



Altura Preparatory School

**ALTURA PREPARATORY
SCHOOL
BYLAWS**

THE BYLAWS OF ALTURA PREPARATORY SCHOOL

INTRODUCTION

Altura Preparatory School (“Altura Prep”) will provide every student with access to an inclusive, equitable, comprehensive, and exceptional college preparatory education. Every child who walks through our doors has the potential to succeed in both college and life, and we will foster their development through rigorous academic content, personalized instruction, and multidisciplinary project-based learning. Our intentionally diverse student body will leave our school ready to be agents of their own education. Students will be prepared to seek opportunities, persevere through challenges, and succeed at high academic levels in middle school, high school, and postsecondary pursuits.

VARIABLE REFERENCES

- 0.1 The fiscal year of Altura Preparatory School shall begin on the first day of July and end on the last day of June each year.
- 0.2 Date of annual Board of Trustees' meeting (See Section 2.8): Will be held during the last quarter of the fiscal year.
- 0.3 Required notice of Board of Trustees' meetings (See Section 2. 8):
 - (a) Not less than seventy-two (72) hours if by mail, and
 - (b) Not less than twenty-four (24) hours if by personal delivery, word of mouth, telephone, facsimile, e-mail, or other form of wired or wireless transmission.
- 0.04 Authorized number of Trustees (See Section 2.3): seven (7) to thirteen (13) Trustees.

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ARTICLE 1 NAME, ORGANIZATION, AND PURPOSE

Section 1.1 NAME

The name of this organization will be known as **ALTURA PREPARATORY SCHOOL**. It will be referred to in this document as “Altura Preparatory School” or “Altura Prep.”

Section 1.2 ORGANIZATION AND PURPOSE

Altura Preparatory School will be a charter school in the State of New Mexico that will operate exclusively for educational and related purposes.

Section 1.3 PRINCIPAL OFFICE

The Principal Office of Altura Preparatory School will be located in Albuquerque, County of Bernalillo, State of New Mexico.

Section 1.4 NON-DISCRIMINATION

Altura Preparatory School does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, race, color, age, sex, creed or religion, handicap or disability, marital status, citizenship status, veteran status, membership in the national guard, State defense or reserves, sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the School’s premises during non-working hours, or any other characteristic protected by law in its employment practices.

ARTICLE 2 THE BOARD OF TRUSTEES

Section 2.1 THE BOARD OF TRUSTEES

The Board of Trustees of Altura Preparatory School retains and reserves all powers and duties conferred upon and vested in it by the New Mexico State Statutes (Section 22-5-4). The primary powers and duties of the Board of Trustees are to set school policy, review and approve the budget for Altura Preparatory School, and evaluate the Director(s) of Altura Preparatory School.

Section 2.2 THE ROLE AND PURPOSE OF THE BOARD OF TRUSTEES

The role and purpose of the Board of Trustees of Altura Preparatory School is to be responsible for the fair and uniform application of all federal, state and local laws, as well as the rules, regulations, and policies of Altura Preparatory School in the operation of the school and in conformance of its charter.

Additionally, the Board of Trustees is responsible for overseeing all the fiscal operations of the school, exercise leadership through the formulation and adoption of school policy; and is responsible for hiring establishing the duties of, evaluating and determining the salary of Altura Preparatory School’s Director(s). The Board of Trustees also approves the budget that is submitted by the School’s Director(s), salaries, position descriptions, school policies and governing procedures of Altura Preparatory School.

Section 2.3 DESIGNATED BOARD OF TRUSTEES AND TERMS

The number of the Board of Trustees of Altura Preparatory School shall be no less than seven (7) and no more than thirteen (13), unless changed by amendments to these bylaws. An odd number of Trustees will be maintained for voting purposes. All Trustees will serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive terms. Trustees shall serve staggered terms to balance continuity with new perspective. Board members shall be sought to reflect the qualities,

qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees. The Altura Preparatory School nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and Officers for election by the Board. This slate shall be presented at the annual meeting of the Board.

Section 2.4 **RESIGNATION**

A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 2.5 **REMOVAL**

The Board may remove any Officer or Trustee by a majority vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that written notice of the reason or reasons for proposed removal shall have been delivered by electronic mail with Delivery receipt confirming the message was delivered to the recipient's e-mail server or Read receipt confirming the recipient viewed the message check box, or by Registered Mail to the Officer or the Trustee proposed for removal at least thirty (30) days before any final action is taken by the Board. A notice of the time shall accompany this statement when, and the place where, the Board is to take action on the removal. The Officer or Trustee shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 2.6 **VACANCIES AND ADDITIONAL ELECTIONS**

The Board is not required to fill a vacancy created by the removal or resignation of a Trustee, unless such a vacancy will cause the number of Trustees to be less than the minimum specified in these bylaws. The Board will have 45 days to fill a vacancy. An election to fill a vacancy or to increase the number of Trustees may be held from time to time at regular or special meetings at the discretion of the Board. Written notice of the proposed election and slate of candidates must be given to all Board Trustees in advance of any meeting at which the election is to be held. The minimum vote required to elect a new Trustee or fill a vacancy shall be the affirmative vote of a majority of the Trustees present at a meeting at which a quorum is present.

Section 2.7 **MEMBERS OF THE BOARD OF TRUSTEES**

- (a) Will receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Altura Preparatory School activities in accordance with Altura Preparatory School policies.
- (b) Shall serve the Altura Preparatory School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Altura Preparatory School.
- (c) All participants in Board work are bound by the Code of Conduct, Conflict of Interest, and Confidentiality policy statements.
- (d) Shall have no direct or indirect financial interest in the assets or leases of the Altura Preparatory School; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Altura Preparatory School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

Section 2.8 **ANNUAL AND REGULAR MEETINGS**

The annual meeting of the Board of Trustees shall be held during the last quarter of the fiscal year on a date selected by the Board for the purpose of appointing officers, electing Trustees and for the transaction of such other business as may come before the meeting. The place of such annual meeting shall be designated by the Board of Trustees. There shall be at least ten (10) other regular meetings of the Board held each year. Notice shall be given to each Trustee fourteen (14) days prior to the date of every regular meeting of the Board. All meetings of the Board of Trustees shall comply with all aspects of New Mexico open meeting laws detailed in the Open Meetings Act,

Section 2.9

SPECIAL MEETINGS

Special meetings of the Board of Trustees may be called by or at the request of the Chair of the Board or any two (2) Trustees. The Chair of the Board of Trustees calling any special meeting of the Board of Trustees may fix any place, either within or without the State of New Mexico, as the place for holding any special meeting of the Board of Trustees called by them, and if no other place is fixed, the place of meeting shall be the principal office of the State of New Mexico.

Section 2.10

NOTICE AND WAIVERS

Notice of each meeting of the Board of Trustees (unless otherwise provided in or pursuant to Section 2.5) shall be given to each Trustee (i) by written notice delivered personally, electronically mailed, given by facsimile, or other form of wired or wireless transmission to such Trustee at his/her business address, e-mail address, facsimile number, or at such other address as such Trustee shall have designated in writing and filed with the Secretary, or (ii) by word of mouth or telephone personally to such Trustee, in each case not less than that number of days prior thereto as set forth in Section 0.03. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice be given by facsimile, e-mail, or other form of wired or wireless transmission, it shall be deemed delivered when transmitted. Whenever any notice is required to be given to any Trustee of the Altura Preparatory School, under the bylaws or any provision of law, a waiver thereof in writing, signed at any time, whether before or after the time of meeting, by the Trustee entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting and objects thereto to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any annual, regular, or special meeting of the Board of Trustees needs to be specified in the notice or waiver of notice of such meeting.

Section 2.11

QUORUM

Except as otherwise provided by law or by these bylaws, a majority of the number of Trustees set forth in Section 0.04 shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but a majority of the Trustees present (though less than such quorum) may adjourn the meeting from time to time without further notice.

Section 2.12

MANNER OF ACTING

The act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by law or by these bylaws. Unless these bylaws provide otherwise, any or all Trustees may participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Trustees participating may simultaneously hear or read each other's communications during the meeting. A Trustee participating in a meeting by this means is deemed to be present in person at the meeting.

Section 2.13

CONDUCT OF MEETINGS

The Chair of the Board, or in his/her absence the Vice Chair of the Board, in the order provided under 4.5) and in their absence, any Trustee chosen by the Trustees present, shall call meetings of the Board of Trustees to order and shall act as Chair of the meeting. The Secretary of the Board of Trustees shall act as secretary of all meetings of the Board of Trustees, but in the absence of the Secretary, the presiding officer may appoint any Assistant Secretary or any Trustee or other person present to act as secretary of the meeting. Trustees may participate in a meeting from a remote location by using any means of communication by which (a) all participating Trustees may simultaneously hear or read each other's communications during the meeting, or (b) all communication during the meeting is immediately transmitted to each participating Trustee and each

participating Trustee is able to immediately send messages to all other participating Trustees.

Section 2.14 **PRESUMPTION OF ASSENT**

A Trustee who is present at a meeting of the Board of Trustees or a committee thereof of which he/she is a member at which action on any business matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she files his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered or electronic mail to the Secretary of the Board of Trustees immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Trustee who voted in favor of such action.

Section 2.15 **ADDRESSING THE BOARD**

Any person may formally address the Board during the “public comment” portion of a regularly scheduled Board of Trustees meeting, provided that “public comments” are included in the Board agenda. “Public Comment” is limited to three minutes per person. The length of the “public comment” section of the meeting will not exceed thirty (30) minutes. Those wishing to address the Board must sign up to do so prior to the start of the meeting. The Board President reserves the right to amend the public comment session. Public comments are limited to issues that are directly impacting Altura Preparatory School and the welfare of the students. The Board of Trustees reserves the right to limit any comments from the public that are inappropriate of deal with issues around personnel and specific students.

Section 2.16 **ACTION WITHOUT MEETING**

Any action required or permitted by the bylaws or any provision of law to be taken by the Board of Trustees or any committee thereof at a meeting or by resolution may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Trustees or members of such committee entitled to vote with respect to such action. The resolution shall be transmitted to all Trustees by mail, electronic mail or facsimile, and Trustees shall be allowed to submit a signed resolution in person or through mail, electronic mail, or facsimile. If the resolution is adopted, all Trustees (including those who did not vote or voted against the resolution) shall be notified of the approval. Such notification may also be by mail, electronic mail, or facsimile. Any action taken by written consent without a meeting shall be referenced in the minutes of the next Board meeting and a copy of the consent resolution shall be kept in the annual records.

Section 2.17 **CONFLICT OF INTEREST**

Altura Preparatory School desires to limit third party agreements to those that are negotiated at arms’ length with terms fair and reasonable to the School. A potential conflict of interest exists if a contract or a transaction is proposed between the School and any of the following: a Trustee, a member of the Trustee’s immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son-in-law) or an entity in which a Trustee or member of its immediate family holds an ownership interest or governance position. If a contract or transaction is proposed in which a Trustee (or family member or related entity as described above) has a personal or material financial interest, the Trustee shall promptly disclose the material facts of such matter and potential conflict in writing to the Secretary for distribution to all Trustees. When any conflict of interest becomes relevant to any subject requiring action by the Board or any of its duly constituted committees, the Trustee having the conflict shall not vote on the subject. A Trustee who is excluded from voting shall briefly state the nature of the conflict and answer any relevant questions of all other Trustees, but shall not otherwise attempt to influence the vote. The Trustee shall be required to leave the room during the vote so as not to inadvertently influence the vote. Minutes of the meeting shall reflect that disclosure of a conflict of interest that has been made and that such Trustee abstained from voting and left the meeting during said vote.

ARTICLE 3 COMMITTEES

Section 3.1 THE GOVERNANCE COMMITTEE

There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of 2-4 persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. The duties of the Governance Committee shall consist of: (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board; (b) to present a slate of nominees for Officers to the Board for election at the annual meeting; (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) to provide ongoing orientation to Trustees; (e) to oversee a Trustee assessment process to ensure optimum performance; and to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 3.2 FINANCE COMMITTEE

There shall be at least two members of the Board of Trustees appointed to assist in the Board in carrying out its budget and finance duties, known as the Finance Committee. The duties of the Finance Committee shall consist of making recommendations to the Board of Trustees in the following areas: (a) financial planning, including reviews of Altura Preparatory School's revenue and expenditure projections; (b) review of financial statements and periodic monitoring of revenues and expenses; (c) annual budget preparation and oversight; and (d) procurement; and serve as an external monitoring committee on budget and all other financial matters. (New Mexico Statutes 22-8-12.3)

Section 3.2 AUDIT and RISK MANAGEMENT COMMITTEE

The Board of Trustees will appoint an audit committee. This committee will consist of two Board of Trustees member who has experience in accounting or financial matters, one volunteer member who has experience in accounting or financial matters, and one volunteer member who is a parent of a student attending Altura Preparatory School. Director(s) of Altura Preparatory School and the Altura Preparatory School's business manager will also serve as ex-officio members of this committee. The audit committee shall (a) evaluate the request for proposal for annual financial services; (b) recommend the selection of a financial auditor; (c) attend the entrance and exit conferences for annual and special audits; (d) meet with external financial auditors as requested to facilitate communication with the Board and the Director(s) of Altura Preparatory School; (e) be accessible to the external financial auditors at least monthly after audit field work begins until the conclusion of the audit; (f) track and report progress on the status of the most recent audit findings and advise the Altura Preparatory School Board of Trustees on policy changes needed to address audit findings; (g) provide other advice and assistance as requested by the Board of Trustees; and (h) be subject to the same requirements regarding the confidentiality of audit information as those imposed by the Audit Act (12-6-1 through 12-6-14 NMSA 1978) and rules of the state auditor.

Section 3.3 OTHER COMMITTEES

The Chair shall recommend committees or task forces of the Board, except the Governance Committee. Committees will be approved by majority vote of the Board and may be composed of Trustees or community members, or both except for the Governance Committee, which will only have membership from the Board. The Board may prescribe the need and/or the composition of such committees.

ARTICLE 4 OFFICERS

Section 4.1 NUMBER

The principal officers of the Board of Trustees shall be a Chair of the Board, a Vice Chair, a Secretary, and a Treasurer; each of whom shall be appointed by the Board of Trustees. The duties of the officers shall be those enumerated herein and any further duties designated by the Board of Trustees.

Section 4.2 **APPOINTMENT AND TERM OF OFFICE**

The Governance Committee shall present a slate of Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The officers of the Board of Trustees shall be elected annually by the Board of Trustees at the annual meeting of the Board of Trustees. If the appointment of officers shall not be held at such meeting, such appointment shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly appointed or until his/her prior death, resignation, or removal.

Section 4.3 **REMOVAL**

Any officer or agent may be removed by a majority vote of the Board of Trustees whenever in its judgment the best interests of Altura Preparatory School will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Appointment of an officer shall not of itself create contract rights.

Section 4.4 **VACANCIES**

A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Board of Trustees for the unexpired portion of the term.

Section 4.5 **CHAIR OF THE BOARD**

The Chair of the Board shall preside at all meetings of the Board of Trustees and shall have such further and other authority, responsibility and duties as may be granted to or imposed upon him/her by the Board of Trustees.

Section 4.6 **VICE CHAIR OF THE BOARD**

In the absence of the Chair of the Board or in the event of his/her death, inability, or refusal to act, or in the event for any reason it shall be impracticable for the Chair to act personally, the Vice Chair, shall perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice Chair shall perform such duties as from time to time may be assigned to him/her by the Board of Trustees.

Section 4.7 **SECRETARY**

The Secretary shall: (a) keep the minutes of the meetings of the Board of Trustees in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of all records; and (d) in general perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to him/her by the Chair or by the Board of Trustees

Section 4.8 **TREASURER**

The Treasurer shall: (a) have charge and custody and be responsible for all funds and securities of Altura Preparatory School; (b) receive and give receipts for moneys due and payable to the school from any source whatsoever, and deposit all such moneys in the name of the school in such banks, trust companies or other selected depositories; (c) in general perform all of the duties incident to the office of Treasurer and have such other duties and exercise such other authority as from time to time may be delegated or assigned to him/her by the Chair or by the Board of Trustees. If required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Trustees shall determine.

ARTICLE 5 STAFF

Section 5.1 **SCHOOL DIRECTOR(S)**

The Board of Trustees shall have the discretion to appoint Altura Preparatory's School Director(s), who shall be responsible for carrying out the work of Altura Prep in accordance with the policies established by the Board of Trustees.

ARTICLE 6 ADMINISTRATION

Section 6.1 CONTRACTS

The Board of Trustees may authorize any officer or officers, agent, or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the school and such authorization may be general or confined to specific instances. In the absence of other designation, all deeds, mortgages and instruments of assignment or pledge made by the school shall be executed in the name of the school by the Chair or one of the Vice Chairs; the Secretary or an Assistant Secretary, when necessary or required, shall affix the school seal, if any, thereto; and when so executed no other party to such instrument or any third party shall be required to make any inquiry into the authority of the signing officer or officers.

Section 6.2 LOANS

No indebtedness for borrowed money shall be contracted on behalf of the school and no evidences of such indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Board of Trustees. Such authorization may be general or confined to specific instances.

Section 6.3 CHECKS, DRAFTS, ETC.

All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Altura Preparatory School, shall be signed by such officer or officers, agent, or agents of the Altura Preparatory School Board of Trustees and in such manner, including by means of facsimile signatures, as shall from time to time be determined by or under the authority of a resolution of the Board of Trustees.

Section 6.4 DEPOSITS

All funds of the school not otherwise employed shall be deposited from time to time to the credit of the school in such banks, trust companies or other depositories as may be selected by or under the authority of a resolution of the Board of Trustees.

Section 6.5 AGENTS

The Board of Trustees is authorized and empowered to retain such agents, attorneys, accountants, counsel, or other qualified firms or persons as the Board of Trustees shall document and determine by resolution.

ARTICLE 7 LIABILITY AND INDEMNITY OF OFFICERS AND TRUSTEES

Section 7.1 LIABILITY OF TRUSTEES AND OFFICERS

Except as otherwise provided by law, no Trustee or officer shall be liable to the school, or any person asserting rights on behalf of the school, its creditors, or any other person, for damages, settlements, fees, fines, penalties or other monetary liabilities arising from a breach of, or failure to perform, any duty resulting solely from his or her status as a Trustee or officer, unless the person asserting liability proves that the breach or failure to perform constitutes (a) a willful failure to deal fairly with the Altura Preparatory School Board of Trustees in connection with a matter in which the Trustee or officer has a material conflict of interest, (b) a violation of criminal law, unless the Trustee or officer had reasonable cause to believe his or her conduct was lawful or no reasonable cause to believe his or her conduct was unlawful, (c) a transaction from which the Trustee or officer derived an improper personal profit or benefit, or (d) willful misconduct.

Section 7.2 INDEMNITY OF TRUSTEES AND OFFICERS

The school shall indemnify a Trustee or officer, to the extent he or she has been successful on the

merits or otherwise in the defense of any threatened, pending or completed civil, criminal, administrative or investigative action, suit, arbitration or other proceeding, whether formal or informal, which involves foreign, federal, state or local law and which is brought by or in the right of the Altura Preparatory School Board of Trustees or by any other person, for all reasonable expenses, including fees, costs, charges, disbursements and attorney fees, incurred in the proceeding, provided the Trustee or officer was a party because he or she is a Trustee or officer of the Board, and in all other cases, the Board shall indemnify a Trustee or officer against liability, including judgments, settlements, penalties, assessment, forfeitures, fines, including any excise tax assessed with respect to an employee benefit plan, and reasonable expenses, incurred by the Trustee or officer in the proceeding, provided the Trustee or officer was a party because he or she is Trustee or officer of the school, unless the liability was incurred because the Trustee or officer breached or failed to perform a duty he or she owes to the Board and the breach or failure to perform constitutes (a) a willful failure to deal fairly with the Board of Trustees in connection with the matter in which the Trustee or officer has a material conflict of interest, (b) a violation of criminal law, unless the Trustee or officer had reasonable cause to believe that his or her conduct was lawful or no reasonable cause to believe that his or her conduct was unlawful, (c) a transaction from which the Trustee or officer derived an improper personal profit or benefit, or (d) willful misconduct.

The termination of a proceeding by judgment, order, settlement, or conviction, or upon a plea of no contest or an equivalent plea, shall not, by itself, create a presumption that indemnification of the Trustee or officer is not required under this by-law. No indemnification is required under this by-law to the extent the officer or Trustee has previously received indemnification, reimbursement, or allowance of expenses from any person, including Altura Preparatory School, in connection with the same proceeding.

The school, by its Board of Trustees, may indemnify in a like manner, or with any limitations, any employee or agent of the Altura Preparatory School who is not a Trustee or officer with respect to any action taken or not taken in his or her capacity as such employee or agent. The foregoing rights of indemnification shall be in addition to all rights to which Trustees, officers, employees, or agents may be entitled as a matter of law, by resolution of the Board of Trustees, or by written agreement with Altura Preparatory School.

Section 7.3 **MAINTENANCE OF INSURANCE**

The school may, by its Board of Trustees, purchase and maintain insurance on behalf of any person who is a Trustee, officer, employee, or agent of the school against liability asserted against and incurred by the person in his or her capacity as a Trustee, officer, employee, or agent, or arising from his/her status as a Trustee, officer, employee, or agent, regardless of whether the Altura Preparatory School Board of Trustees is required or authorized to indemnify the person against the same liability.

ARTICLE 8 GENERAL

Section 8.1 **FISCAL YEAR**

The fiscal year of Altura Preparatory School shall be as provided in Section 0.1.

Section 8.2 **WRITING**

The terms “in writing” or “written” as used within these bylaws include communications that are transmitted or received by electronic means.

Section 8.3 **SIGN**

The word “sign” as used within these bylaws includes executing an electronic signature.

ARTICLE 9 RULES OF ORDER

Section 9.1 **RULES OF ORDER**

In case of conflict or challenge, the rules of order in the current edition of Robert’s Rules of Order

shall govern the conduct of all meetings of Altura Preparatory School.

ARTICLE 10 AMENDMENTS

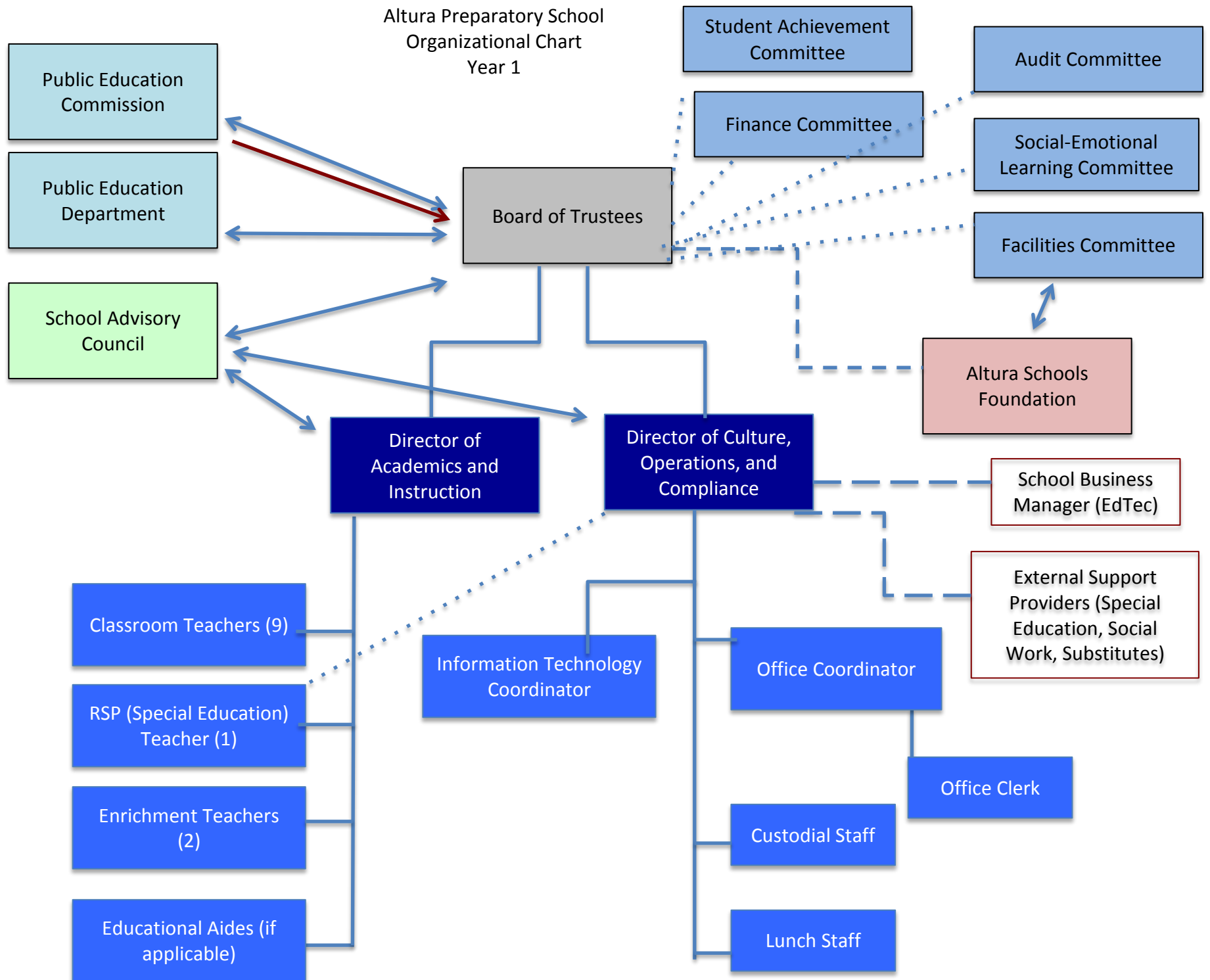
Section 10

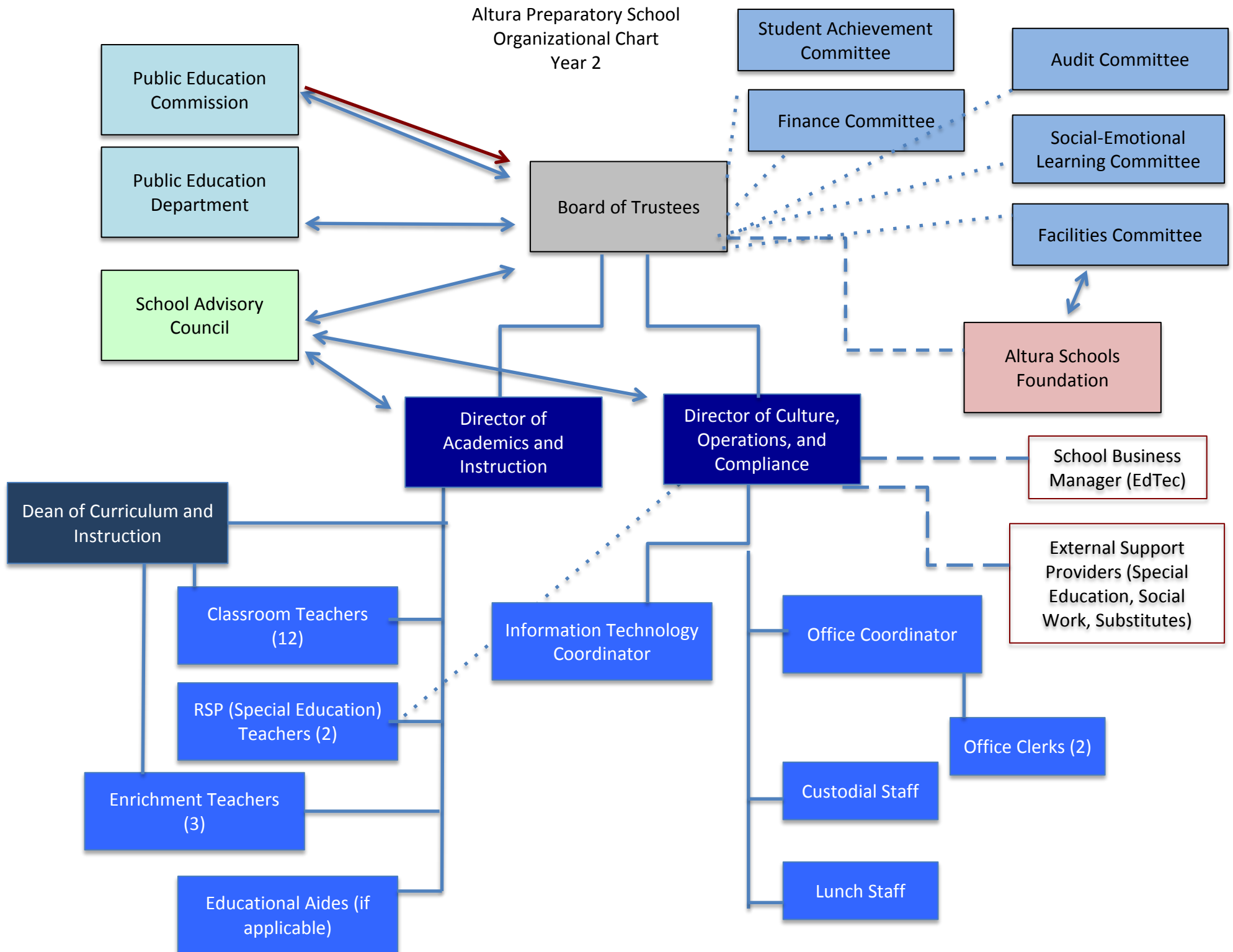
AMENDMENTS BY TRUSTEES

These bylaws may be altered, amended, or repealed and new bylaws may be adopted by the Board of Trustees by affirmative vote of two-thirds of the number of Trustees present at any meeting at which a quorum is in attendance.

Revised 5/23/17 at 1:24 PM

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graph TD; BOT[Board of Trustees]; PEC[Public Education Commission]; PED[Public Education Department]; SAC[School Advisory Council]; SACom[Student Achievement Committee]; FinCom[Finance Committee]; AC[Audit Committee]; SELCom[Social-Emotional Learning Committee]; FacCom[Facilities Committee]; Altura[Altura Schools Foundation]; DAI[Director of Academics and Instruction]; DCO[Director of Culture, Operations, and Compliance]; CC[Curriculum Contractor (Stipend)]; T[Teacher (Stipend)]; SBM[School Business Manager (EdTec)]; ITC[Information Technology Coordinator (Stipend)]; OC[Office Coordinator (Stipend)]; OI[Outreach Interns (Stipend)]; BOT <--> PEC; BOT <--> PED; BOT <--> SAC; BOT <--> SACom; BOT <--> FinCom; BOT <--> AC; BOT <--> SELCom; BOT <--> FacCom; BOT --> DAI; BOT --> DCO; DAI --> CC; DAI --> T; DCO --> SBM; DCO --> ITC; DCO --> OC; DCO --> OI; Altura -.-> FacCom; BotTitle[Year 0];
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**Altura Preparatory School
Organizational Chart
Year 3**

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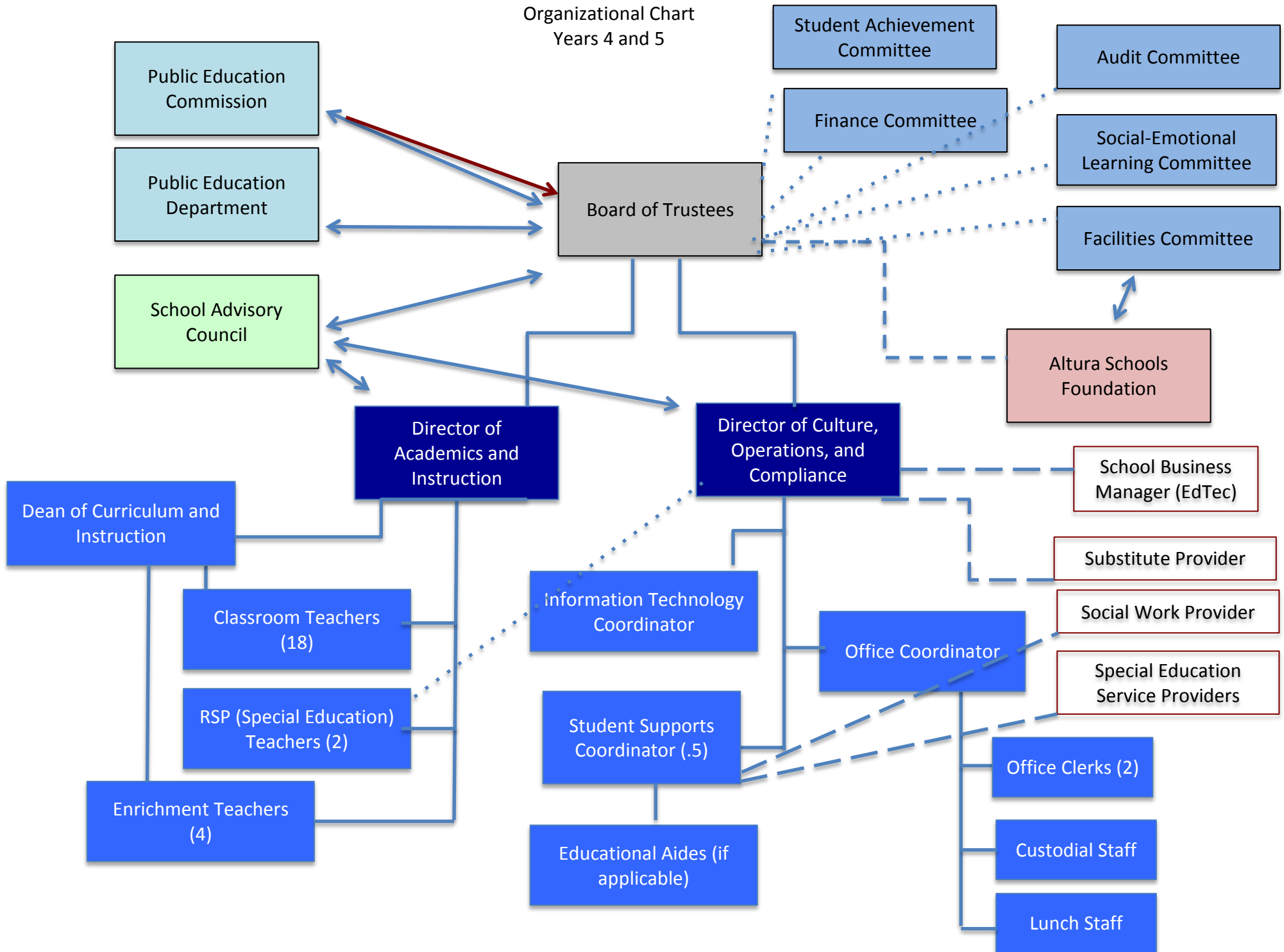
graph TD
    BOT[Board of Trustees]
    PEC[Public Education Commission]
    PED[Public Education Department]
    SAC[School Advisory Council]
    SAT[Student Achievement Committee]
    FC[Finance Committee]
    AC[Audit Committee]
    SELC[Social-Emotional Learning Committee]
    FAC[Facilities Committee]
    ASF[Altura Schools Foundation]
    DAI[Director of Academics and Instruction]
    DCO[Director of Culture, Operations, and Compliance]
    SBCM[School Business Manager (EdTec)]
    DIP[Dean of Curriculum and Instruction]
    CT[Classroom Teachers (15)]
    RSP[RSP (Special Education) Teachers (2)]
    ET[Enrichment Teachers (3)]
    ITC[Information Technology Coordinator]
    SSC[Student Supports Coordinator (.5)]
    EA[Educational Aides (if applicable)]
    OC[Office Coordinator]
    SC[Office Clerks (2)]
    CS[Custodial Staff]
    LS[Lunch Staff]
    SP[Substitute Provider]
    SWP[Social Work Provider]
    SEP[Special Education Service Providers]

    BOT <-->|Red Arrow| PEC
    BOT <--> PED
    BOT <--> SAC
    BOT -.-> SAT
    BOT -.-> FC
    BOT -.-> AC
    BOT -.-> SELC
    BOT -.-> FAC
    BOT -.-> ASF
    BOT --> DAI
    BOT --> DCO
    DAI --> DIP
    DAI --> CT
    DAI --> RSP
    DAI --> ET
    DAI -.-> ITC
    DCO --> ITC
    DCO --> SSC
    DCO --> EA
    DCO --> OC
    DCO -.-> SBCM
    DCO -.-> SP
    DCO -.-> SWP
    DCO -.-> SEP
    OC --> SC
    OC --> CS
    OC --> LS
  
```







The organizational chart for Altura Preparatory School, Year 3, is structured as follows:

- Board of Trustees** (Central Authority)
 - Public Education Commission (External, connected by a red double-headed arrow)
 - Public Education Department (External, connected by a blue double-headed arrow)
 - School Advisory Council (External, connected by a blue double-headed arrow)
 - Student Achievement Committee (Advisory, connected by a dotted line)
 - Finance Committee (Advisory, connected by a dotted line)
 - Audit Committee (Advisory, connected by a dotted line)
 - Social-Emotional Learning Committee (Advisory, connected by a dotted line)
 - Facilities Committee (Advisory, connected by a dotted line)
 - Altura Schools Foundation (External, connected by a dashed line)
 - Director of Academics and Instruction (Internal, connected by a solid line)
 - Director of Culture, Operations, and Compliance (Internal, connected by a solid line)
- Director of Academics and Instruction**
 - Dean of Curriculum and Instruction
 - Classroom Teachers (15)
 - RSP (Special Education) Teachers (2)
 - Enrichment Teachers (3)
 - Information Technology Coordinator (Advisory, connected by a dotted line)
- Director of Culture, Operations, and Compliance**
 - Information Technology Coordinator (Internal, connected by a solid line)
 - Student Supports Coordinator (.5)
 - Educational Aides (if applicable)
 - Office Coordinator
 - Office Clerks (2)
 - Custodial Staff
 - Lunch Staff
 - School Business Manager (EdTec) (External, connected by a dashed line)
 - Substitute Provider (External, connected by a dashed line)
 - Social Work Provider (External, connected by a dashed line)
 - Special Education Service Providers (External, connected by a dashed line)


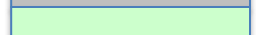

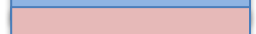
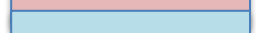




Altura Preparatory School
Organizational Chart
Years 4 and 5



Key: Organizational Chart Relationships

	= Direct Supervisory Relationship
	= Contracting Management Relationship
	= Collaborative relationship (information and accountability travel between the two groups)
	= Alignment between services and activities Relationship
	= Loose oversight relationship between different entities
	= Authorizer Relationship

Key: Entities Represented

	= Governing Body
	= Advisory Body
	= Governing Body Committees
	= Supporting Organization
	= State-level entities
	= Head Administrator(s)
	= School Employees
	= Contracted Individuals, Services, or Groups
	= New leadership level positions

**Job Description: School Director of Academics and Instruction**

The Altura Preparatory School Director of Academics and Instruction is responsible for supervising the implementation of the school's instructional program, managing professional development and teacher support, and ensuring that the school delivers on the mission to prepare all students for success academically and personally. The Director of Academics and Instruction is the instructional leader of the school.

The job descriptions for Altura Preparatory School Directors reflect the necessary actions for the role through the lens of the Leadership Competencies required to be a successful school leader:

Student Focus

- Account to the Board of Trustees on the academic progress of the school
- Embody, manifest, and advocate the mission of the school
- Review the level of homework and student projects for rigor and school-life balance for students
- Support all teachers and instructional staff to implement school-wide instructional strategies and methods

Driving For Results

- Implement the educational program, ensuring alignment with Altura Preparatory School's mission and goals
- Supports staff with setting ambitious goals for student achievement each year
- Provide academic information needed to the Board of Trustees to ensure that they can complete their duties
- Review any proposed changes to the school's curriculum; suggest methods for integrating instruction, cross-grade level units, etc.
- Prepare the annual report on the state of the curriculum
- Oversee school-wide assessment program, including testing coordination, and scheduling, and ensure that all results are analyzed and submitted to the appropriate review body (Public Education Department, etc.) prior to any deadlines
- Perform other duties as assigned by the Board of Trustees, including serving as an ex-officio member of all relevant committees of the Board
- Assure uniformity in assessment, parent reporting, and academic standards
- Continuously review student, grade level, classroom, and school-wide data

Building Relationships

- Engage with students, staff, parents, and community members around academics
- Oversee planning for Family Nights
- Serve as a resource for faculty to keep them informed recommending workshops, speakers, programs, school observations, etc.
- Network with curriculum representatives— making sure the school is keeping its edge and is knowledgeable of all state mandates

- Model appropriate adult-adult interactions and adult-student interactions at all times

Managing People

- Hire, support, co-evaluate and, when necessary, terminate teachers and staff
- Chair departmental/grade level curriculum committee meetings
- Conduct professional development session and workshops for faculty to them informed of current trends/research in curriculum and instruction
- Assist teachers in matching appropriate assessment instruments to Common Core and NGSS curriculum aligned standards and objectives
- Select and hire properly qualified persons to serve as members of the Altura Preparatory teaching faculty
- Prepare agendas for faculty and professional development meetings
- Prepare materials and training sessions for all staff development opportunities
- Plan and prepare all academic faculty and professional development meetings
- Serve as a consultant to teachers in matters of classroom management and teaching methods

Instructional Leadership

- Articulate the academic vision for the school and its future
- Maintain congruency between the school mission statement and all academic activities
- Ensure effective, long-term academic planning
- Design and develop a uniform, detailed curriculum scope and sequence for each grade level, fully aligned to the CCSS/NGSS
- Develop and oversee school-wide curriculum models for the school, making recommendations for correcting instructional overlaps and/or gaps
- Maintain files/digital copies of the school's curriculum.
- Observe and provide feedback to teachers on a weekly/biweekly basis, and support other instructional staff in conducting ongoing observation and debrief cycles

Qualifications/Experience

- Minimum of Bachelor's Degree; Master's or Advanced Degree preferred.
- New Mexico Education Administration License (PreK-12) or an Education Administration License from another state. (In the case of hiring a qualified leader from another state, who has an administrative license in another state, s/he must have the ability to receive a NM Education Administrative License within six months of his/her beginning of employment.)
- Minimum of two years of experience teaching in an urban classroom and realizing significant gains in student achievement.
- Minimum of one year experience as a school leader in a high performing school or school with demonstrated
- Experience in leadership and management of both adults and students.

**Job Description: School Director of Culture, Operations, and Compliance**

The Altura Preparatory School Director of Operations and is responsible for planning, coordinating, and supervising the day-to-day business operations of the school, relieving the Director of Academics of plant management duties so that s/he may focus relentlessly on being the instructional leader of the school.

The job descriptions for Altura Preparatory School Directors reflect the necessary actions for the role through the lens of the Leadership Competencies required to be a successful school leader:

Student Focus

- Monitor and address all matters of school climate and culture
- Establish disciplinary policies, procedures, and standards of conduct.
- Maintain an awareness of the educational, physical, social, and psychological needs of the members of the school community and develop a plan for meeting these needs
- Monitor student, teacher and staff attendance and establishes programs to increase student, teacher, and staff attendance

Driving For Results

- Supervise special education
- Assist with compliance and management of Special Education programs and running the Student Assistant Team (SAT) process
- Report organizational metrics to the Board of Trustees in regular Board Meetings
- Work with the Board of Trustees, its Chairperson, and all committees in carrying out school policies- both new and established- review those policies, and make recommendations for changes
- Perform other duties as assigned by the Board of Trustees, including ex-officio membership of all relevant committees

Building Relationships

- Secure childcare coverage for all community and family events
- Prepare and communicates weekly memo to staff
- Actively recruit teachers and students
- Design feedback mechanisms for teachers, students, and families, and other stakeholders

Managing People

- Collaborate with specialists to ensure that teachers are receiving the necessary support and professional development to maximize delivery of instruction to students with special needs
- Prepare a master school class schedule and assign teachers and students to classes and other obligations
- Prepare necessary forms for hiring and/or terminating employees.
- Organize interview process for hiring certificated and classified staff.
- Plan, assign, train, and evaluate staff/personnel on all operational procedures in accordance with Altura Preparatory School's standards and timelines
- Process, assign, train, and direct work of non-certificated staff and volunteers

Operational Leadership

- Supervise all aspects of the school's operation, including (but not limited to) facilities

- maintenance and operation, payroll, food service, transportation, and summer programs.
- Manage all day-to-day operations for the school, staff and substitutes
- Be a visible presence in all areas of school operations and work toward a resolution of these problems- both routine and unique- as they arise; always keeping the Board of Trustees informed of the general programs, activities, and problems the school may be facing
- Supervise the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files, including assessment results, test scores, discipline referrals, medical reports and records, and other student documents.
- Prepare employee handbooks and maintain appropriate personnel records
- Prepare and edit the Parent/Student Handbooks
- Establish guidelines for the Altura Preparatory School dress code
- Supervise student medication dispensation log and injury reports
- Establish and maintain the school bookroom and curriculum resource library
- Prepare and process field trip request forms and transportation
- Prepare breakfast, lunch, recess, and before- and after-school supervision schedules
- Maintain school web site
- Assist in writing, translating (if bilingual), all school publications and distribution of the monthly school newsletter
- Supervise requisitions, shipments (receiving & distribution), storage room, classrooms, school offices, workroom materials and supplies. Responsible for maintaining ongoing inventory; processing packing slips
- Coordinate the development and preparation of the school general fund and special projects budgets; prepare budget transfers as appropriate; monitor the school budget and develop internal controls
- Develop and maintain an accurate fiscal accounting system by employing accounting procedures that conform to state regulations
- Make sure that each transaction is labeled appropriately in accordance with UCOA
- Assist in the preparation, implementation, monitoring and presentation of the school budget, applying the legal requirements for budget adoption
- Ensure adequacy of the insurance coverage and support Office Coordinator with inventory of all materials over \$100 for insurance and inventory purposes
- Prepare and maintain purchase orders and other expense records; approve, log, and monitor all expenditures; reconcile site records with monthly reports required by the PED; resolve discrepancies; ensure expenditures are within budget allowances for the month and the fiscal year
- Prepare and oversee payroll processes bi-weekly or semi-monthly
- Ensure compliance with legal requirements of government regulations and agencies; maintain educational standards established by the State of New Mexico and by any other agencies that examine and credit the school

Qualifications/Experience

- Minimum of Bachelor's Degree; Master's or Advanced Degree preferred.
- New Mexico Education Administration License (PreK-12) or an Education Administration License from another state. (In the case of hiring a qualified leader from another state, s/he must have the ability to receive a NM Education Administrative License within six months of his/her beginning of employment.)
- Special Education License or Endorsement,
- Minimum of two years of experience teaching in an urban classroom and realizing significant gains in student achievement.
- Minimum of one year experience as a school leader in a high performing school or school with demonstrated

- Demonstrated ability to manage, monitor, and report school finances and related activities to ensure that the school remains fiscally viable
- Experience in leadership and management of both adults and students.



Altura Preparatory School

Selection Criteria and Indicators

Competency/Criteria	Indicators
Teaching Ability: Demonstrates an appropriate knowledge of content and pedagogy <ul style="list-style-type: none">• Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment• Instruction is focused on student achievement• Conveys ideas and information clearly	<ul style="list-style-type: none">○ Addresses the multiple and varied needs of students in the classroom○ Makes content meaningful to students in the district○ Sets concrete, ambitious goals for student achievement○ Indicates confidence that all students should be held to high standards○ Reflects on successes and failures○ Maintains high expectations for students when confronted with setbacks; continues to focus on students' academic success
Classroom Management: Demonstrates ability to deal effectively with negative student behavior <ul style="list-style-type: none">• Remains productive and focused when confronted with challenges• Displays willingness to adapt classroom management style to meet the particular needs of the school or culture	<ul style="list-style-type: none">○ Assumes accountability for classroom management and culture○ Conveys reasonable understanding of potential challenges involved in teaching in a high-need school○ Demonstrates ability to deal effectively with negative student behavior○ Persists in offering viable and realistic strategies to deal with classroom management challenges○ Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges
School Fit: Demonstrates skills and development needs that are a good fit with the school <ul style="list-style-type: none">• Demonstrates interests and skills that match the school's culture and needs	<ul style="list-style-type: none">○ Interacts with interviewer in an appropriate and professional manner○ Respects the opinion of others○ Recognizes that families influence student achievement○ Interacts appropriately with supervisors, colleagues, parents and students
Critical Thinking: Analyzes situations thoroughly and generates effective strategies <ul style="list-style-type: none">• Identifies key issues• Generates effective/creative strategies or responses to situations• Develops logical responses to address challenges	<ul style="list-style-type: none">○ Understands and responds directly to questions○ Organizes responses in a coherent manner○ Supports response or points with specific and relevant examples/evidence○ Stays on point○ Analyzes situations thoroughly and generates multiple effective strategies○ Has realistic picture of potential challenges



Altura Preparatory School

Selection Criteria and Indicators

<p>Achievement: Demonstrates success in achieving student learning and other goals</p> <ul style="list-style-type: none">• Focuses on concrete, measurable results• Teaching success related to specific, measurable student achievement• Demonstrates initiative and general willingness to take on challenges as well as a history of overcoming them• Sets and meets ambitious goals	<ul style="list-style-type: none">○ Describes, in detail, a significant, quantifiable goal demonstrating excellence○ Earns formal recognition or awards for achievement○ Demonstrates pattern of going above and beyond normal expectations○ Possesses accomplishments with students and/or in other endeavors○ Sets ambitious and concrete goals for teaching performance and/or student success○ Describes specific examples of taking on challenges or initiatives○ Discusses using benchmarks and/or concrete goal setting as a general habit
<p>Personal Responsibility: Assumes accountability</p> <p>Focuses on own capacity to impact situations rather than on external barriers</p> <ul style="list-style-type: none">• Understands challenges within larger context• Takes initiative to solve own problems	<ul style="list-style-type: none">○○ Holds self accountable for student learning○ Assumes responsibility for classroom environment and culture○ Takes ownership of failures○ Identifies lessons from past failures○ Provides examples of maintaining focus on the big picture and addressing obstacles in past professional or personal experiences○ Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism○ Persists in offering viable/realistic strategies to address scenarios○ Provides examples of being self-reliant



Altura Preparatory School

Selection Criteria and Indicators

<p>Professional Interaction: Respectful of students and others in all situations</p> <ul style="list-style-type: none">• Aware of how one's own background & assumptions can influence one's perspective & interactions with others• Strives to understand the opinions and experiences of others• Demonstrates the ability to effectively & appropriately interact with students and others in the school community	<ul style="list-style-type: none">○ Handles difficult situations appropriately○ Can articulate how his/her own background and understanding of a situation plays a role in situations they describe○ Shows ability to consider others' perspectives in scenarios and past experiences○ Demonstrates self-confidence and presence○ Shows evidence of being able to contribute to a school's effectiveness by working collaboratively with others○ Exhibits professional conduct and tone throughout interview○ Effectively navigates scenarios or experiences with challenging interpersonal situations, with appropriate norms of interactions○ Understands appropriate role as a teacher○ Speaks of students, teachers and community with respect○ Demonstrates willingness to learn from & understand perspectives of others
<p>Constant Learning: Draws lessons from previous experiences and applied them to future endeavors</p> <ul style="list-style-type: none">• Reflects regularly on performance to identify areas for improvement• Seeks and welcomes feedback from others• Accesses resources to support self-development• Draws lessons from previous experience and applies them to future endeavors	<ul style="list-style-type: none">○ Incorporates a variety of resources to achieve results○ Generates strategies that involve a range of resources○ Seeks out and welcomes feedback from others○ Describes examples of professional development and other learning in order to become a more effective teacher○ Reflects on previous professional experience and how they relate to teaching



Altura Preparatory School

Selection Criteria and Indicators

<ul style="list-style-type: none"> • <p>Commitment: Committed to raising academic outcomes despite obstacles</p>	<ul style="list-style-type: none"> ○ Desires to teach specifically in urban/high needs schools ○ Conveys reasonable understanding of potential challenges involved in teaching in high-need schools ○ Conveys belief that all students have the ability to learn at high levels ○ Articulates high expectations for potential and performance of future students (in theory and through scenario examples) ○ Conveys willingness to learn from other perspectives ○ Holds him/herself accountable for the success and growth of students
<p>Holds all students to high standards</p>	<ul style="list-style-type: none"> ○ Maintains high expectations and continues to focus on the students' academic success when confronted with setbacks in scenario questions ○ Demonstrates persistence

<p>Communication Skills: Demonstrates effective written and oral skills</p> <ul style="list-style-type: none"> • Displays mastery of written grammar, usage and organization • Speaks clearly and precisely • Fluent verbal and written command of the English language 	<ul style="list-style-type: none"> ○ Communicates clear, logical and organized thoughts ○ Uses correct syntax, spelling and grammar ○ Speaks audibly and articulately ○ Displays command of English language
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LEAD TEACHER



Our School

Altura Prep is a brand new school that seeks to create outstanding outcomes for students, while simultaneously being the best place to work in our city! We are looking for incredible educators committed to placing every student on the path to college, while also building a strong organizational culture that supports each adult to grow, achieve, and find joy in their work. **Altura Prep** was recommended for approval by Public Education Commission in September of 2017 and will open in southeast Albuquerque on August 14, 2018 to 198 students in kindergarten, 1st, and 2nd grades growing one grade level a year until we reach 5th grade in the 2021-22 school year.

Position Summary

The Lead Teacher position is a full-time teaching position for grades K- 2. Teachers teach three classes a day within their grade level, and deliver specialized content (either English Language Arts, Math, or STEAM and Social Studies). **Altura Prep** teachers are responsible for collaborating with their fellow grade level teachers and school-wide enrichment teachers. All **Altura Prep** teachers are responsible for intellectual preparation for each lesson, building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging with their colleagues. All teachers receive embedded instructional coaching and development to continually increase effectiveness. Teachers are expected to participate in the school beyond classroom instruction; serving on at least one school committee, actively contributing to professional development, enthusiastically participating in school-wide events and activities, and modeling the school R.E.A.C.H. values.

Reasons you'll love working at Altura Prep:

- **Focus:** You get to teach fewer subjects, more deeply.
- **Support:** You will receive weekly coaching, co-planning time, and a grade level team focused on the same goals for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of your students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families of your students
- **Strategic:** You are driven by data to make strategic decisions around instructional planning
- **Engaging:** You obsess about how to engage students and provide opportunities for students to grapple with challenging content

Lead Teacher Responsibilities:

- Maintains high expectations for all students
- Work collaboratively as part of a team to ensure all students achieve strong academic and personal outcomes
- Plan and document units of instruction for content area based on school-selected curriculum and resources
- Track and analyze student progress toward goals in the focus content area
- Develop rigorous daily lessons in content area of focus
- Maintain up-to-date records of student progress and areas of strength and needed support
- Participate actively and professionally in instructional coaching and observation/debrief practices

- Collaborate with other grade level teachers and enrichment teachers to ensure alignment of expectations and curriculum and instruction
- Reinforce school-wide procedures and expectations
- Proactively monitor student behavior
- Communicate regularly with families (positive communication and areas for support)
- Actively participate in professional development sessions on Wednesdays
- Actively participate in grade level meetings and data analysis meetings
- Participate in at least one school-wide committee or group (family engagement planning committee, hiring committee, student recruitment committee, etc)
- Attend and support planning of family events throughout the school year (Family Nights, Community Meetings)
- Complete responsibilities in a timely manner as required by the school leadership team and meet all deadlines for deliverables
- Reports to the Director of Academics and Instruction

Lead Teacher Qualifications:

Required:

- Strong commitment to, belief in, and alignment with the vision and mission of the school.
- New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K-8.
 - If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire.
- Minimum of a Bachelor's degree
- For English Language Arts Teachers: TESOL/Bilingual Endorsement

Preferred

- Track record of results-oriented work in urban education, including teaching experience
- For Math and STEAM/Social Studies Teachers: Bilingual /TESOL Endorsement
- Gifted Endorsement or willingness to apply for Gifted Endorsement
- Bilingual (Spanish) preferred, but not required.

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

Altura Prep is actively seeking to build a diverse and experienced team. As an equal opportunity employer, Altura Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

To apply, please send a cover letter and resume to resumes@alturaprep.org and we will be in touch shortly.

CUSTODIAL TEAM MEMBER



Our School

Altura Prep is a brand new school that seeks to create outstanding outcomes for students, while simultaneously being the best place to work in our city! We are looking for incredible educators committed to placing every student on the path to college, while also building a strong organizational culture that supports each adult to grow, achieve, and find joy in their work. **Altura Prep** was recommended for approval by Public Education Commission in September of 2017 and will open in southeast Albuquerque on August 14, 2018 to 198 students in kindergarten, 1st, and 2nd grades growing one grade level a year until we reach 5th grade in the 2021-22 school year.

Position Summary

The Custodial Team Member position is an hourly custodial staff position. The Custodial Team supports all **Altura Prep** students and teachers by maintaining a clean school environment throughout the **Altura Prep** facility. Team members are responsible for maintaining school-wide behavioral expectations and ensuring that all students are able to learn in a clean and orderly environment. The Custodial Team is also the first line of adults to ensure that the school meets the requirements of providing a safe facility that is clear of contaminants, well lit, and without facility issues. The Custodial Team works with and reports to the Director of Operations to ensure that any facility issues are noticed and reported immediately upon notice so that any repairs or adjustments may be taken care of. All staff members are responsible for building strong and positive relationships with students and actively engaging with their colleagues.

Reasons you'll love working at Altura Prep:

- **Opportunity:** You get to contribute meaningfully to making sure that students have a clean and welcoming school environment
- **Support:** You will receive regular feedback from Director of Operations, and you will be part of a team focused on creating a great school environment for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Thoughtful:** You are considerate of others and of the school environment and realize the importance of a clean learning environment.
- **Innovative:** You find yourself seeking ways to improve existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families
- **Thorough:** You are detail oriented, and care about doing your job well

Custodial Team Member Responsibilities:

- Vacuum/sweep/wipe classroom floors daily
- Empty trash receptacles
- Remove trash from outside spaces (and other markings as needed)
- Respond to requests to clean spills in classrooms, hallways, cafeteria, or outdoor spaces
- Monitor walls for blemishes and markings and remove promptly (within one day or less)
- Clean windows regularly (weekly)
- Notify Director of Culture, Operations, and Compliance of any issues with facility (non-functioning lights, electrical issues, etc)
- Stock restrooms with necessary supplies (paper towels, toilet paper, soap, etc)

- Communicate when supplies are low and must be reordered (to Director of Operations and Office Coordinator)
- Ensure building remains secure (during day and night)
- Reports to Director of Culture, Operations, and Compliance

Custodial Team Member Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- High school diploma or other recommendation required.
- Demonstrated ability to maintain a safe, clean, secure environment.
- Experience in school environments or with children; or experience in a custodial roles.
- Successful completion of a background check.
- Excellent customer service skills.

Compensation

- **Altura Prep** offers competitive pay

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

Altura Prep is actively seeking to build a diverse and experienced team. As an equal opportunity employer, Altura Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

To apply, please send a cover letter and resume to resumes@alturaprep.org and we will be in touch shortly.

DEAN OF CURRICULUM AND INSTRUCTION For 2019-2020 School Year



Our School

Altura Prep is a tuition-free, public charter school that seeks to create outstanding outcomes for students, while simultaneously being the best place to work in our city! We are looking for incredible educators committed to placing every student on the path to college, while also building a strong organizational culture that supports each adult to grow, achieve, and find joy in their work. **Altura Prep** was recommended for approval by the Public Education Commission in September of 2017 and opened in southeast Albuquerque on August 14, 2018 to 198 students in kindergarten, 1st, and 2nd grades. We have grown a grade level each year, and we will reach full growth with our first 5th grade class in the 2021-22 school year.

Position Summary

The Dean of Curriculum and Instruction is a full-time school leader who works closely with the Director of Academics to ensure that all students achieve at high levels and are prepared to succeed academically and personally when they leave the school. The Dean of Curriculum and Instruction will develop teachers through individualized coaching and facilitating professional development, and will support the Director of Academics with overseeing the implementation of curriculum and assessment. Specifically, the Dean of Curriculum and Instruction will work closely with a set of grade level teams, and support teachers in planning and executing lessons that reach all learners. The Dean of Curriculum and Instruction is a key member of the leadership team, and is expected to model the R.E.A.C.H. values for staff and students alike, and may also execute other responsibilities to ensure that all **Altura Prep** systems and routines are executed in a way that supports student learning. This position reports to the Director of Academics and will receive ongoing feedback and leadership development opportunities as part of his/her daily work. All **Altura Prep** staff members are responsible for building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging with their colleagues.

Reasons you'll love working at Altura Prep:

- **Focus:** You get to focus on supporting teachers with meeting students' needs more deeply, individualizing both teacher and student learning.
- **Support:** You will receive ongoing collaborative opportunities to work with and learn from other members of the school leadership team, and to provide ongoing support to **Altura Prep** teachers and students.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of all students with a strong desire to continue your own professional growth.
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families of your students
- **Strategic:** You are driven by data to make strategic decisions around instructional planning
- **Engaging:** You obsess about how to engage students and provide opportunities for students to grapple with challenging content

Dean of Curriculum and Instruction Responsibilities:

- Work collaboratively as part of a team to lead all students to strong academic and personal outcomes
- Directly coach and manage at least two grade level teams of teachers
- Conduct weekly observations and debrief meetings with each teacher
- Monitor curriculum and alignment in grade level
- Analyze grade level performance at the student, class, and teacher level
- Ensure ongoing alignment between grade level teachers and vertical alignment with the rest of the school
- Support implementation of character development curriculum that focuses on REACH core value instruction
- Collaborate with Director of Academics and Instruction to plan and facilitate weekly teacher professional development
- Participate in individualized leadership development, coaching and feedback to improve practice
- Coordinate teacher training opportunities with teacher development partners
- Participate in school-wide functions including Town Hall and Genius Hour
- Actively contribute to planning and executing family engagement activities (Family Nights, Community Meetings, Family Field Trips)
- Report to Director of Academics and Instruction

Dean of Curriculum and Instruction Qualifications:

Required:

- General Education License in K-8, 5-9, or 7-12 (Level II or III), one of the following endorsements is preferred: language arts, social studies, math, science, reading, TESOL or bilingual.
- OR Administrative License in New Mexico or state with reciprocity (and ability to apply for NM license prior to July of year of hire)
- Minimum of Bachelor's Degree
- Track record of student achievement and coaching success
- Successful completion of background check

Preferred:

- Minimum of 3 years working in education with a history of significant student achievement gains or growth
- Masters' Degree
- Bilingual
- Curriculum development experience

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

- **Altura Prep** leadership team members will begin training and orientation on July 15, 2021.

Commitment to Diversity

Altura Prep is actively seeking to build a diverse and experienced team. As an equal opportunity employer, Altura Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

To apply, please send a cover letter and resume to resumes@alturaprep.org and we will be in touch shortly.

EDUCATIONAL ASSISTANT



Our School

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Position Summary

The Educational Assistant position is a full time, support staff position. The Educational Assistant supports the Special Education team with implementing Individualized Education Plans and personalized instruction and behavioral support to ensure that students with special needs make meaningful progress. Educational Assistants are responsible for supporting designated students with special needs and for maintaining school-wide behavioral expectations and ensuring that all students are able to learn in a calm, focused, and orderly environment. The Educational Assistant reports to the Director of Academics and Instruction and/or the Student Supports Coordinator. All staff members are responsible for building strong and positive relationships with students, actively engaging with their colleagues, participating in school-wide events and celebrations and modeling the R.E.A.C.H. values.

Reasons you'll love working at Altura Prep:

- **Opportunity:** You get to contribute meaningfully to making sure that students are successful in classes each day
- **Support:** You will receive regular feedback from Director of Operations, and you will be part of a team focused on creating a great school environment for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Thoughtful:** You are considerate of others and ensure that each student receives proper nutrition in the proper environment
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families
- **Thorough:** You are detail oriented, and care about doing your job well

Educational Assistant Responsibilities:

- Support students and teachers daily in classrooms and common areas
- Provide scaffolding to help students meet individualized goals
- Maintain a calm, orderly environment in classrooms and common areas
- Hold high expectations for self, team, and students
- Provide additional support to students, teachers, and staff as required
- Report to Director of Academics and Instruction

Educational Assistant Qualifications:

Required

- Strong commitment to, belief in, and alignment with the vision and mission of the school.
- Associate's Degree or higher
- Educational Assistant License, or ability to secure license prior to July 1 of year of hire
 - If the educational assistant intends to apply for a waiver for this license, the individual must supply documentation of the waiver submission within 10 days of hire.

Preferred:

- Organized
- Demonstrated ability to form strong relationships with students
- Experience working with students and in schools

Compensation

- **Altura Prep** offers competitive pay.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

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ENRICHMENT TEACHER



Our School

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Position Summary

The Enrichment Teacher position is a part-time teaching position for grades K- 2. Teachers teach three classes a day to students in all grade levels, and deliver enrichment content (i.e. Physical Education, Art, and Dance). Enrichment teachers are responsible for collaborating with their fellow enrichment teachers and grade-level Lead teachers by participating in weekly professional development sessions and grade level meetings. All **Altura Prep** teachers are responsible for intellectual preparation for each lesson, building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging with their colleagues. Enrichment teachers are expected to participate in the school beyond classroom instruction; serving on at least one school committee, actively contributing to professional development, enthusiastically participating in school-wide events and activities, and modeling the school R.E.A.C.H. values.

This role has the potential to become a full time role in 2018-19 and 2019-20, depending on the fit of the individual and student enrollment.

Reasons you'll love working at Altura Prep:

- **Focus:** You get to teach fewer subjects, more deeply.
- **Support:** You will receive weekly coaching, co-planning time, and a grade level team focused on the same goals for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of your students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families of your students
- **Strategic:** You are driven by data to make strategic decisions around instructional planning
- **Engaging:** You obsess about how to engage students and provide opportunities for students to grapple with challenging content

Enrichment Teacher Responsibilities:

- Maintains high expectations for all students
- Work collaboratively as part of a team to ensure all students achieve strong academic and personal outcomes
- Plan units of instruction for content area based on school-selected curriculum and resources
- Track and analyze student progress toward goals in the focus content area

- Develop daily lessons in content area of focus
- Collaborate with other Enrichment teachers and grade level content teachers to ensure alignment of expectations and curriculum and instruction
- Reinforce school-wide procedures and expectations
- Proactively monitor students
- Communicate regularly with families (positive communication and areas for support)
- Provide supervision support and academic support to students and teachers as requested
- Actively participate in professional development sessions on Wednesdays
- Participate in at least one school-wide committee or group (family engagement planning committee, hiring committee, student recruitment committee, etc)
- Attend and support planning of family events throughout the school year (Family Nights, Community Meetings)
- Reports to the Director of Academics and Instruction

Enrichment Teacher Qualifications:

Required:

- Strong commitment to, belief in, and alignment with the vision and mission of the school.
- New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K-8.
 - If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire.
- Minimum of a Bachelor's degree
- Endorsement (or documentation of waiver application) in necessary enrichment area (Art, PE, Technology etc.)
- Successful completion of background check

Preferred:

- Track record of results-oriented work in urban education, including teaching experience with a history of significant gains in student performance and/or growth.
- Bilingual (Spanish)

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

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INFORMATION TECHNOLOGY (IT) COORDINATOR



Our School

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Position Summary

The IT Coordinator position is a full-time, school-based technology management position. The IT Coordinator supports implementation of the technology budget and strategic plan, works collaboratively with the Director of Operations to manage appropriate technology services, applications, Requests for Proposals, and vendor selection and management. The IT Coordinator is responsible for setting up the school helpdesk and asset tracking systems, and developing and implementing technology policies, practices, and procedures, and supporting **Altura Prep** staff in implementation. The IT Coordinator reports to the Director of Operations, and, as a part of his/her role on the **Altura Prep** team, may also support other operations or systems-related work when requested by the Director of Operations. The individual in the IT Coordinator role will receive ongoing feedback and leadership development. All staff **members** are responsible for building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging with their colleagues.

Reasons you'll love working at Altura Prep:

- **Opportunity:** You get to contribute meaningfully to growing the school from the ground up and build systems that will impact significant numbers of students and families.
- **Support:** You will receive regular coaching and collaboration from the Director of Operations, and you will be part of a team focused on great outcomes for each student
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of all students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families
- **Strategic:** You are driven by data to make strategic decisions around technology systems and processes
- **Analytical:** You obsess about how best and most logically and effectively to reach desired outcomes

IT Coordinator Responsibilities:

- Collaborate with School Directors to manage technology strategic plan and budget in alignment with academic program and school budget
- Oversee infrastructure development and maintenance
- Work collaboratively with teachers and staff to ensure that technology is working properly
- Support teachers with troubleshooting platforms or IT challenges

- Plan and deliver strategic professional development in small or whole group settings (with the support of the Director of Academics and Instruction and/or Director of Culture, Operations, and Compliance) to build teacher's technology capacity
- Manage technology vendor Request For Proposal process
- Set up Help Desk and tracking systems
- Assist in identification and selection of educational software purchases
- Support development and implementation of technology processes and policies (for students, teachers, and staff)
- Manage technology distribution to both students and teachers
- Maintain ongoing records of technology functions including hardware updates and/or replacements
- Manage the school –level insurance program with families
- Report to the Director of Culture, Operations, and Compliance

IT Coordinator Qualifications:

Required:

- Mission-driven, organized and committed to supporting innovation in classrooms and school
- New Mexico Level II or III Teaching License in K-8 Education with Technology Education or Information Tech Coordinator Endorsement
- Bachelor's Degree and relevant experience
- Advanced computing skills, knowledge of networking technologies, and experience data-base management
- Successful completion of background check

Preferred:

- Technology project-management experience (3+years)
- Data-compilation and analysis skills
- CCNP preferred, CCIE written and CISSP a plus.
- Experience with layer 2 transport such as ATM, Frame Relay, Ethernet, Layer 3 services: MPLS/VPN routing protocols: OSPF, BGP, EIGRP.
- Knowledge of network security tools, security practices as they pertain to telecommunications, DMZ's, VPN/RAS, Firewalls, IDS/IPS, NAC, MARS, CSA, RADIUS; TACACS and a track record of maintaining solid audit posture.
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles as they relate to facilities and technology infrastructure.
- Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner;
- Ability to analyze complex business/technical problems to define system scope and objectives
- Excellent trouble-shooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

Altura Prep is actively seeking to build a diverse and experienced team. As an equal opportunity employer, Altura Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

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LUNCH TEAM MEMBER



Our School

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Position Summary

The Lunch Team Member position is part-time, lunch staff position. The Lunch Team supports all **Altura Prep** students with implementing smooth lunch and cafeteria procedures while serving lunch at the school. Lunch Team members are responsible for maintaining school-wide behavioral expectations and ensuring that all students are able to eat in a calm, clean, and orderly environment. The Lunch Team is also the first line of adults to ensure that the school meets the requirements of providing a balanced school lunch to students. All staff **members** are responsible for building strong and positive relationships with students and actively engaging with their colleagues.

Reasons you'll love working at Altura Prep:

- **Opportunity:** You get to contribute meaningfully to making sure that students are successful in classes each day
- **Support:** You will receive regular feedback from Director of Operations, and you will be part of a team focused on creating a great school environment for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Thoughtful:** You are considerate of others and ensure that each student receives proper nutrition in the proper environment
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families
- **Thorough:** You are detail oriented, and care about doing your job well

Lunch Team Member Responsibilities:

- Maintain high behavioral expectations for all students
- Reinforce school wide procedures and expectations for all students in the cafeteria
- Support contracted food service providers with food service
- Support staff with ensuring cafeteria is clean after lunch service ends
- Monitor student's eating habits and support the school in ensuring that students are served the required foods
- Arrive at school promptly and prepared for work
- Actively incorporate feedback in daily practices
- Reports to Director of Culture, Operations, and Compliance.

Lunch Team Member Qualifications:

Required:

- Strong commitment to, belief in, and alignment with mission and vision of the school.

- High school diploma or other recommendation required
- Demonstrated ability to relate well to adults and children
- Excellent customer service skills.
- Experience in school environments or with children; or experience in a serving kitchen.
- Successful completion of a background check.

Compensation

- **Altura Prep** offers competitive pay.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

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OFFICE CLERK DESCRIPTION



Our School

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Position Summary

The Office Assistant position is a part-time, office support position. The Office Clerk reports to the Office Coordinator and assists with student attendance monitoring, phone answering and mailing and copying, and other duties as assigned. The Office Clerk is the face of the school's main office, and is responsible for welcoming parents, families, and guests to **Altura Prep**, and maintaining a welcoming environment for all who enter the school. **The Office Clerk supports School Director(s) and school committees with logistics for school events (Family Literacy Night, Community Meetings, etc).** All staff are responsible for building strong and positive relationships with students and families, actively engaging with their colleagues, modeling the R.E.A.C.H. values, and participating in school-wide events and celebrations.

Reasons you'll love working at Altura Prep:

- **Opportunity:** You get to contribute meaningfully to growing the school from the ground up and build systems that will impact significant numbers of students and families.
- **Support:** You will receive regular coaching and collaboration from the Director of Operations, and you will be part of a team focused on great outcomes for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of all students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families
- **Strategic:** You are driven by data to make strategic decisions around technology systems and processes
- **Analytical:** You obsess about how best and most logically and effectively to reach desired outcomes

Office Clerk Responsibilities:

- Create welcoming environment in Altura Prep office
- Maintain high expectations for all students and reinforce school wide procedures and expectations in all spaces
- Support and supervise students in common spaces as necessary
- Promptly welcome all visitors and family members to the school
- Maintain list of visitors to the school
- Support Office Coordinator with phone calls, mailing, filing, copying, and other duties as necessary
- Monitor student attendance and place follow up calls to families to ensure all students maintain high attendance rates

- Actively participate in planning and executing family events such as Coffee with the School Directors, Family Nights, and Family Field Trips
- Reports to the Office Coordinator and Director of Culture, Operations, and Compliance

Office Clerk Qualifications:

Required

- Mission-driven, organized, and customer service focused
- Associate's Degree or other recommendation
- Demonstrated ability to relate well to adults and children
- Knowledge of and proficiency in computer – based programs, Word, Excel, and Outlook/Calendar
- Excellent trouble-shooting, communication, and customer-service skills
- Successful completion of background check

Preferred

- Community engagement and school-based experience
- Prior experience in an administrative assistant position
- Bilingual

Compensation

- **Altura Prep** offers a competitive salary.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

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OFFICE COORDINATOR



Our School

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Position Summary

The Office Assistant position is a full-time, office management position. The Office Coordinator supports student recruitment and enrollment practices, maintains attendance records, performs scheduling duties, assists the Director of Operations with purchasing, travel arrangements, inventory of materials and furniture, and field trips, and collects data required for preparing charter reports. The Office Coordinator also supervises Office Clerks, supports with phone answering and coordinating mailing and copying, and other duties as assigned. The Office Coordinator is the face of the school's main office, and is responsible for welcoming parents, families, and guests to **Altura Prep**, and maintaining a welcoming environment for all who enter the school. **The Office Coordinator supports School Director(s) and school committees with logistics for school events (Family Literacy Night, Community Meetings, etc).** All staff are responsible for building strong and positive relationships with students and families, actively engaging with their colleagues, modeling the R.E.A.C.H. values, and participating in school-wide events and celebrations.

Reasons you'll love working at Altura Prep:

- **Opportunity:** You get to contribute meaningfully to growing the school from the ground up and build systems that will impact significant numbers of students and families.
- **Support:** You will receive regular coaching and collaboration from the Director of Operations, and you will be part of a team focused on great outcomes for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of all students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families
- **Strategic:** You are driven by data to make strategic decisions around technology systems and processes
- **Analytical:** You obsess about how best and most logically and effectively to reach desired outcomes

Office Coordinator Responsibilities

- Supervise and manage Altura Prep Front Office
- Maintain student enrollment records and files
- Maintains attendance records and supervises attendance monitoring processes
- Provides assistance to Director of Operations and Director of Academics with scheduling and purchasing
- Coordinates transportation and field trip needs

- Supports preparation of documents for charter school reporting
- Supervises Office Clerks
- Ensures that phones are answered and visitors are greeted
- Monitors visitor permissions into the school
- Coordinates copying materials for parents and families
- Mails and distributes post
- Inventories and maintains updated list of school property and materials (over \$100) to ensure insurance coverage is accurate
- Facilitates logistical planning for a variety of school events (including Family Nights, Coffee with the School Directors, and Community Meetings)
- Supports School Directors with staff and student scheduling and supervision of activities
- Supports all school staff through maintaining high expectations of self, team, and students
- Reports to Director of Culture, Operations, and Compliance

Office Coordinator Qualifications:

Required

- Mission-driven, organized, and customer service focused
- Community engagement and school-based experience
- Prior experience in an administrative assistant position
- Demonstrated organizational and writing skills
- Demonstrated ability to relate well to adults and children
- Knowledge of and proficiency in computer – based programs, Word, Excel, and Outlook/Calendar
- Excellent trouble-shooting, communication, and customer-service skills
- Exhibits a professional image and presence when making oral and written presentations
- Successful completion of background check

Preferred

- Student Recruitment experience
- Bilingual

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

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SPECIAL EDUCATION TEACHER



Our School

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Position Summary

The Special Education Teacher position is a full-time teaching position for grades K- 2. Teachers work with a caseload of students each day, providing individualized academic support in documented areas of need and evaluating students' progress. Teachers receive ongoing, embedded coaching and development from the Director of Academics and work with the Director of Operations to document and monitor student progress and hold regular family meetings according to students' IEPs. Special Education teachers are responsible for collaborating with their fellow Special Education teachers and grade-level Lead Teachers to ensure all students are provided with meaningful growth through careful implementation of individualized programs. Special Education teachers are also responsible for accurately documenting and communicating services provided and progress made with necessary staff and family members. All **Altura Prep** teachers are responsible for intellectual preparation for each lesson, building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging with their colleagues. All teachers receive embedded instructional coaching and development to continually increase effectiveness. Teachers are expected to participate in the school beyond classroom instruction; serving on at least one school committee, actively contributing to professional development, enthusiastically participating in school-wide events and activities, and modeling the school R.E.A.C.H. values.

Reasons you'll love working at Altura Prep:

- **Focus:** You get to focus on your individual students' needs, more deeply, serving them in a variety of small and individualized settings.
- **Support:** You will receive weekly coaching, co-planning time, and grade level teams focused on the same goals for each student.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of your students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families of your students
- **Strategic:** You are driven by data to make strategic decisions around instructional planning
- **Engaging:** You obsess about how to engage students and provide opportunities for students to grapple with challenging content

Special Education Teacher Responsibilities:

- Maintains high expectations for all students
- Work collaboratively as part of a team to ensure all students achieve strong academic and personal outcomes

- Plan and document minutes and services provided to students in alignment with IEP goals
- Track and analyze student progress toward goals in the focus content area
- Develop rigorous daily lessons in content area of focus to support students' needs in students' Least Restrictive Environment
- Maintain up-to-date records of student progress and areas of strength and needed support and document in the appropriate Special Education database
- Participate actively and professionally in instructional coaching and observation/debrief practices
- Collaborate with other grade level teachers and enrichment teachers to ensure alignment of expectations and curriculum and instruction and that students receive appropriate modifications and accommodations
- Reinforce school-wide procedures and expectations
- Proactively monitor student behavior, providing additional supports when necessary
- Communicate regularly with families (positive communication and areas for support)
- Communicate regularly with the school leadership team regarding student IEPs, progress, and goals.
- If additional assessments are needed, coordinate supports provided
- Actively participate in professional development sessions on Wednesdays
- Actively participate in grade level meetings and data analysis meetings
- Participate in at least one school-wide committee or group (family engagement planning committee, hiring committee, student recruitment committee, etc)
- Attend and support planning of family events throughout the school year (Family Nights, Community Meetings)
- Complete responsibilities in a timely manner as required by the school leadership team and meet all deadlines for deliverables
- Reports to the Director of Academics and Instruction and the Director of Culture, Operations, and Compliance

Special Education Teacher Qualifications:

Required:

- Strong commitment to, belief in, and alignment with the vision and mission of the school.
- Level I, II, or III Special Education License in New Mexico or eligibility to apply for reciprocity from another state prior to July of year of hire.
 - If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire.
 - If the teacher will serve gifted students, must have a Gifted Endorsement or waiver application filed within 10 days of offer of employment.
- Successful completion of background check
- Highly organized and able to create and maintain systems

Preferred:

- Track record of results-oriented work in urban education, including teaching experience
- Detail oriented and self reflective

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

- **Altura Prep** staff will begin training and orientation on Monday July 23, 2018.

Commitment to Diversity

Altura Prep is actively seeking to build a diverse and experienced team. As an equal opportunity employer, Altura Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

To apply, please send a cover letter and resume to resumes@alturaprep.org and we will be in touch shortly.

STUDENT SUPPORT COORDINATOR



Our School

Altura Prep is a tuition-free, public charter school that seeks to create outstanding outcomes for students, while simultaneously being the best place to work in our city! We are looking for incredible educators committed to placing every student on the path to college, while also building a strong organizational culture that supports each adult to grow, achieve, and find joy in their work. **Altura Prep** was recommended for approval by the Public Education Commission in September of 2017 and opened in southeast Albuquerque on August 14, 2018 to 198 students in kindergarten, 1st, and 2nd grades. We are growing one grade level a year until we reach 5th grade in the 2021-22 school year.

Position Summary

The Student Support Coordinator (SSC) position is a part-time support position for the Altura Preparatory School Special Education Department. The SSC works closely with the Director of Operations and Special Education teachers to ensure that all students receive individualized academic support in documented areas of need. The SSC monitors student progress, supports the school's Response to Intervention process, coordinates student services from external providers, and supports **Altura Prep** Special Education Teachers to ensure all students are provided with meaningful growth through careful implementation of individualized programs. All **Altura Prep** staff are responsible for building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging with their colleagues. The SSC will receive embedded instructional coaching and development to continually increase effectiveness. Staff members are expected to participate in the school beyond classroom instruction by enthusiastically participating in school-wide events and activities, and modeling the school R.E.A.C.H. values.

This role has the potential to become a full time position in the 2021-22 school year, depending on student enrollment and needs.

Reasons you'll love working at Altura Prep:

- **Focus:** You get to focus on individualizing programs to meet students' needs more deeply, serving them in a variety of small and individualized settings.
- **Support:** You will receive ongoing collaborative opportunities to work with and learn from other members of the school leadership team, and to provide ongoing support to **Altura Prep** teachers and students.
- **Collaboration:** You will be a part of a dynamic team that makes time to connect daily and weekly to learn from each other and celebrate.
- **Success:** You will be a part of a school designed around student and staff success – from outstanding student achievement to staff retention and satisfaction, we aim to succeed!

Reasons we'll love you:

- **Ambitious:** You are ambitious on behalf of your students with a strong desire to continue your own professional growth
- **Innovative:** You find yourself seeking ways to improve and challenge existing systems and processes daily
- **Collaborative:** You prefer to work collaboratively, both with colleagues and families of your students
- **Strategic:** You are driven by data to make strategic decisions around instructional planning
- **Engaging:** You obsess about how to engage students and provide opportunities for students to grapple with challenging content

Student Support Coordinator Responsibilities

- Maintains high expectations for all students

- Work collaboratively as part of a team to ensure all students achieve strong academic and personal outcomes
- Support Special Education teachers and staff with monitoring student progress towards goals and adjusting course when necessary
- Support Director of Culture, Operations, and Compliance with coordinating services provided to students with IEPs and 504 plans.
- Maintain up-to-date records of student progress and areas of strength and needed support
- Participate actively and professionally in instructional coaching and observation/debrief practices
- Collaborate Director of Culture, Operations, and Compliance to ensure that students are receiving appropriate supports in order to make meaningful academic and personal progress.
- Reinforce school-wide procedures and expectations
- Communicate regularly with families (positive communication and areas for support) as part of the SAT or IEP process
- Supervise Educational Assistants to ensure students receive support in classrooms and common spaces when required.
- Actively participate in professional development sessions on Wednesdays to provide support to teachers when needed.
- Complete responsibilities in a timely manner as required by the school leadership team and meet all deadlines for deliverables
- Reports to the Director of Culture, Operations, and Compliance

Student Support Coordinator Qualifications:

Required:

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- Level II or III Special Education License in New Mexico OR NM Administrative License with endorsement in Special Education
- Bachelor's Degree or higher
- 5+ years of classroom experience, preferably in Special Education and with English Language Learners
- Successful completion of background check

Preferred:

- Track record of student achievement success and coaching skills
- Systems thinker, organized

Compensation

- **Altura Prep** offers a competitive salary and comprehensive health benefits.

Start Date

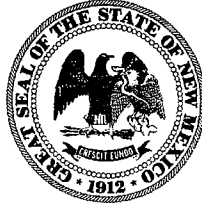
- **Altura Prep** leadership team members will begin training and orientation on July 15, 2020.

Commitment to Diversity

Altura Prep is actively seeking to build a diverse and experienced team. As an equal opportunity employer, Altura Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

To apply, please send a cover letter and resume to resumes@alturaprep.org and we will be in touch shortly.

**State of New Mexico
Public School Facilities Authority**



Vacant, Director

Rocky Kearney, Deputy Director

1312 Basehart Road, SE, Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

April 26, 2017

Ms. Meaghan Stern
Meaghan.mstern@gmail.com
Phone: 505-934-1040

Re: Altura Preparatory School 2018-2022 Facility Master Plan/ Educational Specification's Approval

Dear Ms. Stern:

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/ Ed Spec's) for the Altura Preparatory School located in Albuquerque Public Schools District and are requesting to be a State Chartered Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your FMP/Ed Spec's document.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- Altura Preparatory School did request to locate school in existing Albuquerque Public Schools facilities on March 6, 2017; as of yet, there has been no response from the Albuquerque Public Schools
- Grades requested are k thru 5th grade
- The school anticipates having a total enrollment of 396 students (cap)
- Students will have parts of their day allocated to different rooms and teachers, every classroom per grade will have one teacher to 22 students, so pupil/ teacher ratio (PTR) is 22:1
- 18 general classrooms required to support 396 students
- The proposed school is to have one space each of the following; art space, technology classroom, physical education / multi-purpose space, library/bookroom, dining space, kitchen, parent space, health space, faculty space/lounge

- 3 Kindergarten classrooms @ 1,100 gross square feet (gsf) for 22 students [school would like to request a variance from the Public Education Department (PED) to have more than 20 kindergarten students in each class]
- All general classrooms 704 gsf each
- 13,860 gsf of general classroom space needed to meet educational program
- 22,420 gsf of general classroom, specialty classroom, and other spaces to meet educational program
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

A handwritten signature in black ink, appearing to read "W. W. Sprick". The signature is fluid and cursive, with the last name "Sprick" being more legible than the first initials.

William W. Sprick, Facility Master Planner

cc: Jeremy Jerge, Regional Manager
Martica Casias, Planning and Design Manager

Proposed Financial Policies and Procedures

The Governing Board of the proposed Altura Preparatory School will review and adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expensed and maintained appropriately. It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

Collectively, they comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation. As Altura Preparatory School grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis.

I. ACCOUNTING

a. Fiscal Year

- i. The fiscal year for Altura Preparatory School is July 1 through June 30.

b. GAAP

- i. The accounting procedures used by Altura Preparatory School shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

c. Accounting Basis

- i. Altura Preparatory School uses the accrual-basis of accounting at year-end, meaning that revenues are recognized in the fiscal year they are earned, and expenses are recognized in the fiscal year that the liability is incurred. This is regardless of when the receipt of or payment of cash takes place.
- ii. Throughout the year, revenues will also be recognized as they are earned and when contributions are received or awarded in accordance with GAAP.

d. Restricted Grant Tracking

- i. Altura Preparatory School shall maintain its general ledger using grant tagging codes for the purposes of tracking restricted revenues and expenses. This is with the specific intention to prevent doubled-dipping of expenses against restricted revenue sources.

e. Capitalization and Depreciation

- i. Altura Preparatory School will capitalize and depreciate annually all assets of \$5,000 or more to coincide with federal fund guidance on capitalization threshold.
- ii. All assets purchased with an individual value less than \$5,000, but purchased in bulk and exceed \$5,000 in bulk, will be considered as

meeting the capitalization threshold. All other assets will be charged annually to an expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

1. Leaseholder improvements: Lease term or 10 years, whichever is shorter
 2. Facility purchases: 30 years
 3. Building and site improvements: 30 years
 4. Computers and associated technology: 3 years
 5. Furniture & equipment: 5 years
- iii. Repair and maintenance costs, which do not extend the useful lives of an asset, are recognized as expenses.
 - iv. Throughout the year, items will be recognized as expenses. They will be reviewed at year-end for possible capitalization and depreciation. Depreciation will be calculated from when the item was purchased and will be treated as placed in service at that time unless otherwise specified.
 - v. Items will be tagged when placed in service by the Office Manager or School Director of Operations.
 - vi. As part of the annual close, the Office Manager or School Director of Operations will conduct an inventory of all assets, noting condition and location.
 - vii. Assets sold, retired, lost, or stolen and related amounts of accumulated depreciation will be eliminated from the asset accounts, and any resulting gain or loss will be recognized within that year.
 - viii. Nothing in this practice is to prevent Altura Preparatory School from maintaining an estimated impact of capitalization and depreciation on operating income and fund balance for the year on interim financial statements.

f. Bank Reconciliations

- i. A reconciliation of all bank accounts, whether checking or savings accounts, will be performed monthly by an EdTec accountant. The EdTec accountant does not have the ability or authority to disburse funds or approve expenses.
- ii. Altura Preparatory School will provide EdTec with either online access or paper copies of the monthly statements no later than the 2nd business day of the following month.
- iii. EdTec will maintain the banking reconciliation documentation for the audit.
- iv. Un-cleared checks older than six months will be reviewed for reissuance, voidance, or escheatment proceedings in compliance with Indiana State law.
- v. Financial irregularities discovered during the banking reconciliation process will be brought to the attention of the School Director(s) Board Treasurer.

g. Financial Record Retention and Destruction

- i. All financial records will be retained for no less than 7 years. Records include but are not limited to transaction ledgers, bank statements, cancelled and voided checks, payroll records, audits, and tax filings.
- ii. To the extent that Altura Preparatory School is working with EdTec, EdTec shall be considered the custodian of financial records. At termination of the relationship, EdTec will transfer all financial records to Altura Preparatory School.
- iii. After 7 years, Altura Preparatory School may evaluate its documents for secure destruction or alternatively, archival.
- iv. Retaining electronic or digital copies of records will be considered compliant with this file retention policy.
- v. Nothing in this section will be considered to supersede the organization's broader record retention and destruction policies.

II. **Banking**

a. **Checking Accounts**

- i. The Board shall authorize the establishment of a commercial non-speculative, checking account with a federally insured banking institution for the purposes of school operations.
- ii. An account bearing interest will not be considered speculative.
- iii. The established checking account shall be the primary account for school financial obligations, as well as the primary account for deposit and receipt of all funds. Authorized signatories to this account shall be the Director of Operations, Board Treasurer, and Board Chair.
 - 1. Checks under \$5,000 will require the signature of the Director of Operations.
 - 2. Checks of \$5,000 or more will require the signature of the Director of Operations AND Board Treasurer.
 - 3. Checks payable to the School Director of Operations must be signed by the Board Treasurer. Checks of \$5,000 or more payable to the Director of Operations will require the signature of Board Treasurer and Board Chair.
 - 4. Under no circumstances should the recipient of a check also be a signatory on his or her own check.
- iv. In addition to the general operating account, the board shall authorize the establishment of a checking account for the purposes of processing payroll.
- v. No additional checking accounts shall be established without board approval.
- vi. Board approval is also required to close a checking account.

b. Savings Account

- i. The Board may authorize the establishment of a non-speculative, savings account with a federally insured banking institution.
- ii. An account bearing interest will not be considered speculative. Checks will not be written out of the savings account, and any transfer of funds to or from the savings account to the general checking account will be done in consultation with the Board Treasurer and EdTec and the school's most current cash forecast.
- iii. No additional savings accounts shall be established without board approval.
- iv. Board approval is also required to close a savings account.

c. Federal Deposit Insurance

- i. Altura Preparatory School recognizes that deposits are only insured up to \$250,000 per qualified banking institution, not per account, and its bank balance may otherwise exceed the \$250,000. The board shall review ongoing opportunities to cost-effectively insure excess cash or otherwise diversify its account holdings at federally insured banking institutions, while also evaluating risk and convenience.

d. Petty Cash Fund

- i. The board may authorize the establishment of a petty cash fund of up to \$500 to be maintained on the school site in a locked, secure location.
- ii. Initial funding of the petty cash fund should be done as a check from the school's main checking account.
- iii. The petty cash fund is maintained by the Director of Operations. All requests for petty cash must be made in advance and approved by the Principal.
- iv. The Director of Operations records the disbursement in a log and maintains a copy of the approval.
- v. Any unused funds along with all receipts for items purchased must be returned to the Director of Operations.
- vi. Monthly, the log and transactions will be reconciled by the Director of Operations and will be submitted to EdTec for entry into the accounting system. EdTec will also reconcile the activity to the information submitted.
- vii. Upon request by the Director of Operations and subject to supporting documentation, EdTec will generate a check to replenish the petty cash fund up to \$500.

e. Deposits of Receipts

- i. Altura Preparatory School will deposit all funds received on a weekly basis. In line with this:
 - 1. The Office Manager will open all mail daily, immediately sort and log all checks or money orders and forward them to the Director of Operations. Any checks or money orders received in

person will also be given to the Office Coordinator for logging. In the absence of the Office Coordinator, the Director of Operations will fulfill these responsibilities.

2. Cash payments, whether for student activities or donations or otherwise, will be strongly discouraged. Altura Preparatory School will direct individuals to use a service such as PayPal to make a payment electronically to the school in the alternative. If this is not possible, all cash payments received will be also logged using a cash receipt book with a carbon copy retained. The Director of Operations will review the cash receipt book each week and affirm that the total collected matches the supporting documentation.
3. Checks and cash waiting to be deposited will be stored in a secure location.
4. The Director of Operations will restrictively endorse ("For Deposit Only") the checks or money orders to the checking account and deposit them, along with any cash collections. The Director of Operations will then forward on a completed log and copy of associated backup to EdTec, including any revenue coding.

III. PURCHASES

a. Authorization of Expenditures

- i. All purchases of goods and services shall be consistent with the most recently board-approved budget.
- ii. These expenditures shall not require additional board approval, except for contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000, or if the term will go past one year.
- iii. Otherwise, all expenditures must be approved by the Director of Operations who will review to determine whether it is consistent with the board-approved budget.
- iv. Nothing in this section shall prevent the Director of Operations from making an assessment to rebalance individual line items within the approved budget, provided the adjustments do not otherwise jeopardize the financial health of the school or disrupt the school's educational program. Adjustments greater than \$10,000 or that otherwise will decrease projected operating income by more than 2% should be discussed with the Board Treasurer.

b. Contracts and Bidding

- i. All professional services shall be provided for under a contract.
- ii. The Director of Operations can execute single year contracts for professional services that will not exceed or are not likely to exceed \$10,000.
- iii. For contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000 or the term will

extend for a period greater than one year, board approval will be required prior to execution. Length of contracts shall be at the discretion of the Board in consultation with the Director of Operations, and multi-year contracts shall not be prohibited.

- iv. Should a contract require board approval per the above, but timing or other circumstances require execution prior to being approved at a board meeting, the Director of Operations, with the approval of both the Board Chair and Board Treasurer, may conditionally execute said contract. The contract will need to then be formally approved at the next board meeting.
- v. Unless otherwise expressly required by conditions of a funding source, Altura Preparatory School shall not be required to conduct a formal bid process for contracted services and goods less than \$60,000. However, the Principal shall make good faith efforts to secure multiple quotes and proposals to ensure a prudent, cost-effective use of funds.
- vi. Nothing in this section shall require or be interpreted to require Altura Preparatory School to choose or select the lowest cost provider of goods or contracted services, and Altura Preparatory School will have discretion in what criteria it gives most weight when selecting vendors and providers.
- vii. Any rules or regulations governing expenditure of federal funds shall supersede the above when otherwise contradictory.

c. Purchasing

- i. Once sufficient diligence has been done by way of quotes, proposals, and research and an expenditure has been approved, the Principal or Director of Operations will either request an invoice from a vendor or submit a formal purchase order to request an invoice.

d. Invoice Processing and Requests for Payment

- i. On a weekly basis, the Director of Operations will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips, and address any inconsistency with vendors.
- ii. Each week, the Director of Operations will collate and code all invoices received, including both expense and grant tagging coding.
- iii. Regardless if the school will be requesting payment or not, the Director of Operations will transmit the invoices and coding to EdTec.
- iv. EdTec will then generate a payment approval report, which lists all invoices submitted for processing, and it will request payment by the school.
- v. Notwithstanding the above, the school shall abide by EdTec accounts payable policies and procedures set forth separately regarding documentation requirements, systems, timelines, and submissions.

e. Payment Approvals and Payroll Processing

- i. Payments under \$5,000 must be approved by one of the following authorized positions: Director of Operations, Board Treasurer.

- ii. Payments for \$5,000 or more must be approved by the Director of Operations AND Board Treasurer.
- iii. For recurring payments, such as rent, when the amount is fixed, annual approval is allowed.
- iv. Once EdTec receives all the required approvals, EdTec will issue payments with the required authorizer signatures. EdTec will then generate a check register and send back to the school as record of issuance. The check register will be collated with all the check registers for a month and included in the board packet.

f. Debit Card Usage

Debit card usage will not be permitted.

g. Credit Card Usage

- i. Subject to board approval, the school may establish a credit card account.
- ii. Said credit card account may be of a rewards-bearing variety, but all rewards should be retained for the exclusive use of the school.
- iii. The use of a credit card shall be allowed with a maximum authorized credit limit of \$5,000 per card holder, subject to credit approval.
- iv. Credit cards shall only be issued to and used by the School Director(s). Use by any other person is prohibited.
- v. An individual charge should not exceed \$1,000, except with the approval by the Board Treasurer. Total charges in a month shall not exceed the credit card limit.
- vi. Authorized credit card holders are responsible for submitting itemized receipts or other printed documentation from the vendor for all transactions and providing sufficient reporting as to the necessity of the charge. Credit card statements may not be considered as sufficient supporting documentation.
- vii. For any purchases that are charged without adequate supporting documentation and justification, the card holder may be required to reimburse the school the amount of such purchases.
- viii. Because documentation issues might otherwise prevent EdTec from having the adequate documentation to pay a credit card statement balance in its entirety or documentation may pertain to the following month's statement, the Principal or Director of Operations must request and specify the amount of all payments towards a credit card statement balance each time. However, every effort should be made to pay the current balance due in full and otherwise mitigate financing charges.
- ix. Credit card transactions will be enumerated on a credit card register to accompany the financial statements provided to the board monthly.

h. Sales Tax Exemption

- i. Provided Altura Preparatory School has applied for and secured recognition of sales tax exempt status, Altura Preparatory School is considered exempt from sales tax on goods purchased for their own internal use.

- ii. The Director of Operations will ensure all vendors have a copy of the sales tax exemption letter.
- iii. Prior to submission to EdTec, the Director of Operations will ensure all invoices have sales tax removed. Otherwise, EdTec will process invoices as submitted.
- iv. Sales tax paid by employees for purchases made on behalf of the school and submitted for reimbursement will also be reimbursed.

i. Electronic Payments

- i. To preserve payment approval processes and internal controls, electronic methods (wire or ACH) shall not be permitted for payment of any expenses or reimbursements, except for payroll and associated employer and employee liabilities.
- ii. Any exception will require approval by the Board Treasurer.

j. Non-Travel Related Employee Reimbursements

- i. Employees, except for the School Director(s), will limit purchases made with personal funds that will be submitted for reimbursement to no more than \$500 at a given time, except if the purchases are meals or incidental expenses during school-related travel.
- ii. Should an employee need to make a purchase with personal funds on behalf of the school for more than \$500, prior approval by the Director of Operations will be required.
- iii. Employees shall submit a reimbursement request with supporting documentation no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement.
- iv. Under no circumstances shall the purchase of alcohol be reimbursed.
- v. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

k. Travel-Related Employee Reimbursements

- i. All employees must receive approval by the School Director(s) for all school-related travel.
- ii. All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.
- iii. Travel arrangements should be made and paid for directly by the school by check or by the Director of Operations using his or her credit card.
- iv. Meals during school-related travel are considered reimbursable. Meals should be modest but otherwise appropriate with the circumstances. Receipts or documentation should be retained.
- v. Incidental purchases made during school-related travel and otherwise necessary, such as taxi service, are considered reimbursable. Receipts or documentation should be retained.
- vi. Employees shall submit a reimbursement request with supporting documentation to the Director of Operations no later than one month

from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement.

- vii. Under no circumstances shall the purchase of alcohol be reimbursed.
- viii. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

I. Employee Mileage Reimbursements

- i. All employees are reimbursed at the current standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for school-related travel. If mileage is expected to exceed 100 miles or more, it must be pre-approved by the Director of Operations.
- ii. All employees requesting such mileage reimbursement are required to document the destination of each trip, its purpose, miles driven, and any associated parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.
- iii. Per IRS guidance, mileage of an employee driving from his or her residence to the school or vice versa is not considered reimbursable.
- iv. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

m. Personal Use of School Funds

- i. Use of school funds for personal use is prohibited. Violation of this policy may result in discipline up to and including dismissal or in case of a board member, removal.

IV. PAYROLL

a. New Employees

- i. The Principal shall hire all employees at both headcount and compensation levels consistent with the approved annual personnel budget.
- ii. New employees shall complete an application for employment and all necessary paperwork for payroll addition.
- iii. New employees shall be fingerprinted and background checked consistent with state law. Fingerprint and background clearance must be received by the school before any employee may start work.
- iv. Employees shall accrue paid time off (PTO) based on the personnel policies and handbook of the school.

b. Timekeeping for Hourly Employees & Payroll Changes

- i. The Director of Operations shall track or implement an electronic system for the accurate and timely preparation of timesheets for hourly employees.
- ii. Based on policies and timelines delineated separately by EdTec, the Director of Operations will submit hourly information prior to each pay

day, along with any payroll changes for all staff including salary or rate changes, deduction changes, or other payroll items.

c. Payroll Processing and Accounting

- i. Once EdTec receives the payroll changes from the Director of Operations, EdTec will enter the information into the payroll processing system.
- ii. EdTec will generate a payroll preview or Excel worksheet summary and send to the Director of Operations for approval.
- iii. Once payroll has been approved and issued, EdTec will upload the payroll information to the accounting system and reconcile the payroll activity to the banking activity.

d. Independent Contractor Vs. Employee

- i. Unless otherwise specified, Altura Preparatory School shall treat individuals as employees unless he or she meets the IRS test for classification as an independent contractor.
- ii. If someone is determined to be an independent contractor, he or she will need to provide a W-9, as well as proof of insurance depending on the nature of his or her work on behalf of the school.
- iii. All independent contractors shall be formally engaged under a contract that is approved by the School Director(s) or the Board, based on the contract approval criteria previously enumerated.
- iv. Payments to an independent contractor shall be made pursuant to an invoice for services generated by the independent contractor to the school.
- v. Altura Preparatory School, through EdTec's assistance, will generate a 1099-Misc for all independent contractors that received \$600 or more in the prior tax year.

V. AUDITS & TAX FILINGS

a. Annual Audit

- i. Each operating year, Altura Preparatory School shall engage an independent accounting firm, approved by the state of New Mexico, to perform an audit of the prior year financial statements. The audit shall be performed and the audit report shall be generated in advance of the submission deadline with adequate review time by the audit committee and board.
- ii. The audit shall include, but not be limited to, (1) an opinion on the financial statements, (2) an audit of the student accounting and restricted revenue compliance, and (3) an audit of the internal controls practices for the purposes of issuing an opinion on the financial statements.
- iii. Should Altura Preparatory School expend \$750,000 or more in federal revenues over the course of a fiscal year, the audit for that fiscal year

shall be prepared in accordance with any relevant and effective Office of Management and Budget audit circulars.

- iv. Prior to submission of the audit report, EdTec and the Audit Committee will review the audit and respond to any management points, findings, material weaknesses, or significant deficiencies identified during the audit. To the extent appropriate, any official change in policies or procedures necessary to address any issue identified during the audit will be brought before the Governing Board for review.

b. Form 990 Federal Tax Return

- i. The independent accounting firm selected for the audit will prepare the Form 990 tax return to be submitted to IRS by November 15th for the preceding fiscal year.
- ii. The Board Chair, Board Treasurer, Director of Operations, and EdTec shall be notified in the event an extension will be filed by the independent accounting firm.
- iii. Prior to submission to IRS, a draft copy will be circulated with the Board for review for no less than 5 days.

VI. DONATIONS & PHILANTHROPY

a. Tax Exempt Status & Charitable Solicitation

- i. To the extent that Altura Preparatory School has established a supporting foundation that has filed for and received recognition of its 501 (c) 3 status as a tax-exempt nonprofit organization, has completed all required annual return filings with IRS, and has completed and maintained all required registration as a charitable organization within the state of New Mexico, Altura Preparatory School may engage in charitable solicitations for tax deductible donations as permitted by local, state, and federal law. Nothing in this section shall prevent Altura Preparatory School from utilizing a fiscal sponsor as an intermediary to solicit and receive donations on its behalf to the extent permitted by local, state, and federal law.

b. Donations

- i. The Director of Operations, separate from the depositing process, will log all cash or cash equivalent donations, recording date of donation, donor's name, donor's contact information, and donation amount.
- ii. If Altura Preparatory School receives a donation of \$250 or more, the Director of Operations will provide the donor with a written acknowledgement of the donation in compliance with IRS acknowledgement requirements.

c. Donated Stock and Securities

- i. Altura Preparatory School should sell all gifts of stock or securities as soon as possible to convert them into cash and transfer to the school's checking account. The value of the gift will be recorded based on the cash proceeds less any brokerage sale fees.

d. In Kind Donations

- i. Donated goods and services provided for free or at less than market value, and suspected to exceed \$500 in fair value, should be logged at the fair value or the otherwise avoided cost.
- ii. Fair value shall be determined as specified by the donor and may require follow up by the Director of Operations.
- iii. The Director of Operations shall log all donated goods and services, along with their fair value, and submit this to EdTec no later than July 15th for the preceding fiscal year.
- iv. EdTec will record all logged donated goods and services at their fair value or the otherwise avoided cost.

VII. FINANCIAL REPORTING & PLANNING

a. Budget Approval

- i. An annual budget shall be approved by the Governing Board no later than June 30 prior to the start of each new fiscal year.
- ii. The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses.
- iii. During the year, the Board may adopt an amended budget as expenses and revenue projections change, or as student counts are updated.
- iv. The annual budget and budget modifications will be reported to the authorizer and state by the required deadlines.

b. Monthly Financial Statements

- i. EdTec shall prepare a budget vs. actuals report, balance sheet, statement of cash flow, checking account register, credit card register if applicable, as well as a financial synopsis each month.
- ii. The Finance Committee and the Governing Board shall review these materials on a regular basis.

c. Interim Financial Reports

- i. EdTec shall prepare and submit the required financial reports to the state and authorizer as necessary.

VIII. OTHER PRACTICES & FINANCIAL MATTERS

a. Conflicts of Interest

- i. Any board member with a financial interest in a matter presented to the board shall fully disclose such interest prior to board discussion on the issue and shall recuse themselves from the discussion and voting on the matter.
- ii. For more information on the school's conflict of interest policies, please consult the school's bylaws.

b. Related Party Transactions

- i. Altura Preparatory School will identify, recognize, and evaluate any related party transactions.

c. Whistleblower Policy

Altura Preparatory School's policy shall extend to financial matters and improprieties.

d. Debt

- i. Altura Preparatory School will not take on any debt.
- ii. To the extent that a supporting organization does, any debt, whether loans, notes, or lines of credit must be approved by the governing board. Information about covenants, restrictions, and other requirements associated with the debt must be reviewed at time of approval.
- iii. The finance committee in conjunction with EdTec will review ongoing compliance with incurred debt of the supporting organization, as well as strategies to reduce debt and associated borrowing expense as expeditiously as possible.
- iv. Altura Preparatory School will avoid utilizing vendor financing.

e. Political Contributions & Advocacy

- i. Altura Preparatory School will not make any direct or indirect contribution of funds, assets, or resources to a political party or individual serving in or seeking public office.
- ii. Nothing in this section is to prevent Altura Preparatory School from seeking membership with charter association or charter advocacy organizations, local or otherwise, that may be engaged in political campaign activities.
- iii. Nothing in this section is to prevent Altura Preparatory School from engaging in lobbying, provided it complies with IRS guidance that a substantial part of Altura Preparatory School's activities is NOT devoted to attempting to influence legislation. To the extent the school does engage in lobbying activities, the Principal or Director of Operations will provide EdTec with an itemization of both direct and indirect costs for entry and recording in the accounting system.

f. Approvals and Authorizations

- i. Throughout the financial policies and procedures, various requirements for approvals and authorizations by the Director of Operations, Board Treasurer, and Board Chair are enumerated. Considering current technological and business practices, an approval shall be deemed valid and in compliance with the financial policies and procedures if it comes in the form of email approval, written in the affirmative of the specific matter or attachment or set of attachments, from the approver's school email account or if unavailable, his or her regularly-used email account. Silent assent over email or verbal approval by phone will not be deemed valid.

- ii. Board approval or authorization shall be deemed valid if provided pursuant to board action at an official meeting of the governing board of Altura Preparatory School.

g. Confidentiality

- i. Confidential information includes information gained during employment with or service of the school that is otherwise not common knowledge including, but not limited to, student records, personnel records, financial and donation information. All employees and board members must maintain confidentiality to the extent that is allowed by law.



Altura Preparatory School

Character Progress Report (Grades 2-5)

Name:		Dates:			
Class:					
	Average	Math	ELA	S/SS	
Responsibility					
1	Takes ownership over actions and goals				
2	Does what s/he says s/he will do				
3	Comes to school prepared to work hard				
Empathy					
1	Considers others' points of view				
2	Remains calm and kind in challenging situations				
3	Helps and listens to classmates and adults				
Agency					
1	Looks for additional resources to support				
2	Asks for help				
3	Persists, even after setbacks, to achieve a goal				
Curiosity					
1	Is eager to explore new things				
2	Asks questions to deepen understanding				
3	Actively listens to others				
Humor/Hard Work					
1	Actively participates				
2	Shows enthusiasm and joy				
3	Finishes whatever s/he begins				
4	Believes that effort will improve his/her future				

Scale:

- 1= Very much unlike the student
- 2= Unlike the student
- 3= Somewhat like the student
- 4= Like the student
- 5= Very much like the student



Altura Preparatory School

Character Progress Report (Grades K-1)

Name:

Class:

Dates:

		Average	Math	ELA	S/SS
Responsibility					
1	I do what I'm supposed to do				
Empathy					
1	I think about others besides myself				
2	I am helpful to others				
Agency					
1	I ask for help when I need it				
2	I keep trying to reach my goal				
Curiosity					
1	I am excited to explore new things				
2	I ask questions				
3	I listen to learn				
Humor/Hard Work					
1	I participate				
2	I am excited and joyful				
3	I finish what I start				
4	I believe if I try, I will learn and do well				

Scale:

1= Very much unlike the student

2= Unlike the student

3= Somewhat like the student

4= Like the student

5= Very much like the student

Altura Preparatory School

July 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Notes:

Jul 04: Independence Day

Jul 23 – Aug 10: Staff Days (8a-4p)

Aug 9-10: Kindergarten Academy(8-11)

Aug 13: First Day of School (All)

Aug 13- 17: Minimum Days (1p)

Sep 03: Labor Day

Oct 08: Columbus Day

Oct 31: Halloween

Nov 12: Veterans Day

Nov 19-20: Family Conferences (1-7p)

Nov 21-23: Thanksgiving Break

Dec 25: Christmas Day

Jan 7: Staff Day (8a-4p)

Jan 8: School Resumes

Jan 21: ML King Day

Feb 18: Presidents' Day

Mar 25 – 29: Spring Break

Apr 1-2: Family Conferences (1-7p)

Apr 19: Good Friday

Apr 21: Easter Sunday

May 12: Mother's Day

May 27: Memorial Day

May 28- 29: Staff Days (8a-4p)

2018-2019

Instructional Days: 183

Instructional Hours: 1161.5 hrs

Kindergarten Academy: 6 hours (2 half days, 8:00am- 11:00am)

Full Professional Development Days: 1

Professional Development Minimum Days: 39 (Wednesdays 1:30pm – 4:00pm)

S 1: 89 Days (2 P/T Conference Days), S2: 93 Days (2 P/T Conference Days)

Assessment Windows:

Letter/Sounds and Number Identification (Kindergarten Only): August 9-10, January 9-11, May 20-23

STEP (Literacy) Assessment: August 13- 17, Window 1: November 12 – 23, Window 2: February 11- 22, Window 3: May 13- 24

iStation Assessment: August 20 – 31, January 22- February 1, May 6-17

NWEA MAP/MPG: August 20- 31, January 22-February 1, May 6-17

PARCC: Not Scheduled for 2018-19

SBA (Science- 4th only): Not Scheduled for 2018-19 or 2019-20

Family Events:***First Semester***

Welcome BBQ Meet and Greet: August 4

Parent Academy: August 9 and 10

Back to School Night: September 6

Family Literacy Night: October 4

Family Math Night: November 1

Family STEAM Night: November 29

Family Explora! Trip: December 15

Genius Hour Exhibitions: December 20

Second Semester

Open House: January 24

Family Literacy Night: February 21

Family Math Night: March 14

Family STEAM Night: April 18

Genius Hour Exhibitions: May 23

Family Explora! Trip: March 23

Coffee with School Director(s): 2nd Thursday of every month (August- June)

[illegible]

Teacher	K1	K2	K3	1st 1	1st 2	1st 3	2nd 1	2nd 2	2nd 3
Grade	K	K	K	1	1	1	2	2	2
8:00-8:15	MM	MM	MM	MM	MM	MM	MM	MM	MM
8:15-8:30	Math	ELA	Science/SS	Special	Special	Special	ELA	Math	Science/SS
8:30-8:45	Math	ELA	Science/SS	Special	Special	Special	ELA	Math	Science/SS
8:45-9:00	Math	ELA	Science/SS	Special	Special	Special	ELA	Math	Science/SS
9:00-9:15	Math	ELA	Science/SS	Special	Special	Special	ELA	Math	Science/SS
9:15- 9:30	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special
9:30-9:45	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special
9:45- 10:00	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special
10:00-10:15	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special
10:15-10:30	Special	Special	Special	Math	ELA	Science/SS	Math	Science/SS	ELA
10:30-10:45	Special	Special	Special	Math	ELA	Science/SS	Math	Science/SS	ELA
10:45-11:00	Special	Special	Special	Math	ELA	Science/SS	Math	Science/SS	ELA
11:00-11:15	Lunch	Lunch	Lunch	Math	ELA	Science/SS	Math	Science/SS	ELA
11:15- 11:30				Science/SS	Math	ELA	Science/SS	ELA	Math
11:30-11:45	Special	Special	Special	Science/SS	Math	ELA	Science/SS	ELA	Math
11:45-12:00	Science/SS	Math	ELA	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:15	Science/SS	Math	ELA						
12:15-12:30	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	ELA	Math
12:30-12:45	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	ELA	Math
12:45-1:00	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out
1:00-1:15	Dismissal/Teacher Transition to Professional Development								

Total Mins	300
Lunch	30
Alloted Class	270
MorningMee	15
Close Out	15
Instructional	240
ELA mins	60
Science mins	60
Math mins	60
Specials mins	60

Teacher	K1	K2	K3	1st 1	1st 2	1st 3	2nd 1	2nd 2	2nd 3	
Grade	K	K	K	1	1	1	2	2	2	
8:00-8:15	MM	MM	MM	MM	MM	MM	MM	MM	MM	
8:15-8:30	MM	MM	MM	MM	MM	MM	MM	MM	MM	
8:30-8:45	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	
8:45-9:00	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	
9:00-9:15	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	
9:15-9:30	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	
9:30-9:45	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	
9:45-10:00	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	
10:00-10:15	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	
10:15-10:30	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	
10:30-10:45	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	
10:45-11:00	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	
11:00-11:15	Lunch	Lunch	Lunch	Science/SS	Math	ELA	Science/SS	Math	ELA	
11:15-11:30				Science/SS	Math	ELA	Science/SS	Math	ELA	
11:30-11:45	Science/SS	Math	ELA	ELA	Science/SS	Math	ELA	Science/SS	Math	
11:45-12:00	Science/SS	Math	ELA	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:00-12:15	ELA	Science/SS	Math							
12:15-12:30	ELA	Science/SS	Math	Recess	Recess	Recess	Recess	Recess	Recess	
12:30-12:45	ELA	Science/SS	Math	Recess	Recess	Recess				
12:45-1:00	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	
1:00-1:15	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	
1:15-1:30	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	
1:30-1:45	Recess	Recess	Recess	ELA	Science/SS	Math	ELA	Science/SS	Math	
1:45-2:00				ELA	Science/SS	Math	ELA	Science/SS	Math	
2:00-2:15	Genius Hour									
2:15-2:30										
2:30-2:45										
2:45-3:00										
3:00-3:15										
3:15-3:30	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	
3:30-3:45	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	Town Hall	
3:45-4:00	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	

Total Mins	480
Lunch/Recess	60
Alloted Class time	420
Morning Meeting	30
Close Out	15
Instructional Time	375
ELA mins	95
Science mins	95
Math mins	95
Genius Hour	60
Town Hall	30

[illegible]

[illegible]

Teacher	K1	K2	K3	1st 1	1st 2	1st 3	2nd 1	2nd 2	2nd 3	3rd 1	3rd 2	3rd 3	4th 1	4th 2	4th 3	5th 1	5th 2	5th 3
Grade	K	K	K	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5
8:00-8:15	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM
8:15-8:30	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Special	Special	Special
8:30-8:45	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Special	Special	Special
8:45-9:00	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Special	Special	Special
9:00-9:15	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Special	Special	Special
9:15-9:30	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS
9:30-9:45	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS
9:45-10:00	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS
10:00-10:15	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Math	ELA	Science/SS
10:15-10:30	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Math	ELA	Science/SS
10:30-10:45	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Math	ELA	Science/SS
10:45-11:00	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Math	ELA	Science/SS
11:00-11:15	Lunch	Lunch	Lunch	Science/SS	Math	ELA	Science/SS	Math	ELA	Lunch	Lunch	Lunch	Special	Special	Special	Science/SS	Math	ELA
11:15- 11:30				Science/SS	Math	ELA	Science/SS	Math	ELA				Special	Special	Special	Science/SS	Math	ELA
11:30-11:45	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Recess	Recess	Recess	Special	Special	Special	Science/SS	Math	ELA
11:45-12:00	Science/SS	Math	ELA	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch				Special	Special	Special	Science/SS	Math	ELA
12:00-12:15	Science/SS	Math	ELA							Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA
12:15-12:30	Science/SS	Math	ELA	Recess	Recess	Recess	Recess	Recess	Recess	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA
12:30-12:45	Science/SS	Math	ELA	Recess	Recess	Recess	Recess	Recess	Recess	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA
12:45-1:00	Science/SS	Math	ELA				Special	Special	Special				Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:15	Science/SS	Math	ELA	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math				Lunch	Lunch	Lunch
1:15-1:30				ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	Recess	Recess	Recess	Recess	Recess	Recess
1:30-1:45	Recess	Recess	Recess	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	Recess	Recess	Recess	Recess	Recess	Recess
1:45-2:00	Recess	Recess	Recess	ELA	Science/SS	Math				Special	Special	Special				ELA	Science/SS	Math
2:00-2:15	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math
2:15-2:30	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math
2:30-2:45	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math
2:45-3:00	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math
3:00-3:15	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math
3:15-3:30	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math
3:30-3:45	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math			
3:45-4:00	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out	Close Out



Altura Preparatory School

Altura Prep Sample Family Events Calendar	
August	<ul style="list-style-type: none"> • New Family Orientation/Parent Academy • Welcome Meet and Greet and Potluck
September	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Back to School Night • Families as Partners Community Meeting: After School Options and Resources, Responsibility at School and at Home
October	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Google University Night: Family Literacy • Families as Partners Community Meeting: Homework Help Strategies, Promoting Honesty
November	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Google University Night: Family Math and STEAM • Parent/Family Conferences • Thanksgiving Potluck with Grade Level
December	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Family Explora Trip • Families as Partners Community Meeting: Ways to Keep Learning During School Vacations, Best Buddies: Fostering Positive Friendships • Genius Hour Exhibitions
January	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Open House
February	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Family Literacy Night • Families as Partners Community Meeting: Ways to Help Struggling Readers at Home, Developing Empathy at Home
March	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Google University Night: Family Math • Family Explora Trip • Families as Partners Community Meeting: Local After School Enrichment Opportunities
April	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Family STEAM Night • Families as Partners Community Meeting: Understanding State Testing • Parent/Family Conferences
May	<ul style="list-style-type: none"> • Coffee with the School Director(s) • Genius Hour Exhibitions • Families as Partners Community Meeting: Summer Enrichment Opportunities • End of the Year Celebration and Grade Level Picnics
June	<ul style="list-style-type: none"> • Coffee with the School Director(s)



Altura Preparatory School

Altura Preparatory School's Content Monitoring Form for English Learners

STUDENT INFORMATION	
Student Name:	Date of Birth:
Date Entered U.S. Schools:	
Home Language:	

ASSESSMENTS & TEST SCORES	
Year:	Results:
Year:	Results:
Year:	Results:

CURRENT YEAR BENCHMARKS				
	Quarter 1 Benchmark	Quarter 2 Benchmark	Quarter 3 Benchmark	Quarter 4 Benchmark
English Language Arts	___ Exceeding	___ Exceeding	___ Exceeding	___ Exceeding
	___ Proficient	___ Proficient	___ Proficient	___ Proficient
	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic
	___ Below Basic	___ Below Basic	___ Below Basic	___ Below Basic
Mathematics	___ Exceeding	___ Exceeding	___ Exceeding	___ Exceeding
	___ Proficient	___ Proficient	___ Proficient	___ Proficient
	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic
	___ Below Basic	___ Below Basic	___ Below Basic	___ Below Basic
STEAM	___ Exceeding	___ Exceeding	___ Exceeding	___ Exceeding
	___ Proficient	___ Proficient	___ Proficient	___ Proficient
	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic
	___ Below Basic	___ Below Basic	___ Below Basic	___ Below Basic

Social Studies	___ Exceeding	___ Exceeding	___ Exceeding	___ Exceeding
	___ Proficient	___ Proficient	___ Proficient	___ Proficient
	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic	___ Approaching/Basic
	___ Below Basic	___ Below Basic	___ Below Basic	___ Below Basic

ATTENDANCE & TARDIES DATA				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Attendance				
Tardies				

TEACHER OBSERVATIONS					
Rating Scale: 1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always					
Characteristics	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
Completes class assignments on time					
Participates in class discussions					
Works independently					
Completes homework assignments					
Displays effort					
REACH values					

SUMMARY OF DATA	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is not a reason the student is not meeting grade-level academic standards or benchmarks. A referral to the SAT team should be made to consider other factors.	
3. Student does not meet grade level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is <i>not</i> meeting grade level academic standards or benchmarks.	
Action Steps:	

Date:	Person Completing the Form and Title:
	Team Members:

Altura Preparatory School's Board of Trustees Skill Set Matrix & Needs Assessment

This tool will assist the Altura Preparatory School's Governance Board assess the level of experience each director has in various skill areas, as well as the overall composition of the board as it relates to diversity. In the *Skill Set/Experience Section*, rate each Board of Trustee Member using a scale of High(3) to Low/Not Applicable (1) to reflect the level of experience possessed in a particular area. In the *Demographic Background Section*, enter the qualifications as it relates to each Board of Trustee Member. Once completed, continue to Tab 2 ("Matrix Analysis").

Priority Legend	
High	3
Medium	2
Low/NA	1

[illegible]

**Altura Preparatory School
Board of Trustees Self-Assessment Survey**

1. How long have you served in this position?

- ☐ Less than 6 months
- ☐ 6 months to 1 year
- ☐ More than 1 year

2. To what extent do you feel that the Board bases its decisions on what is best for students' success?

- A. Don't know B. Never C. Some of the time D. Most of the Time

3. To what extent do you feel that the Board commits to a clear and shared purpose?

- A. Don't know B. Never C. Some of the time D. Most of the Time

4. To what extent do you feel that the Board provides information to its stakeholders that supports Board discussions and decisions?

- A. Don't know B. Never C. Some of the time D. Most of the Time

5. To what extent do you feel that the Board follows a defined process for gathering input prior to making critical decisions?

- A. Don't know B. Never C. Some of the time D. Most of the Time

6. To what extent do you feel that the Board sets goals for its improvement?

- A. Don't know B. Never C. Some of the time D. Most of the Time

7. To what extent do you feel that the Board honors the roles and responsibilities of the School's Director(s)?

- A. Don't know B. Never C. Some of the time D. Most of the Time

8. To what extent do you feel that the Board governs using policies that align with best practice and research?

- A. Don't know B. Never C. Some of the time D. Most of the Time

9. To what extent do you feel that the Board focuses policy decisions on what is necessary for all students to achieve at high levels?

- A. Don't know B. Never C. Some of the time D. Most of the Time

10. To what extent do you feel that the Board collaborates with colleagues across the city, state, or nation regarding current and emerging trends, issues, and policy situations?

- A. Don't know B. Never C. Some of the time D. Most of the Time

11. To what extent do you feel that the Board provides opportunities for stakeholders, such as staff, parents, and community members, to make presentations to the Board?

- A. Don't know B. Never C. Some of the time D. Most of the Time

12. To what extent do you feel that the Board promotes continuous improvement throughout the organization?

- A. Don't know B. Never C. Some of the time D. Most of the Time

13. To what extent do you feel that the Board treats all individuals, including fellow Board members, staff, students, and community members, with respect?

- A. Don't know B. Never C. Some of the time D. Most of the Time

14. To what extent do you feel that the Board works with the School's Director(s) to achieve mutual trust and commitment?

- A. Don't know B. Never C. Some of the time D. Most of the Time

- 15. To what extent do you feel that the Board pursues professional development to improve Board members' knowledge and skills by attending trainings, reading books, holding study sessions, etc.?**
- A. Don't know B. Never C. Some of the time D. Most of the Time
- 16. To what extent do you feel that the Board uses collaborative processes that result in well-informed problem-solving and decision-making?**
- A. Don't know B. Never C. Some of the time D. Most of the Time
- 17. To what extent do you feel that the Board, together with the School's Director(s), share responsibility for the orientation of new Board members and forming a new inclusive team?**
- A. Don't know B. Never C. Some of the time D. Most of the Time
- 18. To what extent do you feel that the Board expresses our belief that all students can learn through policies and actions?**
- A. Don't know B. Never C. Some of the time D. Most of the Time
- 20. To what extent do you feel that the Board fosters a culture of collaboration around the shared purpose of improving student achievement?**
- A. Don't know B. Never C. Some of the time D. Most of the Time
- 21. To what extent do you feel that the Board works in collaboration with the School's Director(s), staff and community, to formulate and maintain a school plan with rigorous goals and outcomes?**
- A. Don't know B. Never C. Some of the time D. Most of the Time
- 22. To what extent do you feel that the Board bases its ongoing work, such as policy development, decision-making, and budgeting, on the School's goals?**

- A. Don't know B. Never C. Some of the time D. Most of the Time
22. To what extent do you feel that the Board continually monitors progress toward the goals and outcomes of the school's plan?
- A. Don't know B. Never C. Some of the time D. Most of the Time
23. To what extent do you feel that the Board, together with the School's Director(s), agree that high expectations for all students is the highest priority?
- A. Don't know B. Never C. Some of the time D. Most of the Time
24. To what extent do you feel that the Board, together with the School's Director(s), review student achievement regularly?
- A. Don't know B. Never C. Some of the time D. Most of the Time
25. To what extent do you feel that the Board, together with the School's Director(s), ensure that the School's facility comply with current health, safety, security, and accessibility standards?
- A. Don't know B. Never C. Some of the time D. Most of the Time
26. To what extent do you feel that the Board has policies that require regular evaluation and management of safety and security risks?
- A. Don't know B. Never C. Some of the time D. Most of the Time
27. To what extent do you feel that the Board have policies that ensure hiring and retention of exceptional, highly qualified staff?
- A. Don't know B. Never C. Some of the time D. Most of the Time
28. To what extent do you feel that the Board have policies for evaluating staff based on student outcomes and success?

- A. Don't know B. Never C. Some of the time D. Most of the Time
29. To what extent do you feel that the Board have policies that support research-based, best practices for staff professional development?
- A. Don't know B. Never C. Some of the time D. Most of the Time
30. To what extent do you feel that the Board have policies that ensure students receive the curriculum, support, and supplemental materials necessary for high student achievement?
- A. Don't know B. Never C. Some of the time D. Most of the Time
31. To what extent do you feel that the Board have adopted a budget that supports quality staff development and resources for curriculum implementation?
- A. Don't know B. Never C. Some of the time D. Most of the Time
32. To what extent do you feel that the Board have a process in place to support evaluation and updating of technology?
- A. Don't know B. Never C. Some of the time D. Most of the Time
33. To what extent do you feel that the Board have policies for evaluating staff based on student outcomes and success?
- A. Don't know B. Never C. Some of the time D. Most of the Time
34. To what extent do you feel that the Board have a long-term facilities plan in place for construction and maintenance?
- A. Don't know B. Never C. Some of the time D. Most of the Time
35. To what extent do you feel that the Board communicates an expectation that

all classrooms will implement effective instructional practices?

- A. Don't know B. Never C. Some of the time D. Most of the Time

36. To what extent do you feel that the Board provides for evaluation of the school's operations to ensure that there is an efficient and effective learning environment?

- A. Don't know B. Never C. Some of the time D. Most of the Time

37. To what extent do you feel that the Board and School Director(s) keep the community informed about the school's financial status?

- A. Don't know B. Never C. Some of the time D. Most of the Time

38. To what extent do you feel that the Board provides guidelines and guidance for budget development, including a clearly defined expectation for a reasonable ending fund balance?

- A. Don't know B. Never C. Some of the time D. Most of the Time

39. To what extent do you feel that the Board adopt a fiscally responsible annual budget that is aligned with the school's vision and plan?

- A. Don't know B. Never C. Some of the time D. Most of the Time

40. To what extent do you feel that the Board regularly monitors the budget and fiscal status of the school?

- A. Don't know B. Never C. Some of the time D. Most of the Time

41. To what extent do you feel that the Board review and make recommendations to the school's improvement plans?

- A. Don't know B. Never C. Some of the time D. Most of the Time

42. To what extent do you feel that the Board publicly recognizes the effort of the school in improving student learning?

- A. Don't know B. Never C. Some of the time D. Most of the Time

43. To what extent do you feel that the Board have written goals for the School's Director(s) that focus on specific outcomes for student learning?

- A. Don't know B. Never C. Some of the time D. Most of the Time

44. To what extent do you feel that the Board communicates performance expectations for the School's Director(s) to the school community?

- A. Don't know B. Never C. Some of the time D. Most of the Time

45. To what extent do you feel that the Board communicates performance expectations for the School's Director(s) to the school community?

- A. Don't know B. Never C. Some of the time D. Most of the Time

46. To what extent do you feel that the Board bases decisions about the School Director(s) contract on the objective evaluation of his/her/their achievement of school's academic and performance goals?

- A. Don't know B. Never C. Some of the time D. Most of the Time

47. To what extent do you feel that the Board requires the effective use of data to monitor student achievement and school performance?

- A. Don't know B. Never C. Some of the time D. Most of the Time

48. To what extent do you feel that the Board requires the effective use of data to monitor student achievement and school performance?

- A. Don't know B. Never C. Some of the time D. Most of the Time

49. To what extent do you feel that the Board regularly review and understand the criteria, assessment tools, and methods that measure student achievement and school performance?

- A. Don't know B. Never C. Some of the time D. Most of the Time

50. To what extent do you feel that the Board regularly review data, including disaggregated student achievement data, to measure progress toward the school's goals?

- A. Don't know B. Never C. Some of the time D. Most of the Time

51. To what extent do you feel that the Board regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?

- A. Don't know B. Never C. Some of the time D. Most of the Time

52. To what extent do you feel that the Board model cultural, racial, and ethnic understanding and sensitivity?

- A. Don't know B. Never C. Some of the time D. Most of the Time

53. To what extent do you feel that the Board establish policies and partnerships that promote and expand educational opportunities for all students?

- A. Don't know B. Never C. Some of the time D. Most of the Time

54. Which of these methods does the Board use to study and gain a deeper understanding of issues?

- ☐ Work Study Sessions
- ☐ Work Groups/Committees
- ☐ Board Training & Conferences
- ☐ None of the Above

☐ Other _____

55. In our planning process, our Board incorporates:

- ☐ Educational Research
- ☐ Local Issues
- ☐ Achievement Data
- ☐ National Trends
- ☐ Replication of High-Performing CMOs
- ☐ Other _____

56. Our Board uses the school's mission, vision, and core values to guide and drive efforts in:

- ☐ Planning
- ☐ Decision-Making
- ☐ Achievement Data
- ☐ School's Program
- ☐ Technology Practices
- ☐ Other _____



Altura Preparatory School

School Leader Evaluation

School Leader Name:		Period of Review:	Mid Year <input type="text"/> End of Year <input type="text"/>
School Name:		Supervisor Name:	
School Leader Position:		Supervisor Position:	
Tenure at Position and at Altura Prep:	Position: <input type="text"/> Altura Prep: <input type="text"/>	Review Date:	

For the Performance Ratings, please use the following scale. For the mid-year evaluation, reflect on milestones and deliverables to-date to determine if the individual is tracking to meet the goal, tracking to exceed the goal, etc.

Far Below goal	Below Goal	Met Goal	Exceeded Goal	Far Exceeded Goal
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

For Leadership Competency Ratings, please use the following scale:

Far Below Expectations	Below Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

When writing comments, please provide specific evidence explaining the ratings. Focus your comments in both the performance goals section and the competencies section upon accomplishments or behaviors that stand out to you. In the performance goals section, please provide commentary about goals that have been strongly achieved, achieved against odds, or not achieved as well as desired. In the competencies section, please provide commentary about key behaviors or competencies where you have seen particular growth, where you see notable strength, or areas for growth the school leader should address.

PERFORMANCE RATINGS

Please insert your performance goals below and check a rating for each goal

PERFORMANCE GOALS	MID-YEAR	END-OF-YEAR
	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
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	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

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PERFORMANCE COMMENTS

Mid-Year Self Assessment Comments

Mid-Year Board Comments

End-of-Year Self Assessment Comments

End of Year Board Comments

COMPETENCY RATINGS

STUDENT FOCUS

High Expectations: expresses high expectations for all students and expresses belief in their potential to succeed in college and life.
Student Best Interests: seeks to understand the needs and motivations of students, and makes decisions with student best interests and needs in mind. Expects teammates and employees to do the same.
Commitments: keeps commitments made to students and ensures that others do the same.
Respect: establishes and maintains a culture where students are treated with respect.
Relationships: establishes and maintains strong relationships with students and ensures employees do the same.

Mid Year Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Self – Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
Mid Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA

Mid-Year Self-Assessment Comments

Mid- Year Board Comments

End-of-Year Self-Assessment Comments

End-of-Year Board Comments

DRIVING FOR RESULTS: Achievement Orientation

Challenging Goals: demonstrates high expectations by setting challenging goals for him/herself and others

Initiative: takes initiative, going above and beyond typical expectations, and making necessary trade-offs to achieve exceptional results.

Follow Through: Follows through on commitments and promises with an appropriate sense of urgency.

Resilience: Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.

Flexibility: Demonstrates flexibility when plans or situations change unexpectedly, and effectively adjusts plans to achieve intended outcomes.

Focus on Results: Focuses upon results and how they are achieved. Does not confuse effort with results, and analyzes results in order to improve upon them.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

DRIVING FOR RESULTS: Continuous Learning

Learning: takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.

Risk Taking: takes calculated risks and teaches others to do the same.

Data-based Improvements: uses data to accurately assess areas for improvement and teaches others to do the same.

Research: uses research to inform practices

Improvement: continuously and humbly seeks opportunities for personal and organizational improvement. Proactively solicits and willingly accepts assistance

Innovation: values and encourages creative and innovative ideas

Sharing: promotes and contributes to a culture of sharing effective practices within the organization and across the city of Albuquerque.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

DRIVING FOR RESULTS: Critical Thinking and Problem Solving

Gathering Information: Gathers information from multiple relevant sources and stakeholders when problem-solving.

Sorting out Complexity: Identifies useful relationships among complex data from unrelated areas.

Anticipating Problems: Anticipates and identifies problems in a timely manner.

Breaking Down Information: Breaks complex information and problems into parts.

Analysis: Analyzes, reflects upon, synthesizes, and contextualizes information.

Weighing Options: Weighs pros and cons of multiple options to solve complex problems.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

DRIVING FOR RESULTS: Decision Making

Processes: Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.

Consequences Considers both the longer-term and unintended consequences of potential decisions.

Sense of Urgency: Makes timely decisions, using intuition as well as data in the face of ambiguity.

Communicating: Timely conveys decisions to relevant stakeholders and takes follow-up actions to support decisions.

Difficult Choices: Willingly makes and stands by controversial decisions that benefit the organization. Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

DRIVING FOR RESULTS: Planning and Execution

Backward Planning: Methodically backward plans to achieve short- and long-term goals.

Resources: Accurately scopes and secures resources needed to accomplish projects.

Prioritizing: Manages time and resources effectively, prioritizing efforts according to organizational goals.

Accountability: Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.

Contingency Plans: Proactively develops contingency plans in advance of potential or unforeseen circumstances.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

DRIVING FOR RESULTS COMPETENCY COMMENTS (Achievement Orientation, Continuous Learning, Critical Thinking and Problem-Solving, Decision Making, Planning and Execution)

Mid-Year Self-Assessment Comments

Mid-Year Board Comments

End-of-Year Self-Assessment Comments

End-of-Year Board Comments

BUILDING RELATIONSHIPS: Stakeholder Management

- Networking:** Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes.
- Developing Relationships:** Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals.
- Trust:** Gains the trust of key stakeholders by active listening and seeking to understand their views and needs.
- Respect and Appreciation:** Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.

Mid Year Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Self – Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
Mid Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA

BUILDING RELATIONSHIPS: Communication

- Listening:** Listens attentively. Seeks to understand other’s point of view and confirms understanding.
- Systems:** Establishes and/or uses communication systems that proactively engage key stakeholders, and rely upon a variety of appropriate channels.
- Writing:** Writes clearly, concisely and persuasively. Uses correct grammar, vocabulary and a tone that is appropriate to the message and audience.
- Speaking:** Speaks in a compelling and articulate manner, adapting communication content and style to different audiences and venues.

Mid Year Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Self – Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
Mid Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA

BUILDING RELATIONSHIPS: Impact and Influence

Adapting Style: Adapts personal leadership style/approach to influence others.

Making A Case: Appeals to emotions and/or reason using data, concrete examples, and demonstrations to make a compelling case for his or her position.

Anticipating and Persuading: Anticipates reactions and addresses concerns of others to help persuade them to move toward a goal.

Motivating Action: Stimulates others to take action and accomplish goals, even when no direct reporting relationship exists.

Building Coalitions: Builds coalitions to garner support by aligning proposals/ideas with the needs and priorities of others.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

BUILDING RELATIONSHIPS: Self-Awareness

Insight: Understands his/her own strengths and weaknesses.

Balancing Strengths and Weaknesses: Balances personal strengths and weaknesses with the strengths and weaknesses of others.

Seeking Growth: Seeks constructive feedback and other opportunities for self-development.

Understanding Perceptions: Understands how others perceive his/her actions, comments, and tone.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

BUILDING RELATIONSHIPS: Cultural Competence

Respecting Community: Demonstrates knowledge of and respect for the cultures of the community served.

Inclusiveness: Creates an inclusive environment that respects the culture and community of the students being served.

Adjusting Behavior: Adjusts behavior according to cultural norms and cues.

Working Cross-Culturally: Communicates and works effectively with those from diverse backgrounds.

Valuing Diversity: Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

BUILDING RELATIONSHIPS COMPETENCY COMMENTS (Stakeholder Management, Communication, Impact and Influence, Self-awareness, Cultural Competence)

Mid-Year Self-Assessment Comments

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Mid-Year Board Comments

End-of-Year Self-Assessment Comments

End-of-Year Board Comments

MANAGING PEOPLE: Direction-Setting

Vision, Mission, Values, and Goals: Establishes, articulates, aligns, and/or teaches the organization’s vision, mission, values and goals.

Inspiring Others: Inspires and gains the commitment of others towards the vision, mission, values and organizational goals.

Modeling: Models organizational values and strong character at all times.

Building Culture: Integrates programs, rituals, and visual artifacts that represent the values throughout the organization.

New Opportunities: Anticipates and seizes new opportunities that are aligned with strategic goals.

Managing Change: Manages change by seeking to understand its effects upon the organization and key stakeholders, by guiding others through change, and by addressing resistance to that change.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

MANAGING PEOPLE: Team Leadership

Clarifying: Clarifies roles, accountabilities and decision-making among team members.

Delegation: Delegates tasks to appropriate individuals or groups.

Collaboration: Promotes collaboration among team members. Encourages others to cooperate and coordinate efforts.

Encouragement: Encourages others to proactively solve problems and take initiative.

Conflict: Models and encourages others to manage conflict openly and productively.

Meetings: Leads team meetings.

Celebrating Team: Prioritizes team morale and productivity, celebrating team accomplishments.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

MANAGING PEOPLE: Performance Management

Setting Goals: Sets team and individual goals with employees that align with organization vision, mission, values, and goals.

Resources: Provides resources needed to reach individual and team goals (human assets, dollars, tools).

Feedback: Consistently coaches others towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback.

Accountability: Holds employees and teams accountable for achieving their goals and for modeling organizational values and strong character.

Evaluation: Evaluates performance regularly, identifying learning needs.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

MANAGING PEOPLE: Talent Development

Recruitment and Selection: Recruits and/or selects a highly effective staff.

Development Opportunities: Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals.

Embedded Development: Places individuals in roles and assignments that contribute to their personal and career development. Facilitates cross-team movement when appropriate.

Retention: Contributes to the retention of the most talented and valued employees.

Succession: Explicitly builds systems that encourage talent to grow in the organization, and develops successors for own position.

Poor Performers: Manages out staff members who do not meet expectations or fit Altura Prep culture.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

MANAGING PEOPLE COMPETENCY COMMENTS (Direction Setting, Team Leadership, Performance Management, Talent Development)

Mid-Year Self-Assessment Comments

Mid-Year Board Comments

End-of-Year Self-Assessment Comments

End-of-Year Board Comments

ROLE SPECIFIC: Instructional Leadership

Academic Vision: Establishes academic and character vision and / or goals.

Curriculum: Oversees development and alignment of college preparatory curriculum.

Instructional Improvement: Supports instructional improvement by observing, coaching, modeling for, and teaching staff.

Assessment: Oversees the administration of multiple forms of assessments, to measure and improve teaching and learning.

Use of Data: Supports the team in using student and staff performance data to drive improved teaching and learning.

Character: Oversees or implements systems that reinforce positive character, behavior, and organizational values for students.

Mid Year Self –Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Mid Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Self – Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

End of Year Board Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

ROLE SPECIFIC: Operational Management

Getting Resources: Brings resources (people, funding, etc.) into the organization to meet the needs of the strategy.
Managing Resources: Manages resources (people, financial, equipment) effectively to support the organization’s short and long-term goals.
Financial Decisions Uses financial information to make sound decisions.
Viability: Maintains a focus in the organization on the critical details essential to keeping the business running, such as risk management and compliance systems at the school level.
Sustainability: Establishes systems with the long-term sustainability of the organization in mind.
Board Development: Supports development of a group of committed board members who make concrete contributions to the school’s success, and who have the diverse skill-set and talents necessary to meet critical needs of the organization.

Mid Year Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Self – Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
Mid Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	End of Year Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA

ROLE SPECIFIC COMPETENCY COMMENTS (For the applicable role: Instructional Leadership/Operational Management)

Mid-Year Self-Assessment Comments

Mid-Year Board Comments

End-of-Year Self-Assessment Comments

End-of-Year Board Comments

VALUES REFLECTION

How has your behavior and performance in the last six months aligned with each of our values? In what ways has there been strong alignment and in what ways has that alignment been weak?

Mid-Year Self-Assessment Comments

Mid-Year Board Comments

End-of-Year Self-Assessment Comments

End-of-Year Board Comments

COMPETENCY RATING SUMMARY

Competency Category	Competency	Mid-Year	End-of-Year
Student Focus	Student Focus	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
Driving Results	Achievement Orientation	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Continuous Learning	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Critical Thinking and Problem Solving	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Decision-Making	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Planning and Execution	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
Building Relationships	Stakeholder Management	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Communication	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Impact and Influence	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Self-Awareness	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
	Cultural Competence	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA	Self –Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA Board Rating <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Managing People	Direction Setting	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
		Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
	Team Leadership	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
		Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
	Performance Management	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
		Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
	Talent Development	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
		Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
Role Specific Competencies	Instructional Leadership	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
		Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
	Operational Management	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Self –Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA
		Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA	Board Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> NA

OVERALL RATING

Please rate the leader’s performance overall, accounting for and appropriately weighing his/her achievement relative to performance goals, and behaviors relative to Altura Prep’s leadership competencies and values. Use the comments field to explain your rating and provide a summary of the leader’s most important achievements and strengths, opportunities for improvement and growth.

Board overall rating mid-year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Board overall rating end-of-year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Board Overall Comments Mid-Year

Board Overall Comments End-of-Year

School Leader:

I participated in discussion of this Evaluation with the Governing Body of Altura Preparatory School on the date Indicated. My signature indicates knowledge and understanding of the contents of this document and does not necessarily imply agreement or disagreement.

Signature

Date

Chairperson of the Board of Trustees:

As the representative of the Altura Preparatory School Board of Trustees, my signature indicates that the Board of Trustees participated in discussion of this evaluation with the School Leader (above) on the date indicated.

Signature

Date



Altura Preparatory School

Level 1

Level 2

EDUCATION	BA	BA+15	BA+45	MA	MA+15	MA+45
STEP	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
1	\$37,400	\$37,544	\$37,692	\$37,843	\$37,994	\$38,326
2	\$37,401	\$37,545	\$37,693	\$37,844	\$37,995	\$38,327
3	\$37,402	\$37,546	\$37,698	\$37,848	\$37,999	\$38,331
4	\$37,403	\$37,555	\$37,703	\$37,854	\$38,005	\$38,337
5	\$37,404	\$37,560	\$37,709	\$37,859	\$38,010	\$38,342
6	\$37,405	\$37,566	\$37,714	\$37,865	\$38,016	\$38,348
7	\$37,406	\$37,570	\$37,720	\$37,870	\$38,021	\$38,353
8	\$37,407	\$37,576	\$37,725	\$37,876	\$38,027	\$38,381
9	\$37,408	\$37,581	\$37,731	\$37,881	\$38,032	\$38,386
10	\$37,995	\$38,111	\$38,229	\$38,229	\$38,463	\$38,698
11	\$38,581	\$38,814	\$39,051	\$39,051	\$39,285	\$39,827
12	\$38,582	\$38,816	\$39,051	\$39,051	\$39,285	\$39,828
13	\$38,583	\$38,817	\$39,053	\$39,053	\$39,287	\$39,829
14	\$38,815	\$39,167	\$39,402	\$39,402	\$39,636	\$39,831
15	\$39,145	\$39,501	\$39,737	\$39,737	\$39,974	\$40,176
16	\$39,477	\$39,835	\$40,075	\$40,075	\$40,313	\$40,529
17	\$39,813	\$40,174	\$40,416	\$40,416	\$40,656	\$40,882
18	\$40,152	\$40,515	\$40,430	\$40,430	\$41,003	\$41,241
19	\$40,535	\$40,712	\$40,893	\$40,893	\$41,070	\$41,673
20	\$41,406	\$41,991	\$42,179	\$42,179	\$42,369	\$44,176
21	\$42,233	\$42,828	\$43,021	\$43,021	\$43,414	\$46,075

EDUCATION	BA	BA+15	BA+45	MA	MA+15	MA+45
STEP	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
1	\$46,200	\$46,530	\$46,860	\$46,860	\$47,080	\$47,472
2	\$46,201	\$46,531	\$46,861	\$46,861	\$47,081	\$47,473
3	\$46,202	\$46,860	\$47,190	\$47,190	\$47,440	\$47,660
4	\$46,203	\$47,190	\$47,520	\$47,520	\$47,902	\$48,100
5	\$46,204	\$47,191	\$47,630	\$47,630	\$48,159	\$48,377
6	\$46,205	\$47,192	\$47,635	\$47,635	\$48,160	\$48,380
7	\$46,206	\$47,193	\$47,640	\$47,640	\$48,161	\$48,381
8	\$46,207	\$47,194	\$47,645	\$47,645	\$48,162	\$48,382
9	\$46,208	\$47,195	\$47,646	\$47,646	\$48,163	\$48,383
10	\$46,209	\$47,196	\$47,647	\$47,647	\$48,164	\$48,384
11	\$46,210	\$47,197	\$47,648	\$47,648	\$48,165	\$48,385
12	\$46,945	\$47,298	\$47,649	\$47,649	\$48,167	\$49,176
13	\$47,413	\$47,647	\$47,998	\$47,998	\$48,585	\$49,641
14	\$47,414	\$47,648	\$47,999	\$47,999	\$48,587	\$49,643
15	\$47,415	\$47,649	\$48,595	\$48,595	\$49,196	\$50,229
16	\$47,416	\$47,650	\$48,587	\$48,587	\$49,197	\$50,229
17	\$47,417	\$47,651	\$49,407	\$49,407	\$50,041	\$50,639
18	\$47,418	\$47,652	\$49,408	\$49,408	\$50,043	\$50,640
19	\$47,419	\$47,653	\$49,409	\$49,409	\$50,044	\$50,641
20	\$47,420	\$47,654	\$49,410	\$49,410	\$51,262	\$53,359
21	\$47,421	\$47,655	\$51,262	\$51,262	\$51,631	\$53,361

Level 3

EDUCATION	MA	MA+15	MA+45
STEP	ANNUAL	ANNUAL	ANNUAL

1	\$57,200	\$57,448	\$58,002
2	\$57,201	\$57,449	\$57,996
3	\$57,202	\$57,453	\$58,553
4	\$57,216	\$57,475	\$58,614
5	\$57,530	\$57,789	\$58,889
6	\$57,531	\$57,790	\$58,890
7	\$57,532	\$57,791	\$58,891
8	\$57,533	\$57,792	\$58,892
9	\$57,534	\$57,793	\$58,893
10	\$57,535	\$57,794	\$58,894
11	\$57,536	\$57,795	\$58,895
12	\$57,537	\$57,796	\$58,896
13	\$57,538	\$57,797	\$58,897
14	\$57,539	\$57,798	\$58,898
15	\$58,686	\$59,272	\$59,859
16	\$58,687	\$59,273	\$59,860
17	\$58,688	\$59,274	\$59,861
18	\$58,689	\$59,275	\$59,862
19	\$58,690	\$59,276	\$59,863
20	\$58,691	\$59,277	\$59,864
21	\$58,692	\$59,278	\$59,865



Altura Preparatory School

COMPLAINT FORM

Last Name: _____ First Name: _____ Middle Initial: _____

Student's Name (If applicable): _____ Grade: _____

Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Place of Alleged Incident(s): _____

Name of Person(s) You Have a Complaint Against: _____

Names of Any Witnesses Present: _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, et cetera.) **Please attach additional pages, if needed.**

I hereby authorize Altura Preparatory Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Printed Name of Complainant

Signature of Complainant

To be completed by School:

Received by: _____

Date: _____



Altura Preparatory School

UNIVERSAL COMPLAINT PROCEDURE FORM

Last Name: _____ First Name: _____ Middle Initial: _____

Student's Name (If applicable): _____ Grade: _____

Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Place of Alleged Violation: _____

For allegation(s) of **noncompliance**, please specify the program or activity referred to in your complaint, if applicable:

For allegation(s) of **unlawful discrimination/harassment**, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> Age | <input type="checkbox"/> National Origin | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Race |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Based on the association with a person/group with one or more of these actual or perceived characteristics | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, and whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

4. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ **YES** ☐ **NO**

Signature: _____ Date: _____

I hereby authorize Altura Preparatory Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date

Print Name

To be completed by school:

Received by: _____

Date: _____

BOARD OF TRUSTEES CONFLICT OF INTEREST POLICY AND DISCLOSURE



In their capacity as Trustees, the members of the Altura Preparatory School's Board of Trustees must act at all times in the best interest of Altura Preparatory School. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board trustees as described below.

BRIEF OVERVIEW OF THE ALTURA PREPARATORY SCHOOL'S CONFLICT OF INTEREST POLICY

1. Board trustees have a fiduciary duty to conduct themselves without conflict to the interests of Altura Preparatory School. In their capacity as Board trustees, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of Altura Preparatory School.
2. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board trustee's obligations to Altura Preparatory School and the Board trustee's personal, business or other interests.
3. All conflicts of interest are not necessarily prohibited or harmful to Altura Preparatory School. However, full disclosure of all actual and potential conflicts, and a determination by the disinterested Board trustees, Directors, and various committee members – with the interested Board trustee(s) recused from participating in debates and voting on the matter – are required.
4. All actual and potential conflicts of interests shall be disclosed by individual Board trustees to the Altura Preparatory School's full Board through the annual disclosure form and/or whenever a conflict arises. The disinterested members of the Altura Preparatory School's Governance Committee shall make a determination as to whether a conflict exists and what subsequent action is appropriate (if any). The Altura Preparatory School's Governance Committee shall inform the Board of such determination and action. The Board shall retain the right to modify or reverse such determination and action, and shall retain the ultimate enforcement authority with respect to the interpretation and application of this policy.
5. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below. All completed forms shall be provided to and reviewed by the Altura Preparatory School's Governance Committee, as well as all other conflict information provided by Board members.

* * * * *

BOARD OF TRUSTEES CONFLICT OF INTEREST POLICY AND DISCLOSURE



ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Altura Preparatory School's Conflict of Interest Policy in its entirety below and agree to comply fully with its terms and conditions at all times during my service as a member of the Altura Preparatory School's Board of Trustees. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Altura Preparatory School's Board of Trustees Chairperson in writing.

Disclosure of Actual or Potential Conflicts of Interest:

Board Member Signature: _____

Board Member Printed Name: _____

Date: _____

The Altura Preparatory School's Conflict of Interest Policy

Article I PURPOSE

The purpose of the Conflict of Interest Policy is to protect Altura Preparatory School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director of the school, a Board Trustee, or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to Altura Preparatory School, including NMSA 22-8B-5.2. This Conflict of Interest Policy was written to expand on Article II, Section 2.17, of The Altura Preparatory School's Bylaws, which state:

Altura Preparatory School desires to limit third party agreements to those that are negotiated at arms' length with terms fair and reasonable to the School. A potential conflict of interest exists if a contract or a transaction is proposed between the School and any of the following: a Trustee, a member of the Trustee's immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son-in-law) or an entity in which a Trustee or member of its immediate family holds an ownership interest or governance position. If a contract or transaction is proposed in which a Trustee (or family member or related entity as described above) has a personal or material financial interest, the Trustee shall promptly disclose the material facts of such matter and potential conflict in writing to the Secretary for distribution to all Trustees. When any conflict of interest becomes relevant to any subject requiring action by the Board or any of its duly constituted committees, the Trustee having the conflict shall not vote on the subject. A Trustee who is excluded from voting shall briefly state the nature of the conflict and answer any relevant questions of all other Trustees, but shall not otherwise attempt to influence the vote. The Trustee shall be required to leave the room during the vote so as not to inadvertently influence the vote. Minutes of the meeting shall reflect that disclosure of a conflict of interest that has been made and that such Trustee abstained from voting and left the meeting during said vote.

Article II DEFINITIONS

1. **Interested Person:** Any Trustee, officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which Altura Preparatory School has a transaction or arrangement,
 - b. A compensation arrangement with Altura Preparatory School or with any entity or individual with which Altura Preparatory School has a transaction or arrangement, or

- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Altura Preparatory School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, of this document, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III **PROCEDURES**

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Altura Preparatory School's Board of Trustees and members of various Board committees with governing board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists:** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
 - a. The individual with a potential conflict or real conflict may make a presentation at a Board of Trustees or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the Board of Trustees or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board of Trustees or committee shall determine whether Altura Preparatory School can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees, whether the

transaction or arrangement is in Altura Preparatory School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the Board of Trustees or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, including dismissal from the Board.

Article IV **RECORD OF PROCEEDINGS**

The minutes of the Board of Trustees and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustee's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **ANNUAL STATEMENTS**

Each Trustee, Director, officer and committee member with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy, and
3. Has agreed to comply with the policy.

Appendix

Attempts to Locate Viable Public Facilities in Altura Preparatory School's Target Geographic Area

Between March and May of 2017, representatives of Altura Preparatory School reached out to a range of public facilities managers and entities with requests regarding the availability of potential facilities for Altura Preparatory School. We did not receive responses to our inquiries that yielded any viable facilities in which to locate.

Attempt: Albuquerque Public Schools

On March 6, 2017, we sent the below email to Karen Alarid, the APS Facilities Design and Construction Executive Director. This email received no response. The follow-up phone call on April 3 was not answered nor returned.

Hello Karen,

I hope you had a nice weekend!

I'm writing to request your expertise in public facilities. I am working on an application for a charter school in SE Albuquerque, and am attempting to find a viable facility.

As the APS Facilities Design and Construction Executive Director, do you know of any available public (district or otherwise) facilities in or near the International District and/or Kirtland Base area?

Or, do you have recommendations on other avenues that I should pursue?

Thank you, and I appreciate your time and response.

Best,

Meaghan Stern

Attempt: General Services Division, Facilities Management New Mexico

On March 6, 2017, we sent the below email to Christopher Lee, the Director of GSD Facilities Management Direction at the State of New Mexico. He responded that he recommended that we communicate with the City of Albuquerque, and Albuquerque Public Schools, both of whom we reached out to via email.

Hello Christopher,

I hope you had a nice weekend!

My name is Meaghan Stern, and I've recently returned to Albuquerque (I was born and raised here), and I am working to start an elementary charter school in SE Albuquerque.

I am hoping to call on your facilities expertise and/or connections, as I'm hoping to find a viable facility in the southeast part of Albuquerque.

Do you know of any publicly available buildings that may be useful for this purpose, or do you know who I may be able to contact in my search?

Or, do you have recommendations on other avenues that I should pursue?

Thank you, and I appreciate your time and response,
Meaghan Stern

Attempt: City of Albuquerque Municipal Development

On March 6, 2017, we sent the below email to Melissa Lozoya, the Interim Director of Municipal Development. We did not receive a response. In a meeting with Councilman Patrick Davis of District 6, he also noted that he did not know of any public city facilities in his district, our targeted area.

Hello Melissa,

My name is Meaghan Stern, and I've recently returned to Albuquerque (I was born and raised here), and I am working to start an elementary charter school in SE Albuquerque.

I am hoping to call on your facilities expertise and/or connections, as I'm hoping to find a viable facility in the southeast part of town.

Do you know of any publicly available buildings that may be useful for this purpose, or do you know who I may be able to contact in my search? I have also reached out to APS.

Thank you, and I appreciate your time and response.
Best,
Meaghan Stern

Attempt: City Councilor Patrick Davis

On April 3, 2017, Meaghan Stern and Lissa Hines met with District 6 City Councilor Patrick Davis regarding Altura Prep and his work in District 6. The City Councilor was unaware of any publically available facilities in his district at the time, though recommended that we follow up with Albuquerque Public Schools. To date, we have not received a follow up from APS.

Attempt: County Commissioner Maggie Hart Stebbins

On April 24, 2017, Meaghan Stern met with County Commissioner Hart Stebbins. The topics of the conversation were wrde-ranging, one topic being the Commissioner's awareness of public facilities available in District 3, and/or more specifically, the

International District. Commissioner Hart Stebbins was unaware of any possibilities, though she stated she would follow up if any came to mind. To date, we have not received a follow up.

[illegible]

1701 Mountain Road NW
Albuquerque, NM
87104

505.224.8307 voice
505.224.8310 fax

www.explora.mus.nm.us



April 23, 2017

To the Members of the Public Education Commission:

Explora is pleased to submit this letter in support of the charter school application from Lissa Hines, Meaghan Stern, and the Board of Trustees of Altura Preparatory School. The proposed charter school will serve students in kindergarten through grade 5 and provides a new option that meets a significant community need in the proposed location in Southeast Albuquerque, where the young student population enrolled in low-performing schools is larger than in any other one part of the city.

Altura Prep is a STEAM-focused elementary school (Science, Technology, Engineering, Arts, and Mathematics), and this is only the first of many reasons that a partnership between the school and Explora Science Center and Children's Museum is natural. Altura Prep's core beliefs are consistent with Explora's core values, specifically the beliefs that curiosity and asking questions are critical for life-long learning and that families and parents are essential partners for learning. Altura Prep and Explora together have the potential to add to the STEM/STEAM ecosystem in central New Mexico, and we believe the opportunity for many students to attend a high-potential/high-quality elementary school is an important component of the work that is underway to create more Albuquerque graduates prepared for a career in a STEM/STEAM-related field.

Last fiscal year Explora provided 2,700 educational programs to over 83,000 students in each of New Mexico's 33 counties. There is a large gap in our community of Albuquerque between the preponderance of high-tech industries and the preparation of our youth for employment in these industries. Developing the next generation of STEM professionals is of critical importance to our state. It is an effort that aligns with Explora's Cradle through Career STEM Learning Strategic Focus, and we are looking forward to working with the Altura Preparatory School team to make this project a success.

It is with excitement that we have decided to collaborate with Altura Prep to provide STEAM-focused teacher development for teachers and STEAM learning experiences for students. Examples include: mentorship partnerships with Altura STEAM teachers and Explora educators; Altura student presentations of learning at Explora; family membership sponsorship for Altura Prep families who are unable to pay Explora membership fees; yearly family field trips to visit Explora; collaboration to develop ongoing STEAM learning opportunities for students across Albuquerque.

From our work with various schools and organizations in the greater Albuquerque area, we know that the vision and the qualities of the organization's leaders are critical to the organization's success. Not only do both Ms. Stern and Ms. Hines bring extensive experience in school leadership to Altura Prep, they bring a clear vision for an excellent school and dedication to putting in the time and effort to bringing the vision to life. It is our belief that Altura Prep has the potential to add incredible value to the learning ecosystem in Albuquerque, and that the school is well positioned to demonstrate that all children, if given opportunities and support, can succeed in school and in life. We submit this letter of support with pleasure, and very much look forward to working more with Altura Prep in the years to come.

Sincerely,

Kristin Leigh
Deputy Director & Director of Community Engagement



new mexico **Child Advocacy Networks**

April 25, 2017

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My support is rooted in my sincere belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Albuquerque's International District.

I had the pleasure of meeting Meaghan Stern when she reached out to me to learn more about our role in the community and our thoughts on the ways that a school might support the important work that we do with families and children that have experienced trauma and are often disconnected from traditional systems. She shared her background and vision, and I truly believe that Altura Prep is the school that we need in our community.

The vision for Altura Prep is one that speaks to me deeply. As a supporter of strong and supportive schools for the children of Albuquerque, I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning and character development will drive towards ensuring that each student is successful academically and social-emotionally. This is an incredible necessity not only in our community, but also with the young people NMCAN works with on a daily basis. NMCAN is a champion for New Mexico's most vulnerable children, and we work to support foster youth in a variety of ways. We notice, however, that a supportive school environment can make a significant difference in a child's experiences later in life. We believe that Altura Preparatory School has the unique opportunity to positively impact the educational trajectories of our city's highest need students, and support the work of the school's proposed leaders.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will lead to strong outcomes because of the proven leadership capacity of Meaghan Stern and Lissa Hines. Both school founders have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Sincerely,

Ezra Spitzer
Executive Director

Board of Directors

President
Sandy Garcia

Vice-President
Marian Hand, JD

Treasurer
Emily Acevedo, CPA

Secretary
Jeff Hochm

Members
Paul Guerin, Ph.D.
Antoinette Pacheco
Karen Patterson, Ph.D.
Marcos Roybal, MBA
Ewa Ryba

Executive Director
Ezra Spitzer

625 Silver Ave. SW, Suite 345
Albuquerque, NM 87102
(505) 217-0220 - tel
(505) 766-1818 - fax

NEW MEXICO



nmCAN.org

Visionary Champions for New Mexico's Most Vulnerable Children



April 25, 2017

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My support is rooted in my sincere belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Southeast Albuquerque.

I had the pleasure of meeting Meaghan Stern when she reached out to Saranam, LLC to learn more about our role in the community and our thoughts on the ways that a school might support the important work that we do with families and children. Saranam is a two-year housing and educational program for families experiencing homelessness. Ms. Stern shared with us her backgrounds and vision, and in turn asked our parents to give their opinions about what their children need in a school. Our parents spoke from the perspective of raising their children in poverty and crisis, and Ms. Stern was responsive to their suggestions and insights. I truly believe that Altura Prep is the school that we need in our community.

As the Case Manager at Saranam, I know that thoughtful, supportive, and community-oriented elementary programs can make a significant impact that a child will carry for the remainder of his/her educational journey. I am a supporter of strong and supportive schools for the children of Albuquerque, and am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development – delivered with intentional social and emotional supports for both child and family - will bring these students to a new level of achievement and success.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will have strong outcomes because of the proven leadership capacity of Meaghan Stern and Lissa Hines. These leaders bring impressive teaching and leadership resumes from New Mexico and across the country. Just as importantly, they have demonstrated a commitment to understanding the community needs, and have conducted thoughtful outreach into the community, including a focus group at Saranam. Meaghan and Lissa have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state, and most importantly prove to our students, that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Sincerely,

Jennifer Mullen, MA, LMHC
Case Manager, Saranam



AFRL LA LUZ ACADEMY

"CREATING THE POSSIBILITIES"

26 April 2017

Dear Members of the New Mexico Public Education Commission,

It is my pleasure to provide this letter of support for the Altura Preparatory School charter application. Lissa Hines and Meaghan Stern seek to create a science, technology, engineering, and mathematics (STEM) focused school that will prepare every child with the potential to succeed in both college and life. Their school model includes creating a diverse and collaborative student body in a diverse community. The Air Force Research Laboratory (AFRL) La Luz Academy K-12 STEM outreach program at Kirtland Air Force Base is also concerned with reaching diverse populations as part of the overall AFRL STEM workforce development effort in New Mexico.

Our K-12 STEM outreach focuses on raising student interest in STEM fields and deepening student understanding of STEM concepts. The AFRL La Luz Academy provides unique hands-on applications of STEM concepts in context. We impact over 9,000 students annually from throughout the state of New Mexico through our STEM outreach activities. We currently offer two structured STEM activities for elementary school students: Mission to Mars and DoD STARBASE New Mexico. These activities are open to all public, private, and charter schools. We would welcome students from Altura Preparatory School to participate in our STEM outreach program once the school is established.

I had the opportunity to visit with Ms. Hines and Ms. Stern earlier this year and fully support their efforts in founding this school. The student population they plan to target will include many groups that are traditionally underrepresented in STEM career fields. Additionally, the alignment of their school model with our program goals sets the stage for collaboration opportunities that will benefit students in the diverse community they are targeting. Leveraging the resources and support of organizations with complementary goals is a great way to make positive changes that will increase the pool of qualified STEM job applicants in our state.

Sincerely,

A handwritten signature in black ink that reads "Ronda K Cole".

RONDA K COLE
Director, AFRL La Luz Academy



April 27th, 2017

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My unequivocal support is rooted in my sincere belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Albuquerque's International District.

I had the pleasure of meeting Meghan Stern when she reached out to me to learn more about our clinic's role in the community. We shared our thoughts on the ways that a school might support the important work that we do with families and children, and found a common, shared vision of how this community can be advanced through educational opportunities. She shared her background, as well as the school's mission and model, and after our conversation I truly believe that Altura Prep is the school that we need in our community.

The vision for Altura Prep is one that speaks to me deeply. As a supporter of strong and supportive schools for the children of Albuquerque, I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will drive towards ensuring that 100% of students are on or above grade level in reading and math by third grade. This is an incredible necessity in our community.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will lead to strong outcomes because of the proven leadership capacity of Meghan Stern and Lissa Hines. Ms. Stern co-led Cornerstone Academy Preparatory School in San Jose, CA; the school was named in an Innovative Public Schools Report as one of the top schools in the state for serving English Language Learners in 2014. Mrs. Hines was a 2015 recipient of the Educational Leadership Award in Oakland Unified School District, and as principal, led her Oakland school to be named a 2016 National Blue Ribbon School. Both school founders have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level

does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Sincerely,

A handwritten signature in cursive script, reading "Sara del Campo de Gonzalez".

Sara del Campo de Gonzalez, MD
Medical Director, General Pediatrician
Young Children's Health Center
University of New Mexico
SaGonzalez@salud.unm.edu
505-272-9242



May 5, 2017

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My unequivocal support is rooted in my sincere belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Albuquerque's International District.

I had the pleasure of meeting Meaghan Stern when she reached out to me to learn more about our charter school and our experience with opening and running a successful charter school in Albuquerque. As a charter school founder and leader, I am well versed in what it takes to establish and lead a successful school and I am confident after speaking to Meaghan and learning about her experiences that Meaghan is capable of creating and running a successful charter school here in Albuquerque.

The vision for Altura Prep is one that speaks to me deeply. As a supporter of strong and supportive schools for the children of Albuquerque, I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will drive towards ensuring that 100% of students are on or above grade level in reading and math by third grade. This is an incredible necessity in our community.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will lead to strong outcomes because of the proven leadership capacity of Meaghan Stern and Lissa Hines. Meaghan co-led Cornerstone Academy Preparatory School in San Jose, CA; the school was named in an Innovative Public Schools Report as one of the top schools in the state for serving English Language Learners in 2014. Lissa was a 2015 recipient of the Educational Leadership Award in Oakland Unified School District, and as principal, led her Oakland school to be named a 2016 National Blue Ribbon School. Both school founders have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly at joann.myers@mascharterschool.com or 505-417-3646.

Sincerely,

JoAnn Myers

Principal/Founder MAS Charter School

May 10, 2017

Kathie W. Winograd
PRESIDENT

To the Members of the Public Education Commission:

I am submitting an enthusiastic letter of support for the proposed Altura Preparatory School. I strongly believe in the promising model for this school, the strong reputations of the school's founders and its mission to help positively transform education in Southeast Albuquerque.

I have discussed the mission and goals of Altura Preparatory School with school co-founder Meaghan Stern and how their school would also support the work of Central New Mexico Community College in the community. Ms. Stern has a very admirable vision for Altura Prep and I think the school would make a significant difference in moving education in a more positive direction for our community, especially in Southeast Albuquerque.

As a deeply committed supporter of K-12 education and its colossal importance to the future of our children and community, I am encouraged and excited about Altura Prep's plans to launch a school that will meet the modern-day needs of students and the community. The school's focus on personalized learning, STEAM instruction, and character development will help ensure that all students are at or above their grade level in reading and math by third grade and well-prepared to succeed and excel beyond elementary school. Of course, student proficiency in the early grades is so important in setting our community on course for a more prosperous future.

As the President of Central New Mexico Community College, I understand the critical importance of putting our children on the right educational path during their early years in elementary school. I'm confident that Altura Prep's vision and approach would be very successful in preparing children to progress, excel and succeed in elementary school while providing them with the solid foundation and love of learning they need to continue advancing through middle school and high school, and then into higher education.

Albuquerque is in great need of more schools that have solutions for breaking the cycle of poverty. Our community needs to see proof that a student's zip code, socio-economic background or language does not have to dictate a difficult life in the future. I believe Altura Prep can be a leader in this important cause to positively transform our educational outcomes.

At CNM, we're hoping to have opportunities to partner with Altura Prep in the near future. We hope that you will give the school strong consideration for approval of its charter. If you have any questions or would like to further discuss how CNM would support Altura Preparatory School, please feel free to contact me at 505-224-4415.

Thank you,



Dr. Katharine Winograd
President, Central New Mexico Community College



Office of the Executive Vice Dean School of Medicine

May 8, 2017

To the Members of the Public Education Commission:

I am writing to convey my enthusiastic and unequivocal support for the Commission's approval of the proposed Altura Preparatory School's charter application. My support is based on: 1) the critical need, and fundamental right of our children to a quality education, 2) the vision, mission and innovative educational philosophy that is the foundation of the Altura Preparatory School, and 3) the high likelihood of success, as evidenced by the experience and accomplishments of the school's founders.

There is no doubt in my mind that Albuquerque has a critical need for schools that can break the cycle of poverty, and prove that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. I have lived in Albuquerque for 35 years, during which time New Mexico schools have consistently been ranked among the lowest in the nation. I have witnessed the effects of this in several settings. As both a professor and the chairperson of a basic science department at the University of New Mexico for ten years, and as the Executive Vice Dean of the University of New Mexico School of Medicine for five years, I was constantly confronted with the inadequate preparation of many of our undergraduates, especially those from diverse backgrounds. This is one cause of the lack of diversity in health care professions. And as a parent, I was critically aware of the extreme variation in the quality of instruction between different elementary schools and even different classrooms in the same school, which is why we ultimately placed our son in a charter high school.

In that contest, Altura Preparatory School will serve the International District and areas near Sandia National Laboratories and Kirtland Air Force Base. In the Highland school cluster there are six elementary schools with a D or F rating. Two of these schools have had an F rating for four consecutive years. Of the six elementary schools in the cluster, five schools have proficiency rates of below 35% in reading and below 13% in mathematics. Approximately 50% of students are English Language Learners, and 12% of students have identified Special Needs. There can be no argument that children in this neighborhood require and deserve a better educational alternative.

The second reason for my support of Altura Preparatory School is its vision, mission and innovative educational philosophy. Its commendable mission is to provide every student with access to an inclusive, equitable, comprehensive and exceptional college preparatory education. I am heartened that Altura Preparatory School has approached its plans to launch a school with the community and student needs in mind. The school's focus will be on personalized learning,

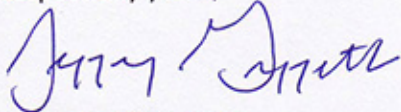
STEAM instruction, and character development. Its laudable goal is that 100% of the school's intentionally diverse student body is on or above grade level in reading and math by third grade, and thus prepared to succeed in middle school, high school, and post-secondary endeavors. This is an incredible opportunity for this community.

Finally, I know from my 20 years of experience in educational administration that even the best plans cannot succeed without strong capable leadership. In that regard, Altura Preparatory School is indeed fortunate to have two gifted and accomplished educators as its cofounders. Meghan Stern is a former Teach For America Corps member, an Assistant Principal, and an Academic Directory for Cornerstone Preparatory Academy in San Jose, California. Lissa Hines is a former Elementary and Middle School teacher in Albuquerque, and for the past several years, a Principal in the Oakland School District.

The strength of this team and their plan is reflected in their receipt of two recent grants. Ms. Hines was recently named the recipient of New Schools Venture Fund Invent Grant. This is a competitive national award that provides funding and support for teams of educators with ambitious plans to open innovative new public schools that reimagine the learning experience for students, particularly those who have been traditionally underserved. Ms. Stern and Ms. Hines were one of ten teams to be chosen out of hundreds of applicants, and the first team ever in New Mexico to receive money from NSVF. The second grant is a \$300,000 grant from Excellent Schools New Mexico.

In summary, Altura Preparatory School meets a critical need in Southeast Albuquerque, is founded on an innovative and student centered educational philosophy, and is led by an accomplished team of highly committed educators who have already been highly successful in obtaining competitive funding. I respectfully, but strongly recommend the Commission to approve the Altura Preparatory School charter.

Respectfully yours,



Jeffrey Griffith, Ph.D.

Professor Emeritus, Department of Biochemistry and Molecular Biology
Executive Vice Dean Emeritus, University of New Mexico School of Medicine

Lisa Lackmann
Transition Manager YDI Head Start
901 Pennsylvania NE
Albuquerque, NM 87110

May 12, 2017

To the Members of the Public Education Commission:

It is with enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My support is rooted in my belief in the potential of the school's model, and in its mission to be an ally in the positive transformation of Southeast Albuquerque.

I had the pleasure of meeting Meaghan Stern and Lissa Hines when they reached out to me to learn more about our role in the community and our thoughts on the ways that a school might support the important work that we do with families and children. They shared their backgrounds and vision, and I believe that Altura Prep will greatly benefit the children of our community.

As Transition Manager at YDI Head Start, I know that thoughtful and supportive kindergarten programs make a significant difference for the rest of a child's educational career. I am a supporter of strong and supportive schools for the children of Albuquerque, and am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will ensure that all students experience high expectations with social-emotional supports. This in turn will help ensure that all of their students are on or above grade level in reading and math by third grade. This is an incredible necessity in our community, and a gap that I witness occurring daily.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. Meaghan Stern and Lissa Hines come with impressive teaching and leadership resumes from New Mexico and across the country. Just as importantly, both leaders have demonstrated a commitment to understanding the community needs, and have integrated great practices for early grade education into their school model. Meaghan and Lissa have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, I enthusiastically support the approval of Altura Preparatory School.



DEVELOPING LIVES

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Sincerely,

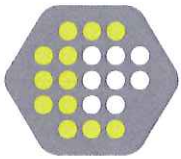
Lisa Lackmann

Transition Manager YDI Head Start

Head Start / Early Head Start

901 Pennsylvania NE, Albuquerque, NM 87110

TELEPHONE 505.212.7239 FACSIMILE 505.268.0457



May 17, 2017

To the Members of the Public Education Commission:

I am writing to convey my enthusiastic support for the Commission's approval of the proposed Altura Preparatory School's charter application. Altura Preparatory School will serve the International District and areas near Sandia National Laboratories and Kirtland Air Force Base. In the Highland school cluster, where my church is located, there are six elementary schools with a D or F rating. Two of these schools have had an F rating for four consecutive years. Of the six elementary schools in the cluster, five schools have proficiency rates of below 35% in reading and below 13% in mathematics. Approximately 50% of students are English Language Learners, and 12% of students have identified Special Needs. There can be no argument that children in my neighborhood require and deserve a better educational alternative.

I'm encouraged by the vision, mission and innovative educational philosophy behind Altura Preparatory School. Its commendable mission is to provide every student with access to an inclusive, equitable, comprehensive and exceptional college preparatory education. The school's focus will be on personalized learning, STEAM instruction, and character development. Its laudable goal is that 100% of the school's intentionally diverse student body is on or above grade level in reading and math by third grade, and thus prepared to succeed in middle school, high school, and post-secondary endeavors. This is an incredible opportunity for this community.

Altura Preparatory School is fortunate to have two gifted and accomplished educators as its cofounders. Meghan Stern is a former Teach For America Corps member, an Assistant Principal, and an Academic Directory for Cornerstone Preparatory Academy in San Jose, California. Lissa Hines is a former Elementary and Middle School teacher in Albuquerque, and for the past several years, a Principal in the Oakland School District. The strength of this team and their plan is reflected in their receipt of two recent grants. Ms. Hines was recently named the recipient of New Schools Venture Fund Invent Grant. This is a competitive national award that provides funding and support for teams of educators with ambitious plans to open innovative new public schools that reimagine the learning experience for students, particularly those who have been traditionally underserved. Ms. Stern and Ms. Hines were one of ten teams to be chosen out of hundreds of applicants, and the first team ever in New Mexico to receive money from NSVF. The second grant is a \$300,000 grant from Excellent Schools New Mexico.

In summary, Altura Preparatory School meets a critical need in Southeast Albuquerque, is founded on an innovative and student centered educational philosophy, and is led by an accomplished team of highly committed educators who have already been highly successful in obtaining competitive funding. I respectfully recommend the Commission to approve the Altura Preparatory School charter.

Sincerely yours,

Galen Woodward
Senior Pastor, Copper Pointe Church

Copper Pointe Church
Pastor Galen Woodward

10500 Copper Ave • Suite D
Albuquerque NM 87123

505 299 7202 TEL
505 299 3601 FAX

CopperPointeChurch.com

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

Friday, May 19th, 2017

To Whom It May Concern -

I write this letter in strong support of Altura Preparatory School, a proposed Kindergarten through grade five, college preparatory charter school for the students and families of Albuquerque.

My name is Seth Saavedra and my family has called New Mexico home for many generations. Additionally, I am a born and raised citizen of Albuquerque. Fueled by my upbringing in public housing and public schools, I am dedicated to improving opportunities for all New Mexico's students. Currently, as an Education Advocacy Fellow I am working to ensure our state enacts education policies which are student-centered, community-informed and research-backed.

As a member of the Albuquerque community, I recognize the critical need within our city for high-quality educational options for all families, particularly at the elementary level. Altura Preparatory meets all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Altura Prep Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Altura Preparatory School will provide every student with access to an inclusive, equitable, comprehensive, and exceptional college preparatory education; a commitment that I've shared throughout my career. After speaking with Meaghan and Lissa of the founding team of Altura Preparatory, I am eager to partner with them in the future and to be a part of the community and success of its students. I look forward to working with and supporting Albuquerque Preparatory through community organizing, student mentoring and parent programming.

This partnership is deeply important and personal for me as I share a strong belief in the potential of all children in Albuquerque, and look forward to collaborating in support of that potential. As a student we was often left behind or punished in Albuquerque Public Schools, I know first-hand the need for all families to have the opportunity to select a select which works best for their children and that effective, sustainable change in New Mexico requires community ownership and empowerment.

Again, I extend my unwavering support and recommendation for the approval of Altura Preparatory Charter School. It is my great hope and desire that the school should be granted a charter. If you have any questions or concerns, please do not hesitate to contact me at seth.saavedra@50can.org or 505-985-8484.

Sincerely,

Seth Saavedra

Seth A. Saavedra
2017 Education Advocacy Fellow



May 22, 2017

To the Members of the Public Education Commission:

It is with great excitement that I offer this letter of support for the proposed Altura Preparatory School. My support is rooted in my sincere belief in the power of the school's model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Albuquerque's International District.

I had the pleasure of meeting Meaghan Stern when a mutual friend connected us; we met to discuss how to bring opportunities for technology-based instruction to students in high-need areas. She shared her background and vision, and I truly believe that Altura Prep is the school that we need in our community.

The vision for Altura Prep is one that speaks to me deeply. As the Founder and President of Cultivating Coders, I am a supporter of innovative schools that prepare students for the future with an education in technology. I am excited to see Altura Prep launch a school that will prepare students with 21st Century skills.

I, along with the Cultivating Coders team, hope to collaborate with Altura Preparatory School to conduct the following activities to bring coding to the students of southeast Albuquerque:

- Create "Pop-Up Schools" where students and families come to our programs for a part of a day to try out Altura Prep curriculum as well as Cultivating Coders coding curriculum.
- Support Altura Prep enrichment classes in coding by partnering to create an elementary coding curriculum and training a teacher to teach the Cultivating Coders curriculum at Altura Prep. Cultivating Coders will develop this curriculum with elementary students in mind, and provide the curriculum to Altura Prep at a discounted rate as they pilot our courses and give feedback about curriculum improvement.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will succeed because of the proven leadership capacity of Meaghan Stern and Lissa Hines. Ms. Stern co-led a school with blended learning in San Jose, CA, which is the heart of the technology boom. Mrs. Hines was a 2015 recipient of the Educational Leadership Award in Oakland Unified School District. Both school founders have records of leading schools to implement innovative technologies with great outcomes.

Albuquerque has a great need for schools that can break the cycle of poverty. A student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. I wholeheartedly believe that this future includes technology and schools that embrace it. I enthusiastically support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Sincerely,

Charles Ashely III

219 CENTRAL AVENUE NW
STE 200
ALBUQUERQUE, NM
87105



May 22, 2017

Patricia Gipson
300 Don Gaspar Avenue
Santa Fe, NM 87501

To the Members of the New Mexico Public Education Commission:

I am writing in support of the application presented by Meaghan Stern and Lissa Hines, founders of Altura Preparatory School.

Raza Development Fund, Inc. ("RDF") is a high performing, 501 (c)(3), non-profit, Community Development Institution ("CDFI") that provides specialty financing solutions benefiting low-income, minority Latino families and children throughout the United States. RDF has become a critical catalyst for expanding school choice in communities where large number of low income and/or minority students are performing poorly in traditional public schools. With over 20 years of lending experience we recognize the importance that strong leaders play in the success of charter schools.

RDF is committed to providing facility financing to organizations and alleviate one of the greatest obstacles for charter schools. RDF currently has \$1.5 million of outstanding loans and a five-year pipeline of at least \$15 million of charter school facility financings in the State of New Mexico. The Altura Prep founding team shared their backgrounds and vision with our team, and our support is rooted in the belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its mission to be an ally in the positive transformation of Albuquerque's International District. We look forward to partnering with Altura Preparatory School to support the creation of high-quality charter schools for New Mexico students, particularly those most in need of new educational opportunities.

As a supporter of strong and successful schools across the country, I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will drive towards ensuring that 100% of students are on or above grade level in reading and math by third grade. The school's mission and goals closely align with Raza Development Fund's mission to increase opportunities for the Latino community and low-income families through education. We know that finding, securing, and furnishing a building is a critical component of the launch process for a new charter school, and we are committed to supporting only schools that we feel have the capacity and potential to submit

a strong charter application and execute a well-organized and thoughtful plan for implementing the proposed programs.

Strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will lead to strong outcomes because of the proven leadership capacity of Meaghan Stern and Lissa Hines. Ms. Stern co-led Cornerstone Academy Preparatory School in San Jose, CA; the school was named in an Innovative Public Schools Report as one of the top schools in the state for serving English Language Learners in 2014. Mrs. Hines was a 2015 recipient of the Educational Leadership Award in Oakland Unified School District, and as principal, led her Oakland school to be named a 2016 National Blue Ribbon School. Both school founders have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can achieve strong outcomes with Latino and low-income students, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. We are looking to strengthen New Mexico's charter school sector and help to meet pressing educational needs by supporting the creation of high-quality charter schools, particularly for educationally disadvantaged students.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly at gmayans@razafund.org or at 480-231-0310.

Thank you,



Greta Mayans
Director Education Finance

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My support is rooted in my sincere belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Albuquerque's International District.

I had the pleasure of meeting Meaghan Stern when she reached out to me to learn more about our role in the community and our thoughts on the ways that a school might support the important work that we do with Asian families and children who continue to have a stake in the International District, whether they live, work, play, and/or pray in the area. She shared her background and vision, and I believe that Altura Prep is a school that we need in our community.

The vision for Altura Prep is one that resonates with me. As a supporter of strong and supportive schools for the children of Albuquerque, I am excited to see Altura Prep approach their plans to launch a school with community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will drive towards ensuring that 100% of students are on or above grade level in reading and math by third grade. This is an incredible necessity in our community. Additionally, Ms. Stern listened closely to the needs of our pan-Asian families as they relate to our city's schools, and the plans she shared closely addressed many of the needs we find our families experiencing such as lack of inclusivity and access for those in our community who do not speak English as a primary language.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Altura Prep will lead to strong outcomes because of the proven leadership capacity of Meaghan Stern and Lissa Hines. Ms. Stern co-led Cornerstone Academy Preparatory School in San Jose, CA; the school was named in an Innovative Public Schools Report as one of the top schools in the state for serving English Language Learners in 2014. Mrs. Hines was a 2015 recipient of the Educational Leadership Award in Oakland Unified School District, and as principal, led her Oakland school to be named a 2016 National Blue Ribbon School. Both school founders have roots in Albuquerque, and we are fortunate that they have committed their energy to planning a school that will support students and families to achieve their dreams.

Albuquerque has a great need for schools that can break the cycle of poverty in a manner that is culturally sensitive to a wide array of populations, and prove to the city and state that a student's zip code, background, language, or family income level should not need to dictate their opportunities for the future. Ultimately, I support the approval of Altura Preparatory School.

If you have any questions, please feel free to contact me. Thank you.



Kay Bounkeua, MPH
Executive Director



One day, all children in this nation will have the opportunity to attain an excellent education.



May 22, 2017

New Mexico Public Education Commission
300 Don Gaspar Avenue
Santa Fe, New Mexico 87501

To the Members of the Public Education Commission:

I am submitting this letter in support of the charter school application from Lissa Hines, Meaghan Stern, and the Board of Trustees of Altura Preparatory School. The proposed charter school will serve students in kindergarten through grade 5 and provides a new option that meets a significant community need in the proposed location in Southeast Albuquerque, where the young student population enrolled in low-performing schools is larger than in any other one part of the city.

Altura Prep is a STEAM-focused elementary school (Science, Technology, Engineering, Arts, and Mathematics), and this is only the first of many reasons that a partnership between the school and Teach for America is natural. Altura Prep's core beliefs are consistent with Teach for America's core values, specifically the beliefs that all children deserve access to a high-quality education, and that teachers are a critical part of a students' educational experience.

Altura Prep and Teach for America together have the potential to continue to bring talented young teachers to New Mexico in order to add to the teaching force in the state. We believe the opportunity for many students to attend a high-potential/high-quality elementary school is an important component of the work that is underway to create more equitable outcomes for the children of Albuquerque, and New Mexico more broadly.

From our work with various schools and organizations in New Mexico, we know that the vision and the qualities of the organization's leaders are critical to the organization's success. Not only do both Ms. Stern and Ms. Hines bring extensive experience in school leadership to Altura Prep, they bring a clear vision for an excellent school and dedication to putting in the time and effort to bringing the vision to life.

It is with excitement that we have decided to collaborate with Altura Prep to support first and second year teachers in becoming great educators, including:

- Teach for America will provide applicants for teaching positions at Altura Prep.
- Teach for America will provide ongoing professional development support and instructional coaching for Teach for America Corps Members placed at Altura Prep.
- Altura Prep will supply the fee for Teach for America Corps Member placement and recruitment.
- Altura Prep will also participate in developing corps members at the school, and in the region more broadly.



AN AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.



It is our belief that Altura Prep has the potential to add incredible value to the learning ecosystem in Albuquerque, and that the school is well positioned to demonstrate that all children, if given opportunities and support, can succeed in school and in life. We submit this letter of support with pleasure, and very much look forward to working more with Altura Prep in the years to come.

Please do not hesitate to reach out to me with any questions or follow-up.

Sincerely,

A handwritten signature in dark ink, appearing to read "Nathan Morrison", with a long horizontal line extending to the right.

Nathan Morrison
Executive Director
Teach For America – New Mexico



AN AMERICORPS PROGRAM

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My support is rooted in my sincere belief in the power and potential of the schools' model, and the outreach the schools founders have made to the community. We appreciate their mission to engage the community through active listening and be an allies and co-collaborators in the positive transformation of Southeast Albuquerque.

I had the pleasure of meeting Meaghan and Lissa when they reached out to the International Healthy Communities Coalition (IDHCC) to learn more about our role in the community and our thoughts on the ways that a school might support the community. They have both attended IDHCC meetings and visioning groups, and have participated in the conversation about what our community's children need in order to be successful.

The vision for Altura Prep is one that speaks to me deeply. As a supporter of strong and supportive schools for the children of Albuquerque, I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will drive towards ensuring that 100% of students are on or above grade level in reading and math by third grade, and that they have non-academic skills and mindsets that prepare them to succeed beyond elementary school. This is an incredible necessity in our community.

As the Sustainable Neighborhoods Coordinator of the IDHCC, I know that the International District needs schools that are partners with the community. I believe that Altura Prep will lead to strong outcomes because the team has been thoughtful in their approach to both the school and the community. We look forward to working with the school to support and complement the work that we are already doing in the community.

At the IDHCC, we are looking forward to partnering with Altura Prep upon the approval of their charter. We have planned to work together in the following ways to support the positive development and launch of the school:

- Support with community outreach and partnerships
- Collaboration to improve street and neighborhood safety
- Connecting children and families with a variety of opportunities

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Thank you,

Bridget Llanes
Sustainable Neighborhoods Coordinator
IDHCC
505-236-9241

May 25, 2017

To the Members of the Public Education Commission:

It is with great enthusiasm that I offer this letter of support for the proposed Altura Preparatory School. My unequivocal support is rooted in my sincere belief in the power and potential of the schools' model, the combined track records of the school's founders, and in its sincere mission to be an ally in the positive transformation of Southeast Albuquerque.

I had the pleasure of meeting Lissa Hines and Meaghan Stern when they reached out to me to learn more about our role in the community and our thoughts on the ways that a school might support the important work that we do with families and children. They shared the background and vision for the proposed school, and I truly believe that Altura Prep is the school that we need in our community.

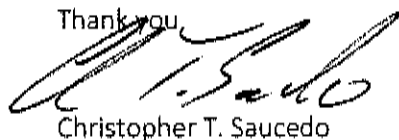
The vision for Altura Prep is one that speaks to me deeply. As a supporter of strong and supportive schools for the children of Albuquerque, I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on personalized learning, STEAM instruction, and character development will drive towards ensuring that 100% of students are on or above grade level in reading and math by third grade, and prepared to succeed beyond elementary school. This is an incredible necessity in our community.

As the President of the Board of Directors at the National Hispanic Cultural Center, I know that strong leadership is a key reason that schools succeed. I believe that Altura Prep will lead to strong outcomes because of their proven track record of successfully serving diverse student populations.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how I will support Altura Preparatory School, please feel free to contact me directly.

Thank you,

A handwritten signature in black ink, appearing to read 'C. Saucedo', written over the printed name.

Christopher T. Saucedo



Excellent Schools
NEW MEXICO

May 25, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

We are pleased to provide this letter in strong support of the charter school application submitted by Altura Preparatory School ("Altura Prep").

Excellent Schools New Mexico is a state-based nonprofit organization that aims to back academically high-performing, high-demand schools with a strong focus on schools that serve families of need. Similar to other state-based incubator models, we provide technical support and small amounts of startup capital to help launch new schools in New Mexico.

We are eager to support Altura Prep's charter school application for a number of reasons, including:

- **School Model.** Altura Prep will feature a unique diverse-by-design model that incorporates a blended-learning approach in ELA and math, and experiential and project-based learning curricula in science and social studies. As a result of these innovations, NewSchools Venture Fund recently awarded a startup grant to Altura Prep, the first of its kind in New Mexico.
- **Grades Served.** New Mexico charter schools disproportionately serve students in grades 9-12. We see strong demand for new K-5 charter schools and appreciate that Altura Prep will serve elementary school students.
- **Community Need.** We support Altura Prep's decision to locate in Albuquerque Public Schools (APS)' Highland High School cluster. At present, approximately 3,000 K-5 students in this cluster attend schools ranked in the bottom 25% of the state. There are no APS magnet elementary schools located in this cluster and only two charter schools that serve K-5 students, enrolling approximately 500 K-5 students combined. The higher performing of these two charter schools has had a waitlist for the past eight years. Finally, we believe that more high-performing elementary schools will help continue to boost the graduation rate of Highland High School, which stood at 58% in 2016.

For these reasons, we are committed to working with Altura Prep, and we are committed to providing school start-up funding to Altura Prep upon approval of the school's charter. If you have any questions or concerns, please do not hesitate to contact me at scott@excellentschoolsnm.org or (505) 850-8769.

Sincerely,

Pat McDonough
Board Chair

Scott Hindman
Executive Director



teaching
children
excellence

May 30, 2017

To the Members of the Public Education Commission:

I am pleased to provide this letter of support for the proposed Altura Preparatory School. My support is rooted in my belief in the potential of the school's model, the track records of the school's founders, and in its mission to be an ally in the positive transformation of Southeast Albuquerque.

I had the pleasure of meeting Meaghan Stern and Lissa Hines when they reached out to me to learn more about NDI New Mexico's role in the community and our programs that engage youth throughout Albuquerque and New Mexico. Meaghan and Lissa shared the background and vision for the proposed school, and I truly believe that Altura Prep is a school that we need in our community.

The vision for Altura Prep is one that speaks to me deeply. As a supporter of strong and supportive schools for the children of Albuquerque, and I am excited to see Altura Prep approach their plans to launch a school with the community and student needs in mind. The focus on STEAM instruction, enrichment activities, and character development will drive towards ensuring that all students have opportunities to participate in programs that support and prepare them to succeed beyond elementary school. This is an incredible necessity in our community.

As the Executive Director at NDI New Mexico, I believe that I believe that Altura Prep will lead to strong outcomes because of the thoughtful approach to designing a school that is based on the whole student: academics, extracurricular activities, goal-setting and character education. At NDI New Mexico, we see strong outcomes among students who learn the values of hard work, doing their best, not giving up, and being healthy.

At NDI New Mexico, we are looking forward to partnering with Altura Prep upon the approval of their charter. We have planned to work together in the following ways to support the positive development and launch of the school:

- As the school grows to include third, fourth, and fifth grade - NDI New Mexico and Altura Prep plan to partner to have an NDI Outreach Program at the school so all Altura Prep students receive dance instruction from a certified NDI New Mexico instructor and pianist.
- Should the school locate near the Hiland Theater, as tentatively planned, NDI New Mexico and Altura Prep will collaborate to allow Altura Prep students and classes use of some of the space for enrichment activities, including dance.

Albuquerque has a great need for schools that can break the cycle of poverty, and prove to the city and state that a student's zip code, background, language, or family income level does not need to dictate their opportunities for the future. Ultimately, it is with great enthusiasm that I support the approval of Altura Preparatory School.

If you have any questions or would like to further discuss how NDI New Mexico will support Altura Preparatory School, please feel free to contact me directly.

Thank you,

A handwritten signature in blue ink, appearing to read "Russell Baker". The signature is fluid and cursive, with the first name "Russell" being more prominent than the last name "Baker".

Russell Baker
Executive Director



May 23, 2017

Public Education Commission
300 Don Gaspar, Suite 301
Santa Fe, NM 87501

Dear Options for Parents/Charter Schools Division:

I am writing to express my support an innovating new school called Altura Prep. I believe not only in Altura Prep's learner centered model, but also in the leadership of Altura Prep to execute an incredible mission and vision. We need innovative new schools like Altura Prep to help change the trajectory of education.

The mission and goals of Altura Prep are critical to fill the needs of our future economy. Research from both higher education and industry indicate that the essential skills of the future are social-emotional competencies associated with the ability to communicate, collaborate and problem solve – precisely the skills that Altura Prep is aiming to develop and sustain in our high school students as they enter college or the work force.

As a Partner on the Innovative Schools Team at NewSchools Venture Fund, we consistently and critically assess the future needs of our organization. It is critical that we have future leaders on our teams that understand how to solve complex problems, critically think about disparate information, and who can interact intelligently with other people to find common ground.

It is with great pleasure that we have offered our support to Altura Prep by providing them with a \$215,000 Planning Grant to support the design and development of their school. They will be eligible for larger multi-year Launch grant in 2018. We believe in their model and their leadership.

We highly recommend them and hope you will authorize Altura Prep to create a new high school for New Mexico.

Sincerely,

DocuSigned by:

Arielle Rittvo Kinder
1082DFCEB68F442...
Partner

NewSchools Venture Fund
akinder@newschools.org

KEY SCHOOL DEMOGRAPHICS												
Enrollment Breakdown				Staffing			Hiring					
Male	x%	Latino	x%	Category	#	Student Ratio	Positions	Total Budgeted	Attrition Estim	Open Positions	Offers Pending	To Be Filled
Female	x%	White	x%	FTE Teachers	x	x	Teacher	x	x	x	x	x
Econ. Disadvantaged	x%	Af Am	x%	Administrators	x	x	Admin	x	x	x	x	x
Special Ed	x%	Asian	x%	Total Staff	x	x	Support	x	x	x	x	x
ELL/LEP	x%	Other	x%	Avg Class size	X							

Last Updated

ENROLLMENT AND ATTENDANCE OVER TIME													
School wide Enrollment												On Track	> 95%
Actual Enrollment	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Monitor	94% -94.99%
x	x	x	x	x	x	x	x	x	x	x	x	Concern	< 94%
Budgeted Enrollment	x	x	x	x	x	x	x	x	x	x	x		
Indicates actual enrollment below budgeted enrollment													
indicates 5% increase/decrease over previous month's enrollment													

ATTRITION RATE: # of Students Leaving the School													
Current Year (18-19)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD #	YTD %
x	x	x	x	x	x	x	x	x	x	x	x	x	x%
Prior Year (if applicable)	x	x	x	x	x	x	x	x	x	x	x	x	x%

Reasons for Attrition: Students Leaving From Date: _____ - Date: _____		
Date	Gr	Reason

Average Daily Attendance													
Current Year (18-19)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD #	YTD %
x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x	x%
Prior Year (if applicable)	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x	x%

School Discipline													
Referrals	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD #	YTD %
x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x	x%
Suspensions	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x%	x	x%

Special Education	
Active IEPs	
Pipeline	
% of Total	

Student Achievement: Interim Assessment Data

Grade K Reading (IStation)

x%	x%	x%	x%	x%	x%	x%	x%	x%
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Berkeley			Stanford			UCLA		

Tier 1 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 3 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 2 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

% of Students on Track for STEP Goal			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%
Total			

Grade K Math (IStation)

x%	x%	x%	x%	x%	x%	x%	x%	x%
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Berkeley			Stanford			UCLA		

Tier 1 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Free/Reduce:	x%	Af Am	x%
Econ. Disadv:	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 3 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 2 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Grade 1 Reading (IStation)

x%	x%	x%	x%	x%	x%	x%	x%	x%
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Northwestern			Carleton College			University of Michigan		

Tier 1 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 3 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 2 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

% of Students on Track for STEP Goal			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%
Total			

Grade 1 Math (IStation)

x%	x%	x%	x%	x%	x%	x%	x%	x%
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Northwestern			Carleton College			University of Michigan		

Tier 1 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 3 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 2 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Grade 2 Reading (IStation)

x%	x%	x%	x%	x%	x%	x%	x%	x%
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Princeton			Dartmouth			Yale		

Tier 1 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 3 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 2 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

% of Students on Track for STEP Goal			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%
Total			

Grade 2 Math (IStation)

x%	x%	x%	x%	x%	x%	x%	x%	x%
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Princeton			Dartmouth			Yale		

Tier 1 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 3 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

Tier 2 Achievement Breakdown			
Male	x%	Latino	x%
Female	x%	White	x%
Econ. Disadv:	x%	Af Am	x%
Special Ed	x%	Asian	x%
ELL/LEP	x%	Other	x%

