal	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
ELA	70.42	70.19	73.70	77.39	81.26	85.32	89.59

Strategic Plan Goal A.1.2: Mountain Mahogany Community School will improve its academic index score for grades 3 - 8 by a rolling average of 5% annually on the state summative math assessment.

	FY23	FY24	FY25 Goal	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
Math	44.8	42.95	45.10	47.36	49.73	52.22	54.83

Strategic Plan Goal A.1.3: Mountain Mahogany Community School will improve its academic index score for grades 5 and 8 by a rolling average of 5% annually on the state summative science assessment.

	FY23	FY24	FY25 Goal	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
Science	75.48	58.93	61.88	64.97	68.22	71.63	75.21

GROWTH

Mountain Mahogany will use interim assessment data to measure student growth in reading and math. Using diagnostic assessments allows Mountain Mahogany to inform instruction, target specific student learning needs and monitor learning throughout the school year and for all students, not just once a year for students on state summative assessments.

Strategic Plan Goal A.2.1: Students in grades K-2 will increase proficiency (a score of a 4 or 5) by 3 percentage points annually on the end-of-year (EOY) iStation math and reading diagnostic assessments.

	FY23	FY24	FY25 Goal	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
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ELA	13/65 (20%)	19/64 (29.7%)	TBD	FY25 + 3 pts	FY25 + 6 pts	FY25 + 9 pts	FY25 + 12 pts
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	FY23	FY24	FY25 Goal	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
Math	N/A*	28/63 (44.4%)	TBD	FY25 + 3 pts	FY25 + 6 pts	FY25 + 9 pts	FY25 + 12 pts

*The NMPED began requiring IStation Math for students in grades K - 2 beginning in the 2023-2024 school year.

Strategic Plan Goal A.2.2: Students in grades 3-8 will increase proficiency (a score of 4 or 5) by 3 percentage points annually on the end-of-year (EOY) IReady math and reading diagnostic assessments.

	FY23	FY24	FY25 Baseline	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
ELA	75/153 (49%)	62/131* (47.3%)	TBD	FY25 + 3 pts	FY25 + 6 pts	FY25 + 9 pts	FY25 + 12 pts

	FY23	FY24	FY25 Baseline	FY26 Goal	FY27 Goal	FY28 Goal	FY29 Goal
Math	46/153 (30%)	67/153 (43.7%)	TBD	FY25 + 3 pts	FY25 + 6 pts	FY25 + 9 pts	FY25 + 12 pts

*This data does not include third grade due to changes in NMPED required assessments.

ACCOUNTABILITY

Mountain Mahogany Community School will use accountability systems such as the NM DASH 90 Day Plan to identify real-time barriers and program monitor towards meeting its strategic academic goals. Mountain Mahogany Community School will continue to implement the best practices identified in its literacy plan, with a goal of exemplifying structured literacy instructional practices. Mountain Mahogany has been identified as a structured literacy model school.

Question 3: How will your school continue to enhance the APS School of Choice Portfolio? (1-3 paragraphs)

Mountain Mahogany Community School plays an important role in the APS School of Choice portfolio. The school’s environmental programs, including 10 school days per year in the bosque, a weekly gardening class and a campus orchard, provide options for families who value nature and environmental education as a significant aspect of their child’s education. Mountain Mahogany’s mission appeals to families who believe that social justice education and service learning are an important way for students to develop their cultural and individual identities. Mountain Mahogany’s

small size and opportunities for family engagement are ideal for families looking for a school in which family voice is valued and opportunities for involvement abound. Finally, Mountain Mahogany serves a disproportionately high percentage of students with disabilities, bringing needed expertise in special education to the charter school portfolio.

Question 4: How will your school continue to provide Special Education services and monitor the progress of students receiving special education? (1-3 paragraphs)

Mountain Mahogany Community School serves a high percentage of students with disabilities who have Individualized Educational Plans (IEPs). In the most recently publicly available data, Albuquerque Public Schools serves 23.8% students with disabilities. When this application was drafted, Mountain Mahogany was serving 33.4% students with disabilities, a 10-percentage point difference. While the exact percentage of students with disabilities fluctuates, Mountain Mahogany generally serves between 28 and 35% students with disabilities. Based on this data, it is clear that many families choose Mountain Mahogany because they believe their students with disabilities will receive the services and support they need to thrive.

Currently, Mountain Mahogany employs a full-time Special Education Director, 3.8 FTE special education teachers, .8 FTE speech-language therapists, a .75 FTE social worker and a .6 FTE occupational therapist. In addition, Mountain Mahogany has three additional dual licensed general and special education teachers on staff and provides an educational assistant in all elementary classrooms to support inclusion of students with disabilities. All students, including students with disabilities, receive support from the school's Social-Emotional Support team, which includes a Dean of Students, School Counselor and two Educational Assistants. To work with students with dyslexia, Mountain Mahogany contracts with a certified academic language therapist (CALT) to provide highly-individualized and structured dyslexia therapy. In its next charter term, Mountain Mahogany will provide a range of settings -- from small group pullout to push-in inclusion support to full-time placement in the general education setting -- in order to meet the needs of students with disabilities to be educated in the least restrictive setting (LRE).

Mountain Mahogany's commitment to meeting the needs of its students with disabilities has met with measurable academic success. In the most recent results of the state summative assessments in spring 2024, 21.6% of students with disabilities at Mountain Mahogany scored proficient or advanced in ELA, compared to 10.5% of students with disabilities in APS. This is a 11.1 percentage point difference. In math, 15.7% of students with disabilities at Mountain Mahogany scored proficient or advanced in Math, compared to 5.1% of students with disabilities in APS. This is a 10.6 percentage point difference. Besides state summative academic data, Mountain Mahogany uses Istation and Iready as progress monitoring tools for students with disabilities in the areas of math and reading, as well as Lexia for progress monitoring in the area of foundational reading skills, the DIBELS in the area of reading fluency and decoding, a spelling screener in the area of orthographic processing and a writing probe in the area of writing fluency. Because Mountain Mahogany has clear information about students' needs in critical

areas, Mountain Mahogany’s team is better able to provide instruction that meets students’ learning needs and helps students gain confidence in their capacity to meet challenging academic standards.

Question 5: How will your school continue to provide English Learner services and monitor the progress of English Learner students? (1-3 paragraphs)

Mountain Mahogany Community School is committed to identifying, serving and monitoring English learner students. The state-approved Language Usage Form is used to identify students who are potential English learners, and students flagged through the form are screened using the W-APT or ACCESS, depending on the student’s grade. When students are identified as English Learners, Mountain Mahogany notifies parents in writing. Subsequent to identification, the school uses the ACCESS to monitor student English proficiency annually. Mountain Mahogany also monitors the progress of students exited from EL status, in line with PED guidelines. Notification and communication with the families of students identified as English Learners takes place in families’ preferred language. Annually, Mountain Mahogany communicates to families their right to participate in or decline to participate in programs designed for students who are identified as English Learners. Parents and guardians understand they must opt-out of English Learner programming in writing annually and these forms are uploaded to the school’s Student Information System.

To meet the needs of English learners, Mountain Mahogany has a TESOL certified reading specialist on staff. Generally, Mountain Mahogany serves a relatively small percentage of students who are identified as English Learners, and the majority of English Learners are co-identified students with disabilities (48%). Over the course of the five-year charter period, Mountain Mahogany has served 23 English learners. Of this number, 30% (7 students) met exit criteria. 43% of the students meeting exit criteria also had IEPs. Mountain Mahogany takes its responsibility to help students progress towards English proficiency seriously and has demonstrated measurable success in this area. MMCS students typically make progress towards meeting the exit criteria on the ACCESS assessment each school year and continue to experience academic success once being exited and monitored.

B. Mission-Specific Goals

Instructions for section B: Please refer to the [online instructions](#) for complete details about Mission Specific Goals and Indicators.

Provide at least two (2) mission-specific goals and indicators in the space below. These should be written as a SMART goal. (1-2 pages per goal)

Provide a table for each Goal Statement that we take to the board.

Example: If a school’s mission focuses on language acquisition, then a school may choose a mission-specific goal and indicators that measure students’ performance and progress of language acquisition. The indicators for this goal will be monitored during the year and revised annually. If you define a cohort of students (i.e. 11th grade students who have attended the school for at least two semesters), you must identify how many students are in the cohort.

Mission Specific Goal 1 (1-2 pages):

MISSION SPECIFIC GOAL 1 CIVIC ENGAGEMENT:

Annually, In order to develop students’ agency and advocacy skills and in alignment with Mountain Mahogany Community School’s core value of social justice and empowerment, all students enrolled at Mountain Mahogany Community School, in grades 3-8, will demonstrate proficient advocacy and civic engagement skills, by earning a “meets” or “exceeds” on the completion and delivery of a soapbox speech, as assessed by the Issues to Action curriculum rubric.

CORE VALUE: SOCIAL JUSTICE & EMPOWERMENT

Mountain Mahogany believes students learn best when they are exposed to meaningful, complex issues applicable to their own lives. We value engaging students in current, relevant issues by connecting with our local community. Our students learn they have the power to change how their world works by using their voices to navigate public systems, lobby public officials, and present their research and opinions as responsible citizens.

1. Indicators that will be measured and monitored, related to this goal

Exceeds Standards: The school substantially met the mission-specific indicator if 85% or more students meet or exceed expectations as measured by the rubric instrument.
Meets Standards: The school substantially met the mission-specific indicator if more than 75%- 84% of students meet or exceed expectations as measured by the rubric instrument.
Working to Meet Standards: The school is working to meet the mission-specific indicator if 65% to 74% of students meet or exceed expectations as measured by the rubric instrument.
Does Not Meet Standard: The school does not meet the mission specific indicator if less than 65% of students meet or exceed expectations as measured by the rubric instrument.

2. Student academic performance standard(s) being addressed

CCSS.ELA-Literacy.SL.4

Speaking & Listening

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students
Mountain Mahogany will use the Issues to Action rubric to measure student performance levels related to this goal.

Mission Specific Goal 2 (1-2 pages):

MISSION SPECIFIC GOAL 2 OUTDOOR LEARNING

Annually, in order to develop a student’s academic mind and in alignment with Mountain Mahogany Community School’s core value of connection to nature, all students enrolled at Mountain Mahogany Community School on the 40-Day and 120-Day snapshots in grades K – 8 will participate in at least 20 hours of outdoor learning experiences per semester, complete a project demonstrating an understanding of the role of human choices on the environment, and present their learning annually in the spring of the school year.

CORE VALUE: CONNECTION TO NATURE

Mountain Mahogany believes that students cannot love what they do not know. We value students spending time outside experiencing and developing knowledge about the natural world. Our students come to understand the impact of human choices on our world and acting responsibly as stewards of the environment.

- Indicators that will be measured and monitored, related to this goal

Exceeds Standards: The school substantially met the mission-specific indicator if 85% or more students meet or exceed expectations as measured by the rubric instrument, including hours spent in outdoor learning.
Meets Standards: The school substantially met the mission-specific indicator if more than 75%- 84% of students meet or exceed expectations as measured by the rubric instrument, including hours spent in outdoor learning.
Working to Meet Standards: The school is working to meet the mission-specific indicator if 65% to 74% of students meet or exceed expectations as measured by the rubric instrument, including hours spent in outdoor learning.
Does Not Meet Standard: The school does not meet the mission specific indicator if less than 65% of students meet or exceed expectations as measured by the rubric instrument, including hours spent in outdoor learning.

- Student academic performance standard(s) being addressed

MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

3. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Mountain Mahogany will use a project-based learning rubric to measure student performance levels related to this goal.

C. Organizational Plans

Question 1: Describe any anticipated changes to the governance of the school such as board composition, staffing and leadership changes, committee structure, amendments to bylaws, adding/removing an ESP (Education Support Professional) etc. How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years? (1-3 paragraphs)

Mountain Mahogany Community School does not anticipate significant changes to the governance of the school, including the composition of the board, leadership changes, committee structure or amendments to bylaws, over the next charter term. Mountain Mahogany's Governing Council expects to elect, orient and train new members, as current members rotate off the board, in the course of a normal and healthy board succession plan. Currently, Mountain Mahogany is working with a consultant and has produced a draft of a new strategic plan, to be adopted and run concurrently with the 2025-2030 charter contract. The strategic plan has explicit goals for student academic performance and mission-specific goals, as well as for recruitment, retention, financial stewardship, facilities and operations. The strategic plan will allow the Governing Council to align the director evaluation process with measurable goals and will provide an ongoing mechanism for monitoring academic performance.

Question 1: Describe any anticipated changes to your facility such as location, remodeling, additions, etc. (1-3 paragraphs)

Mountain Mahogany Community School is located at 5014 4th Street NW in the North Valley. The campus is quite small, only just over 3 acres, and contains just over 14,000 square feet of usable space. Most buildings on campus are aging portable buildings, and the design of campus provides for ample outdoor learning space, including an orchard, garden, playing field, playground, outdoor courtyard and gathering space. The school does not have a cafeteria or gym, and students eat meals outside almost every day. The school is very short of office space and small group meeting space to provide interventions for students with disabilities or students in need of additional academic support.

Over the course of the most recent five-year charter contract, Mountain Mahogany has made many investments in its campus, including bringing its playground equipment up to current standards, adding new fencing and entrance/exit gates to improve security, updating its camera system to improve security, adding an additional portable building to provide space for special education services and renovating the garden area to add outdoor classroom space. Overall, these improvements have allowed Mountain Mahogany to become fully enrolled and better serve its students and the community.

Should funding and capacity become available, Mountain Mahogany would like to purchase the commercial property adjoining its campus along 4th Street in order to build a multipurpose building, provide small group intervention space and add a Pre-K classroom, ideally to serve pre-K students with disabilities in an inclusion setting. However, moving forward with these anticipated changes to the school's facility requires both a willingness to sell the property on the part of the current owner and

the ability to finance the purchase on the part of Mountain Mahogany.

Task 1: Provide Facility Information and Documentation by completing the Appendix section Lease Review Charter School Facility Documents.

See Appendix.

D. Financial Plans

Question 1: Describe any anticipated changes to the operations of your school in relation to finance such as new curriculum and instructional materials, modified staffing structure, decreased/increased enrollment, etc. (1-3 paragraphs)

Mountain Mahogany Community School currently does not anticipate any significant changes to the operation of the school in relation to its finances. Annually, the school engages in the budgeting process, which includes forecasting enrollment, estimating expenditures, gathering public comment on priorities and setting a calendar. Based on this information, the school's Director and Business Office presents a proposed budget to the Governing Council. Upon its approval, the budget is also submitted to Albuquerque Public Schools and the New Mexico Public Education Department for approval. Mountain Mahogany has a healthy cash balance, consistent and stable enrollment and invests the majority of its revenues into direct student services and student support. Recurring expenditures and staffing levels are sustainable based on current state funding levels.

Task 1: Provide a projected budget for the next 5 year term including key revenue sources and expenditures.

See Appendix.

E. Community Outreach

Task 1: Provide Contact Information for Students (20), Families (20) and Community Members (10)

In an effort to incorporate student voice, family voice and community voice in the Charter Renewal process, we are requesting that you populate a Google Sheet with contact information. *Note: It is not intended that the family members match up with the students on your student list. These will be unique lists.*

We will use each list to reach out to students, families, and community members, allowing them to give us feedback about your school. We hope to have a diverse group of individuals whom we can collect feedback. If you have any questions about this process, please contact the charter school team. The Student, Family, Community Voice Google Form can be accessed here:

<https://docs.google.com/spreadsheets/d/1Uo-FPnRXuE5Ke80UP9Zfb3s3xFiljclF6guiG9bVoHY/edit?usp=sharing>

Please complete each sheet with the necessary contact information. Schools are encouraged to submit these lists early in the September timeframe. If you are unable to complete early, you can submit with your Renewal Application.

The Charter School team will be asking these contacts to send us short videos reacting the following prompts:

- What “wows” you about this charter school?
- What do you wonder about this charter school?
- Share any personal stories of your experience with this charter school.