New Mexico Public Education Department, Charter Schools Division
Altura Preparatory School, Preliminary Scoring and Analysis

July 17, 2017

Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
Application Overall Score	*285*	*287*
• Education Plan/Academic Framework	84	84
• Organizational Plan and Governance/Organizational Framework	133*	135
• Business Plan/ Financial Framework	44	44
• Evidence of Support	24	24
Capacity Interview Overall Score	*68*	*68*
Overall Score – Application and Capacity Interview	353	*355*

Scoring Summary

Percentage of Points Earned: 99%

Responses Scored "Fall Far Below the Criteria: 0

Responses Scored "Approaches the Criteria"

      Education Plan/Academic Framework: 0
      Organizational Plan and Governance/
      Organizational Framework: 1
      Business Plan/ Financial Framework: 0
      Evidence of Support: 0
      Capacity Interview: 0

The application **meets** the minimum scoring criteria because:
- No scoring area in Part A, B, or C received a score of Falls Below
- No more than 3 responses evaluated as "Approaches the Criteria" in any one section of the application
- The applicant earned at least 95% of the available points

*Food Services points were awarded as "Preference points." Preference points are awarded because the applicant school plans to participate in the NSLP.

New Mexico Public Education Commission

2017 New Charter School Application Kit
Part C. Application & Rubric

School Information:
Name of Proposed Charter School: Altura Preparatory School
School Address (if known): 40T
School Location (City/Town): Albuquerque, NM
School District within which the proposed school will be located: Albuquerque Public Schools
Grades to be served: Kindergarten – Fifth Grade
Requested Enrollment Cap: 396

Contact Information:
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Founder (if different from above): 40T
Address: 40T
City: 40T State: 40T   Zip: 40T
Daytime Tel: 40T   Fax: 40T
Alternate Tel: 40T   E-Mail: 40T

Founder (if different from above): 40T
Address: 40T
City: 40T State: 40T   Zip: 40T
Daytime Tel: 40T   Fax: 40T
Alternate Tel: 40T   E-Mail: 40T

Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated below. Use the rubrics following the prompts to guide your responses.

Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as "Meets the Criteria." The rubrics below govern general scoring practices.

Meets the Criteria **100% of total points**	● All required elements present ● Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development ● The proposal is reasonable and realistic ● Fully consistent with other sections, including budget and mission ● Fully consistent with all requirements of law ● Coherent and easily understood
Approaches the Criteria **50% of total points**	● Does not clearly meet all criteria identified above to be rated "Meets the Criteria" ● The majority of required elements are present, but not all ● Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept ● Minor inconsistencies with other sections ● May raise questions about legal compliance, but does not demonstrate non-compliance ● May raise questions about reasonableness or viability of the proposal

Falls Far Below the Criteria
 	
0 points
	● None or less than a majority of the required elements are present
	● Contradicts other sections, or substantially inconsistent with other sections
	● Insufficient detail to understand the proposal, which includes:
	   ○ Copying responses from a prior applicant's application
	   ○ Copying statutory, regulatory, or policy/guidance language
	   ○ Plagiarizing information from other publicly available material
	● Includes statements that violate or conflict with the requirements of law
	● Incoherent or cannot be understood
	● The proposal is patently unreasonable or unrealistic
	● Does not clearly meet criteria identified above to be rated "Approaches the Criteria"

Minimum Scoring Expectations –
- No response is evaluated as "Falls Far Below the Criteria";
- No more than 3 responses may be evaluated as "Approaches the Criteria" in any one section of the application; and
- The applicant must earn 95% of the available points or more.

I. Academic Framework

A. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary in Part A).

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE:

Altura Preparatory School takes an expanded view of student success, believing that all students must be prepared academically and personally to participate in an ever-changing, diverse, global world.

Mission:

Altura Preparatory School 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 and love of learning 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.

Student Outcomes Altura Prep seeks to accomplish:

All students will be prepared to succeed at high academic levels in middle school, high, school, and in postsecondary pursuits.

Academic Outcomes
- Altura Prep students have academic skills on par with or better than their peers nationally.
- Students are on the path to college graduation.
- Altura Prep students achieve high academic levels in English Language Arts and Math.
Non-academic Outcomes:
- Students have self-advocacy skills.
- Students will seek opportunities for post-elementary options and extra curricular activities.
- Students will be able to set goals and create action plans and persist through challenges to accomplish tasks.

How Altura Prep will accomplish student outcomes:
- A diverse learning environment
- Personalized instruction in rigorous academic content
- High quality instruction delivered by teachers specializing in one or two content areas
- Character education focused on non-academic skills, habits, and mindsets and the school's core values
- A structured and joyful school community

Altura Prep is diverse by design, meaning that we intentionally recruit students and families from varied backgrounds, races, ethnicities, and socio-economic levels to create a school built upon multiple perspectives and experiences. The Coleman Report in 1966 asserted that student background and socio-economic status can be more important in determining student success than measured differences in school resources. Though traditional schools serving low income and minority students may have equal or extra funding, students benefit more from

racially and socio-economically diverse settings than from increased funding alone. Students who learn in diverse settings learn to bridge differences, develop empathy, and benefit from rigorous coursework designed to challenge all learners (Dronkers and van der Velden, 2013).

A core component of instruction at Altura Prep is personalized learning through a blended station-rotation model and through multi-disciplinary project-based learning. Students rotate between small-group lessons with the teacher, individualized programs on computers, and collaborative peer work based on student needs. Teachers create flexible groups based on student data, and students have more time to practice and master critical academic and interpersonal skills that prepare them for the next stage of their academic career and life. Not only do students need targeted acceleration and enrichment in core content areas, but we also believe learning happens best when students are challenged to integrate ideas, solve problems, collaborate, and present their learning. Our Social Studies and Science/STEAM (Science, Technology, Engineering, Arts, and Mathematics) classes are project- based, which allows students to approach learning with an inquiry driven mindset and focus on interdisciplinary content. To learn meaningfully and be thoroughly engaged, all students must apply what they learn in multiple ways. This is the way we create critical thinkers and engaged graduates.

At Altura Prep, collaborative, mission-driven educators focus on success for every student. Every student deserves to have an excellent teacher, and Altura Prep provides each student access to three high quality teachers in each grade level. Each teacher focuses on one or two core content areas in order to plan and execute lessons with a deep knowledge of the curriculum and the needs of the students in each class. To ensure that instruction is rigorous and equitable, we provide ongoing and actionable coaching through weekly observation and feedback cycles as well as an ongoing professional development program throughout the school year. Instruction at Altura Prep begins during summer, with professional development weeks designed to quickly prepare teachers for planning and executing high quality lessons. In order for all Altura Prep students to reach the high academic bar we set for them, we use research-based and practice-proven curricula and strategies in combination with an innovation-focused mindset. We constantly search for better ways to achieve high levels of teaching and learning, using and improving the most successful strategies possible.

In order to succeed in middle school, high school, and postsecondary pursuits, students need both academic and non-academic skills. Altura Prep students will leave our school prepared, academically and personally, to be agents of their own education. We prepare students with the skills, habits, and mindsets to set and reach goals for themselves, their families, and their community. Students learn goal setting, collaboration, project management and problem solving in a variety of contexts. Our REACH values (Responsibility, Empathy, Agency, Curiosity, and Humor/Hard Work) guide the positive development of our students and provide a foundation for success for students after they leave Altura Prep.

Altura Prep's structured community provides students the opportunity to develop a positive self-concept and to develop a sense of agency over their education. Consistent school-wide procedures and routines maximize instructional time and allow students to focus on the content they are learning. When students know what to expect because expectations and routines are consistent across the school, they do not have to worry about the environment they are in, and can focus on learning. We hold the highest expectations, both academically and personally, for all our students, and we prepare students to achieve them through explicit instruction, modeling, and reflection, using intentional character development strategies and our school's core values. We celebrate students' progress individually and across the school through shout-outs, REACH points, and weekly school-wide Town Hall. We believe there is joy in learning and develop intentional ways to applaud and support student growth.

What is innovative and unique at Altura Prep:

We believe that today's schools in the United States are designed for previous times and to develop skills that are useful, but not sufficient to achieve high levels of personal and academics success. Students of today are adept at seeking and finding information, they have information at the tips of their fingers, and they have experienced rapidly changing technology and equipment in areas throughout their lives. No longer do spelling and grammar comprise the important components of ELA: students are able to spell check and grammar check through technology and word processing platforms. Instead, students must learn to evaluate various sources of information, form an opinion, and provide evidence. Knowing that this is the reality in which the children of

Albuquerque must succeed, we believe that schools must equip students with the knowledge, skills, habits, and mindsets to be successful in a technologically driven, diverse, and ever changing world. This approach to instruction is innovative and unique, and Altura Prep is at the forefront of schools nationwide that are exploring a new and different approach to instruction.

Extended school day

Altura Prep students will participate in an extended school day. Students can arrive at school beginning at 7:30am, and instruction begins 8:00 am with dismissal at 4:00pm on regular school days (Monday, Tuesday, Thursday, and Friday). On Wednesdays, students will dismiss at 1:00pm so that teachers can participate in regular school-wide professional development. In total, Altura Prep students will be in school for a total of 2,220 minutes per week, with 1,920 minutes of instructional time (Instructional Time = Total Time - Time for Lunch/Recess). Comparatively, students attending other schools in the 87108 and 87106 zip codes are in school for a total average of 1,890 minutes per week (this includes lunch and recess).

Teacher Specialization

Altura Prep teachers will specialize in no more than two content areas, teaching one core content lesson to three classes of students. Students will have an English Language Arts teacher, a Mathematics teacher, and a STEAM/Social Studies teacher in each grade level. Teachers will have daily collaboration periods and will integrate content throughout their classes. The elementary schools located in Southeast Albuquerque use a self-contained classroom structure, in which one teacher teaches his/her class in all content areas. Altura Prep students benefit from having three teachers each day, one of whom is the "homeroom" teacher, and the class in which the student starts and ends the day. Students are able to form sustained relationships with multiple adults in school, and teachers are able to collaborate to provide robust support to each student, meeting each student's unique personal and academic needs.

Student choice and ownership over their learning

Student goal setting and student choice are a crucial component to education at Altura Prep. We integrate choice, reflection, and goal setting throughout each course, but student-driven learning is the focus of our school-wide "Genius Hour": a time of the week when students select, plan, and pursue an individualized project based on a personal interest and passion. Teachers support students to select, research, and create their project. Genius Hour culminates with a school-wide exhibition in which students showcase their projects. Through Genius Hour, students develop their ownership and agency over their education, a core competency that they take from Altura Prep to middle school, high school, and post-secondary pursuits. This school-wide initiative is unique to Altura Prep and innovative not only for the state of New Mexico, but for schools and school districts nationwide. Teachers in classrooms across the country are beginning to implement Genius Hour, though few schools (and none in New Mexico) have created a school-wide model to support this type of personalized instruction. Technology company Google allows its' engineers to spend up to 20% of their time working on any project they choose. Up to 50% of Google's new ideas (Gmail and Google News) have developed out of employee's passion projects.

Embedded blended learning

Altura Prep will have a 1:1 Chromebook to student ratio in all grade levels, kindergarten through fifth grade. All students will use technology in developmentally appropriate ways as part of station-rotations in Mathematics and English Language Arts (ELA) and as learning tools in STEAM/Social Studies. Components of ELA and Math curricula will occur on Chromebooks. These tools provide students with leveled instruction to meet students' needs and accelerate progress in both content areas. English Language Arts and Math are two content areas in which a majority of students in the 87106 and 87108 zip codes have historically performed well below grade level. Neighboring Albuquerque Public Schools (APS) elementary schools provide students with technology courses and devices, though not through a sustained 1:1 ratio *and* integrated station-rotation model in all classes from kindergarten through fifth grade. Zuni Elementary School, a technology and communication focused magnet school in the APS district, reportedly has a 1:1 student to device ratio, and students travel to computer labs daily for instruction, according to the administrative assistant. Altura Prep plans to integrate computers within each individual classroom, minimizing the need to transition to computer lab spaces, and teaching students that technology is an integrated tool for learning, and not a separate activity.

STEAM/Social Studies Project-Based Learning

Instead of traditional math, English Language Arts, Science, and Social Studies instruction occurring in each class, Altura Prep has designed a curriculum based around integrating STEAM and Social Studies projects throughout the year as a way to tie interdisciplinary content together. Project-based learning has been shown to support students with applying core foundational skills to higher-level rigorous activities, and retaining information and knowledge covered as part of the project. STEAM and Social Studies project based learning also more closely align with the type of work that students will experience in college and in the workplace. While there are upper grade charter schools and some district elementary schools that integrate project based learning, there are not yet Albuquerque elementary schools that base a portion of their curriculum and instruction on project-based methods as Altura Prep plans to do with STEAM/Social Studies.

Albuquerque Public Schools offers STEM (Science, Technology, Engineering and Mathematics) programs in Magnet Schools at Inez Elementary and San Antonito Elementary. Altura Prep plans to integrate Arts to facilitate student learning in Science, Technology, Engineering, Art, and Mathematics (STEAM). Zuni Elementary School offers project based learning and collaboration using technology as a Magnet Program, with Apple computers and a 1:1 reported technology to student ratio, according to the administrative assistant at the school. Altura Preparatory School plans to use Chromebooks with integrated Google Education Apps and G-Suite to support students with learning online collaboration skills and technology use, and build technology into the school day as a mechanism to support student individualized learning plans and to support small group instruction led by the teacher.

Resources:

Boundless. "Coleman's Study of Between-School Effects in American Education." *Boundless Sociology* Boundless, 26 May 2016.

Dronkers, J. and van der Velden, R. "Positive but also Negative Effects of Ethnic Diversity in Schools on Educational Performance? An Empirical Test Using PISA Data" Integration and Inequality in Educational Institutions. (2013) Wells, A. Fox, L, and Cordoba-Cobo, D. "How Racially Diverse Schools and Classrooms Can Benefit All Students" The Century Foundation. (2016)

Total Points Available	Expectations
16	A complete response must: • Identify the student <u>outcomes</u> the proposed school seek to accomplish • Described how it will achieve the identified student outcomes (inputs/program) • Identify how the proposed outcomes and how they will be achieved is innovative and unique

REVIEW TEAM EVALUATION: Meets the Criteria

The mission of Altura Preparatory School ("APS") strives to provide their students a college preparatory education that will foster development and a love of learning through rigorous academic content, personalized instruction, and multidisciplinary project-based learning. The applicant's response has clearly stated the academic outcomes and also takes into consideration outcomes that are non-academic that connect with the last portion of the mission by saying, "Students will be prepared to seek opportunities, persevere through challenges, and succeed at high academic levels in middle school, high school, and postsecondary pursuits."

The applicant describes that APS will achieve its outcomes through the delivery of a diverse learning environment, teachers specializing in one or two content areas, and character education. Additionally, the educational model of APS includes unique characteristics of an extended school day, student choice and ownership over their learning, embedded blended learning, and a STEAM (Science, Technology,

Engineering, Arts, and Mathematics) program. It is important to note that many of these characteristics may not seem unique but based on the research the applicant has conducted, this educational model is not readily available in its proposed targeted area.

B. Indicators/Goal(s) Related to the proposed school's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific indicators/goals MUST BE provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

(1) demonstrate the proposed school's ability to implement the proposed school's mission;
(2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
(3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis.

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning year**.

Please note: The criteria for SMART Format is as follows:

    1. Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
    2. Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
    3. Attainable. A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
    4. Rigorous. A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
    5. Time-Bound with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

B.(1) Mission-Specific Indicators/goals

Identify and provide at least one mission-specific indicator/goal in the following section. Include the following key elements:

● First, ensure that the annual indicator/goal provided show the implementation of the proposed school's mission.

● Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicator should include all of these key SMART elements, be clear, comprehensive, and cohesive.

● Third, include measures and metrics in your mission-specific indicator/goal. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards." NOTE: **Please see examples in the glossary or in Part A of this application**.

APPLICANT RESPONSE:	*Goal/Indicator related to School's Mission:*
	Mission:
	Altura Preparatory School 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 and love of learning 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.
	Student Outcomes Altura Prep seeks to accomplish:
	All students will be prepared to succeed at high academic levels in middle school, high, school, and in postsecondary pursuits.
	Academic Outcomes
	● Altura Prep students have academic skills on par with or better than their peers nationally.
	● Students are on the path to college graduation.
	● Altura Prep students achieve high academic levels in English Language Arts and Math.
	Non-academic Outcomes:
	● Students have self-advocacy skills.
	● Students will seek opportunities for post-elementary options and extra curricular activities.
	● Students will be able to set goals and create action plans and persist through challenges to accomplish tasks.
	At Altura Prep, we seek to prepare students, academically and personally to be "agents of their own education". This means that students are able to set goals, plan to achieve them, and persevere through the challenges associated with reaching them. In order to measure this core piece of our mission, Altura Prep will measure students' abilities to articulate action steps aligned to achievement of personalized reading goals.
	Mission-Specific Indicator:
	Altura Prep students, when asked by an adult, will accurately state his/her reading level (as measured by the STEP Literacy Assessment), his/her goal reading level for the end of the year, and three steps that s/he must take in order to get to the goal reading level.

Altura Prep will **exceed** this goal of progress toward fulfilling the mission if:
81-100% of Altura Prep students, when asked by an adult, will accurately state his/her reading level (as measured by the STEP Literacy Assessment, his/her goal reading level for the end of the year, and three steps that s/he must take in order to get to the goal reading level.

Altura Prep will **meet** this goal if:
71-80% of Altura Prep students, when asked by an adult, will accurately state his/her reading level (as measured by the STEP Literacy Assessment, his/her goal reading level for the end of the year, and three steps that s/he must take in order to get to the goal reading level.

Altura Prep will **not meet** this goal if:
61-70% of Altura Prep students, when asked by an adult, will accurately state his/her reading level (as measured by the STEP Literacy Assessment, his/her goal reading level for the end of the year, and three steps that s/he must take in order to get to the goal reading level.

Altura Prep will **far fall below** this goal if:
0-60% of Altura Prep students, when asked by an adult, will accurately state his/her reading level (as measured by the STEP Literacy Assessment, his/her goal reading level for the end of the year, and three steps that s/he must take in order to get to the goal reading level.

When the goal will be measured:
The goal will be measured in the early Spring (March). This timing was selected because at this point in the year, students will still be working toward their end of the year reading goal, and thus will have a response for the question, "what steps do you need to take to reach your reading goal?" This is also the appropriate time to assess this mission-specific goal because students will have had seven months since their baseline assessment at the beginning of the year to learn their goal and work with their teacher to create a plan to reach their individual goal.
This indicator will be measured during the regular school day as part of students' regular schedule in English Language Arts class (since the goal relates to reading levels and goals, specifically, we chose to evaluate the goal in this context).

How the goal will be measured:
This goal is measured through student responses to survey questions that are then scored to qualitatively reflect the caliber of student responses.
The questions that each student will respond to are:
1. What grade are you in?
2. What is your STEP reading level now?
3. What is your STEP reading goal for the end of the year?
4. What are three things that you have to do to reach that goal by the end of the year?

In Kindergarten and First Grade, this goal will be measured in a 1:1 setting, in which the student responds orally to the survey prompts administered by an adult (the Director of Academics or Director of Operations, to ensure that bias is minimized).
Student responses are documented in the survey response form so that all data is collected in the same place to allow for effective analysis.
In second through fifth grades, students respond directly into the survey form itself, which will be available via an online survey platform that allows one response per student, and only allows responses from students (e.g. not teachers or parents in place of students) to ensure that students are responding independently.

Sample Desired Responses by Grade Level:
Kindergarten
Grade: Kindergarten
Current STEP Reading Level: 2

End of Year STEP Reading Level: 3
Three steps to get to reading goal level by the end of the year:
1: "I have to practice reading at home every night to be able to read so it sounds like I am talking"
2: "I have to come to school every day to work in my small group with my teacher to practice putting the ending sounds on my words."
3: "I have to learn my 100 sight words so I can find them when I read."

First Grade
Grade: First Grade
Current STEP Reading Level: 5
End of Year STEP Reading Level: 6
Three steps to get to reading goal level by the end of the year:
1. " I have to be able to recognize the vowel teams in the words I read."
2. "I have to practice at home to read using periods and commas."
3. "I have to practice finding similar things and different things when I read two different books."

Second Grade
Grade: Second Grade
Current STEP Reading Level: 8
End of Year STEP Reading Level: 9
Three steps to get to reading goal level by the end of the year:
1. "I need to use my word-solving strategies to figure out a word when I get stuck."
2. "I need to practice ordering information and figuring out how an author orders information in a non-fiction text."
3. "I have to be able to find evidence to support my inferences."

Third Grade
Grade: Third Grade
Current STEP Reading Level: 11
End of Year STEP Reading Level: 12
Three steps to get to reading goal level by the end of the year:
1. "I have to practice using key details to defend a main idea."
2. "In a non-fiction text, I have to be able to use the charts and diagrams- I am also learning to practice this in math class."
3. "I have to be able to give evidence from more than one place in a book to support my answer."

Fourth Grade
Grade: Fourth Grade
Current STEP Reading Level: 14
End of Year STEP Reading Level: 15
Three steps to get to reading goal level by the end of the year:
1. "I am practicing using the specific vocabulary when I speak about a topic I read about."
2. "I need to practice connecting abstract concepts to specific examples in a text."
3. "I need to be able to use the text to understand a chart or diagram to understand more in a book."

Fifth Grade
Grade: Fifth Grade
Current STEP Reading Level: 17
End of Year STEP Reading Level: 18
Three steps to get to reading goal level by the end of the year:
1. "I am working on explaining how an author's evidence supports the argument."
2. "I am sometimes able to synthesize ideas from diagrams and the text together, but need more practice when the diagram is a chart."

3. "I am practicing comparing firsthand accounts and secondhand accounts of the same topic to make conclusions- I need to be able to do this with the right level texts to reach STEP 18."

Scoring Responses:
Each student response to the questions above will yield points that will be tallied as part of the school-wide percentage of students meeting this indicator.
Points for Responses:
1. Student accurately states his/her current reading level: 2 points
2. Student accurately states his/her reading goal for the end of the year: 2 points
3. Student accurately states 3 steps to take to meet the reading goal: 6 points (2 points each answer).

For the third question, students points' will be determined according to the following rubric:

	0 points	1 point	2 points
Criteria for Points	The student response does not reference a step that s/he needs to take to meet the STEP goal	The student response references a vague step, or a step that may not be specifically related to the goal (e.g. work hard, practice at home)	The student response clearly states a specific action that is related to reading growth at the appropriate level (e.g. practice my sight words, or make connections between two texts)

Each student thus "earns" a number out of 10 possible points for his/her survey response.
The averages of student responses across the school are compiled and averaged to create the full school-wide score that determines whether or not Altura Prep meets or exceeds this mission-specific indicator.

Why the mission-specific goal is rigorous:
Developing students' metacognitive awareness around reading and relating this to goal-setting and specific action steps requires a deep understanding (on the parts of adults and students) of what it takes for students to read on or above grade level each year. Expecting 80% of students in the school to be able to articulate clear steps to take to reach a goal is rigorous because it requires each student to (1) have an individual goal that they recognize and (2) to have a clearly articulated pathway to reach that goal. The questioning rubric *requires* students to be specific with their action steps.

Altura Prep STEP goals require students to make a year or more of progress in order to achieve the goals, and understanding the steps necessary to reach those goals also requires students as young as 5 years old to have a deep knowledge of their levels of learning and what they need to do to grow academically.

Why the mission-specific goal is attainable:
Altura Prep's personalized instruction model is based on the idea that each student has an individual goal and that each student may have different steps needed to achieve that goal. A goal setting and tracking process will be built into each academic and enrichment class, as well as in morning meeting and close out times in their homeroom class. Altura Prep students will be part of a goal-oriented school culture, and will be regularly and explicitly taught what it means to set a goal and how we achieve goals by proactively planning to get there.

In order to support all students and teachers with achieving this goal, the School Director(s) will practice surveying students during regular classroom observations, and not just in English-Language Arts class. Students will not be unfamiliar with the process of articulating their goals and action steps, as their morning meeting and close out procedures each day in more room will include quick

	sessions for goal setting and progress monitoring. Students' goals will be displayed through classroom visual trackers, and students will regularly discuss the key steps that they must take to reach their goals in a variety of contexts.
	Other Mission-Specific Goals/indicators, if appropriate

Total Points Available	Expectations

12	A complete response must:
	 • Include one mission specific indicators/goals
	 • Align to the student outcomes identified in the mission response (A.1.)
	 • Include all elements of the SMART Format:
	     o Specific
	     o Measurable
	     o Attainable
	     o Rigorous
	     o Time bound
	 • Include the following rating categories – Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards
	 • Include measures and metrics, including percentages, for each rating category
	 • Explain why the established goals are rigorous
	 • Explain why the established goals are attainable

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's mission-specific goal will require the students to verbalize their current reading level, their end of year level and to know what are the three steps they must achieve (measured by the STEP Literacy Assessment), when being asked by an adult. While this goal does not follow the typical SMART format, the applicant has included 4 ratings to measure this goal. Those ratings do include the elements of the SMART format and include the specific questions that will measure the goal and sample responses from students at every grade level to evaluate the response. This goal does not only require students to achieve academically in reading but also fosters the responsibility to be "agents of their own education". By students taking ownership of their learning directly aligns to the mission.

C. Curriculum, Educational Program, Student Performance Standards.

C. (1) Provide a description the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards, and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:
We believe mastery of all core subjects is a necessity for our students, and consider individualized curriculum and instruction to be a necessity to ensure that all students make meaningful academic progress. A cornerstone of Altura Prep's instructional program is a research-based, practice-proven, rigorous curriculum that provides the foundation for excellent and high quality instruction in all classrooms. We believe that quality teachers deliver quality results, and a core part of instruction at Altura Prep involves making certain that teachers have access to resources that allow them to personalize learning and deliver great instruction so that all students are able to access grade level content and make accelerated progress.

Altura Prep students have three core classes each day: English Language Arts/Literacy, Mathematics, and STEAM/Social Studies. A teacher who specializes in that content area teaches each class, and teachers are supported to develop deep knowledge of the content area and strategies to differentiate in order to meet each learner's needs. English Language Arts/Literacy and Mathematics are taught using small groups and station-rotations in order to maximize the amount of time that students spend receiving instruction at their target levels in order and accelerate progress. STEAM/Social Studies are project-based, focused on integrating content across subject areas to support students with learning how to apply the content they learn in other classes.

English Language Arts
Many Albuquerque students enter kindergarten with alarmingly low literacy rates, in part because only 40% of 3- and 4-year-olds attend preschool. Student success is highly correlated with the early ability to read and use reading skills to master other content. The cornerstones of our English Language Arts/Literacy instructional program are: (1) A systematic and rigorous instructional and intervention program designed to move students to grade level quickly and effectively; and (2) An approach that builds a sustained engagement in and a love of reading.

Our rigorous instructional and intervention program includes foundational teaching in literacy skills (phonics, phonemic awareness, fluency, and vocabulary instruction) with Reading Workshop (independent reading and small-group instruction); Guided Reading (leveled groups and literacy circles). We will use The Columbia Teachers Reading and Writing Project Units of Study coupled with Reading Horizons to teach essential phonemic awareness, phonics, and decoding skills in early grades. Upper grade English Language Arts includes explicit vocabulary instruction, decoding multi-syllabic words, and Greek and Latin roots. All students participate in English Language Arts Power Hour with rotations of guided reading, leveled individual instruction with online programs like Reading Horizons Discovery, IStation, and collaborative work. Small group rotations allow teachers to implement targeted interventions for below-level students, English Language Learners, and students with special needs, and accelerate progress for students who are above grade level. However, all students progress per a personalized learning plan and receive individualized support.

We develop a love of reading through Shared Reading of Texts (close reading and reading for meaning) and Read Aloud (guided discussion). Students choose texts for independent reading and discuss their books with one another or a teacher to build a love of reading. Writing includes unpacking exemplars, modeling, shared writing, and conferencing using rubrics. We create ownership by giving students multiple options in types of writing and co-creating grading criteria in upper grades. Students will set goals, self-monitor progress, and reflect throughout ELA.

Sample English Language Arts/Literacy Block for grades K-2

Time	Instructional Method	Curriculum/Resources
15 minutes	Read Aloud	Reading Horizons The Columbia Teachers' Reading and Writing Project
20 minutes small group	Phonics/Phonemic Awareness	Reading Horizons IStation Supplemental Lessons
20 minutes small group	Guided Reading/Comprehension	Fountas & Pinnell strategies, Great Habits Great Readers, leveled texts IStation Supplemental Lessons
20 minutes small group	Word Study/Vocabulary	Reading Horizons IStation
30 minutes	Writing	Lucy Calkins Units of Study, Keyboarding without Tears, Writing without Tears
30 minutes (integrated and small group)	Academic English Development/English Language Development	Reading Horizons Discovery WIDA Standards for Language Development

Sample English Language Arts/Literacy Block for grades 3-5

Time	Activity	Curriculum/Resources
10 minutes	Read Aloud/Group Read	The Columbia Teachers' Reading and Writing Project
20 minutes, small group	Book Club	The Columbia Teachers' Reading and Writing Project, leveled texts
20 minutes, small group	Vocabulary/Word Study	Words Their Way Reading Horizons
20 minutes, small group	Grammar/Conventions	IStation Reading Horizons
30 minutes	Writers' Workshop	Lucy Calkins Units of Study, The Columbia Teachers' Reading and Writing Project
30 minutes (integrated and small group)	Academic English Development /English Language Development	Reading Horizons Discovery WIDA Standards for Language Development

Mathematics:
Mathematics includes three major components of effective mathematics instruction: 1) teaching for conceptual understanding, 2) developing students' procedural literacy, and 3) promoting strategic competence through meaningful problem-solving investigations. (Shellard & Moyer, 2002) We have selected Eureka Math, a Common Core aligned, practice-proven curriculum as our foundation for a mathematics program that addresses the three components of instruction noted above. Eureka Math, published by Great Minds, a non-profit publisher in Washington, was the only curriculum found to be Common Core aligned in Kindergarten through 8th grade in a review of math curriculums by 46 educators as part of a math alignment study by Edreports.org (Heitin, 2015)

Math in grades K-1 begins with calendar time. Students count days, weeks, and months in the year and use objects to represent numerals. The block in grades 2-5 begins with "math fact" songs, chants, and competitions to build fluency or with problem-based review sets. After fluency there is an objective-driven group lesson focused on conceptual understanding of grade-specific standards. Teachers use the Eureka Math curriculum to sequence and plan lessons including adaptations based on New Mexico standards. Lessons begin with a problem that the class solves prior to reviewing the problem and giving language to the concepts.

The teacher gives a whole group check for understanding in place of traditional "guided practice". She uses that data to release some students to station rotations to continue with practice activities that are aligned with focus

standards and individually needed skills. Students at blended learning stations move through skills at their own speed as the program adapts to student levels. Students also practice additional fluency using online tools, use manipulatives to solve word-problems, or work collaboratively on a problem-based investigation. Students rotate throughout the math block based on a personalized plan, and track their progress on a Math Goals Sheet that they update weekly.

The teacher reteaches the group kept after the check for understanding and releases students once they demonstrate mastery. After all students begin personalized work the teacher will pull a "guided math" group to teach a small group of students. Students take an "Exit Ticket", reflect on their progress, and set goals for the next math block.

Sample Mathematics Block for Grades K-2

Time	Activity	Curriculum/Resources
15 minutes	Calendar Math	Calendar Math Eureka Math supplemental lessons
30 minutes	"Problem of the Day" (Cognitively Guided Instruction"	Eureka Math IStation supplemental instructional resources
20 minutes, small group	Guided Math	Eureka Math IStation supplements
20 minutes, small group	Fluency	Eureka Math Sprints IStation
20 minutes, small group	Math Practice	IStation Independent work based on Eureka Math Lessons

Sample Mathematics Block for Grades 3-5

Time	Activity	Curriculum/Resources
30 minutes	"Problem of the Day" (Cognitively Guided Instruction)	Eureka Math IStation supplemental instructional resources
20 minutes, small group	Guided Math	Eureka Math IStation supplements
20 minutes, small group	Fluency Practice/Conceptual Practice Independent	IStation ST Math
20 minutes, small group	Collaborative Math Practice	Eureka Math STEAM-integrated problem solving exercises
15 minutes	Group Math Practice	Eureka Math Sprints

Science:
We believe that children learn by doing and making sure that our students have intentional experiences that reflect real-life science and engineering will allow for the experiential learning that they require. Students conduct research, do projects and investigations of their choice, and make observations while learning new science content in STEAM class.

Altura Prep will use the Next Generation Science Standards (NGSS) for grades K-5 as our guide to build aligned units into our STEAM blocks using a variety of resources to create complete and rigorous units. We will use FOSS Next-Generation Standards-aligned kits as well as units from the AIMS Education Foundation, UC Berkeley's Lawrence Hall of Science Great Explorations in Math and Science (GEMS) guides, and the Engineering is Elementary (EiE) curriculum developed by the Museum of Science in Boston. The EiE connections to FOSS and GEMS will allow for students to incorporate many of the concepts they learn independently and interdependently into their work during Genius Hour blocks.

STEAM is an interdisciplinary field and we believe that it is crucial for students to engage with multiple disciplines through their course of experimentation and research in science. Thus, STEAM, ELA, and Mathematics instruction

will intersect throughout STEAM class. Teachers will collaborate to ensure that projects and skills align across the curriculum. For example, students' work in ELA class will also include informational and research writing as specific units of study while students learn to write their first research paper in STEAM class. In STEAM class students will practice close reading-for-meaning and use math concepts to execute science lab procedures and calculations.

Sample STEAM Block for Grades K-2

Time	Activity	Curriculum/Resources
20 minutes	Mini- lesson: STEAM/Science Concept	Engineering is Elementary and FOSS integrated kits, GEMS lesson accompaniment
30 minutes	Read Aloud/Comprehension - Introduce Design Challenge (integrated with processing activities)	Engineering is Elementary Read Aloud GEMS texts/EiE accompanying texts, FOSS reading resources
35 minutes	Hands-On Learning Activities	Engineering is Elementary Activities with supplemental materials GEMS resources
20 minutes	Reflection, Sharing, Connections	Engineering is Elementary, cross-referenced with Math concepts from students' current math class (Eureka Math) GEMS resources

This is a sample introductory block for a new STEAM concept. In future lessons of the unit, students participate in more Hands On Learning activities related to the target concept of the class, gather data, and then are presented with e design challenge related to the content. Students spend a series of lessons engaged in the challenge, and then close by presenting their solution to the challenge and reflecting on the concepts they employed over the course of designing their solution.

Sample STEAM Block for Grades 3-5

Time	Activity	Curriculum/Resources
10 minutes	Goal Setting/Review Project with Partner	School designed goal setting
5 minutes	Review Inquiry Question for Investigation	FOSS Next Generation Science Kits
45 minutes	Investigation Continuation	FOSS Next Generation Science Kits
20 minutes	Developing Models	FOSS Next Generation Science Kits
25 minutes	Writing/Reporting	Lucy Calkins Units of Study FOSS Next Generation Science Kits

Preceding and subsequent lessons tie to the same inquiry line and investigation, which is why the first portion of the block focuses on goal setting and reviewing the project with a partner.
During the planning year, a core responsibility of the School Director of Academics (with support from a contracted teacher and curriculum consultant) will be to align the STEAM blocks with Next Generation Science Standards, and other required New Mexico Standards for science, and create both scope and sequence documents and unit plans that integrate the standards with the applicable curriculum resources.

Social Studies:
Social Studies class comes to life through experiential and inquiry-driven learning units. STEAM and Social Studies projects alternate over the course of the year so that students benefit from deep exposure over the course of a unit in each topic.

Integrated social studies and history will teach our students how to research and gather information, communicate in a variety of contexts, and present what they learned in a modality of their choice. We will base our units on the New Mexico Social Studies Standards, which include history, geography, civics and government, and economics. We will use the NM standards to structure our units and draw from the Social Studies Resource Toolkits provided by College, Career, and Civic Life (C3) to build rigorous unit plans with inquiry-driven and experiential learning components. As part of the Social Studies curriculum, students read to learn, conduct field work (such as interviews), review exemplar work products and develop oral presentation skills.

For example, during a second grade unit of study on community leaders students ask, "What is a leader?" They will read non-fiction texts about different types of leaders and various activists to build background knowledge, study different community movements, and learn about individuals who made contributions to the state and country. Students interview various leaders in the community and create their own theory of leadership. Students review exemplar writing and edit and review their own work prior to submitting their final work product. The culminating project involves an "Exposition of Learning" in which the class invites families and caregivers to hear presentations about community leaders, listen to students detail their own path to leadership, or engage with another type of student-designed exhibition.

In early grades (K-2), Social Studies class provides an additional opportunity for students to have intensive literacy practice. Similar to English Language Arts/Literacy and Math class, Social Studies uses a rotation model to ensure that students receive individualized instruction focused on their specific needs in flexible groups. While the teacher teaches a small group guided lesson, other students work on independent literacy skills or collaborative group work related to the supporting question of the day.

Sample Social Studies Block for Grades K-2

Time	Activity	Curriculum/Resources
5 minutes	Introduce Supporting Question:	College, Career, and Civic Life Resources
10 minutes	Collaborative Brainstorming	College, Career, and Civic Life Resources
15 minutes	Research and Exploration; Whole Class	College, Career, and Civic Life Resources Readworks
20 minutes, small group	Guided Reading, Social Studies	College, Career, and Civic Life Resources Readworks
20 minutes, small group	Leveled Work- supplemental Literacy	IStation Reading Horizons Discovery
20 minutes, small group	Individual/collaborative exploration/synthesis of whole class exploration	College, Career, and Civic Life Resources
15 minutes	Whole group processing	College, Career, and Civic Life Resources

The above table outlines a unit that integrates 1st grade New Mexico Standards (Identify common attributes of people living in New Mexico today) as well as key components of developing a positive-self identity. Students explore their families and draw connections between themselves and their peers and learn to articulate key components of their identity. Social Studies units incorporate aspects of history, identity, and citizenship in alignment with Altura Prep's mission to prepare students to be agents of their own education.

Sample Social Studies Block for Grades 3-5

Time	Activity	Curriculum/Resources
15 min	Introduce Unit Guiding Question	College, Career, and Civic Life Resources
15 min	Initial Research and Exploration	College, Career, and Civic Life Resources, -generated research
5 min	Discussion	
30min, small group (i.e. half class)	Document Review: Guided Reading	College, Career, and Civic Life Resources
30min (i.e. half class)	Document Review: Independent/Group Work	College, Career, and Civic Life Resources
10 min	Synthesis and Reflection	College, Career, and Civic Life Resources

A lesson in upper grade social studies might examine the women's suffrage movement as it relates to citizenship, rights, and responsibilities in the New Mexico Standards. Content and aligned activities may be pulled from C3 resources. This introductory lesson with document review will be followed by lessons in which students design a project to teach other students about citizenship and voting, make a presentation for the community, or generate a voting system for the school as part of a larger project to create a student government at Altura Prep.

During the planning year, one core activity the Director of Academics will manage will be the creation of scope and sequences and unit plans for all core content areas. In Social Studies, for example, this process will begin with the New Mexico Standards for Social Studies. These standards will be bucketed into thematic units. Then, the Director of Academics, along with the assisting personnel will align driving and supporting questions to the units and build the unit plans using resources curated from College, Career, and Civic Life resource toolkits.

Enrichment Classes:
Altura Prep enrichment teachers will teach regular classes in Physical Education (PE), Art, and Dance, and as the school grows, we intend to add additional enrichment courses for students, including Coding. Curriculum development for enrichment classes will begin with the standards for Visual and Performing Arts (for Art and Dance) and with the standards for Physical Education for P.E.

For physical education, New Mexico Healthy Schools provides guidance and resources for Physical Education lessons and units. Our PE scope and sequence will be developed using New Mexico Physical Education standards and resources (such as SPARK learning) that allow us to create aligned units that cover standards for K-3 and 3-4. 5th Grade PE standards are slightly different, and include health. As we add grades and come closer to enrolling our 5th grade class, our PE teacher will be involved in creating the scope and sequences for upcoming classes during provided professional development time.

Arts instruction at Altura Prep will be based on state and Common Core standards for visual and performing arts. The National Coalition for Core Arts Standards provides sample cornerstone assessments for Visual and Performing Arts in grades 2 and 5 that align with state standards. In our initial years' process of creating of enrichment class scope and sequences and unit outlines, we will use the NM state standards and align resources from NCCAS toolkits to generate full arts-based unit plans. For subsequent years, the Arts teacher will be involved in creating units for upcoming years based on NM standards and NCCAS resources and cornerstone portfolio assessments.

Sample Enrichment Block for grades K-5:

Time	Activity	Curriculum/Resources
5-10 min	Introduce Lesson/Unit Guiding Question and Expectations	NM State Standards and recommended resources (SPARK, NCCAS)
5 min	Model Skill and explain procedure	
30-40min	Student practice- partner, group, individual, depending on activity	NM State Standards and recommended resources (SPARK, NCCAS)
5 min	Review and Close	NM State Standards and recommended resources (SPARK, NCCAS)

REACH/Character Development/Morning Meeting/Close Out:
Every morning, each student meets with his or her homeroom class and teacher. Morning meetings are intended to support students in setting the stage, mentally and emotionally, for a day of engaged and joyful learning. In order to support teachers with planning to use this time in meaningful ways, teachers will be able to use resources from the Collaborative for Academic and Social-Emotional Learning to facilitate this time. Teachers will also read "The Leader in Me" by Steven Covey as a professional development book club, and morning meetings will also integrate lessons on developing the highlighted habits and mindsets from the text. As Altura Prep grows, we intend to develop a set of literacy-based lessons for each core REACH value.

Sample Morning Meeting for Grades K-5:

Time	Activity	Curriculum/Resources
2 minutes	Class creed or cheer	Class created
3 minutes	Share out/shout outs/class yoga	Flexible and responsive to class needs
5 minutes	R.E.A.C.H. Value of the month: discussion and role plays	Altura Prep created
5 minutes	Goal Setting and Reflection	CASEL/The Leader In Me

Sample Close-Out for Grades K-5:

Time	Activity	Curriculum/Resources

3 minutes	Personal Reflection and Partner Share	
5 minutes	Shout Outs	
5 minutes	Mini-lesson on REACH value	Based on teacher observation of the day, CASEL Resources and Leader in Me supplemental resources
2 minutes	Class creed or cheer	

Alignment with Standards:
Reading Horizons, Eureka Math, and Engineering is Elementary, and FOSS Science kits are all Common Core Standards and Next Generation Standards aligned. It is a key exercise in curriculum development to ensure that all curricular resources align with New Mexico Common Core State Standards, New Mexico Science Standards/the Next Generation Science Standards, and New Mexico Social Studies Standards.
One core action step in the fall of the school's implementation year will be to create a standards-aligned scope and sequence for each content area. This will occur (see below timeline) beginning in August of 2017, when the School's Director of Academics will work with a contracted individual to begin the process of curriculum alignment and creation of scope and sequence documents and unit plans. The first stage of the process will be completed by mid-October to allow for its review and the subsequent creation of aligned unit plans for the first semester of instruction.

Alignment with Mission:
Our curriculum was selected after a careful review of multiple options because these components fit with our mission of preparing all students at Altura Prep to achieve academic success and to build critical skills, habits, and mindsets necessary to succeed in middle school, high school, and college. Reading Horizons provides both enrichment and intervention strategies that are implemented within the classroom, allowing for both personalized and inclusive instruction. Eureka Math provides resources and outlines for rigorous mathematics instruction that focuses on critical thinking and problem solving while simultaneously building a strong foundation in math fluency. Our Science and Engineering and Social Studies resources allow our teachers to create multi-disciplinary project - based units which teach students how to set goals, project-plan, and persevere through challenges. Each curriculum component we selected facilitates student growth and development both academically and personally.

Steps to ensure curriculum meets needs of community*:*
Throughout the charter planning year (2016-17) and the implementation year (2017-18), we plan to integrate curriculum into community focus groups to ensure that the community feels that the needs of their students are being met through the proposed curriculum and instructional methods. For more specific information regarding community focus groups and Altura Prep's plan to create "Pop Up Schools" to pilot specific aspects of the curriculum and instructional program, see Section II.G.1.

Additionally, we plan a robust assessment process as students enter Altura Prep for the first time, and throughout the years they attend. This process begins in Kindergarten, with our Kindergarten Academy. For the first two days of school, we hold half-day kindergarten for students who are entering the school for the first time. All teachers are present: they work to either help the Kindergarten classroom teacher teach school routines and procedures or they pull students from the class for one-on-one assessments on letter sounds and names, and numbers and number sense. In grades above Kindergarten, all students have their reading levels determined by the STEP Literacy Assessment and their English Language Arts and math levels determined by the IStation assessment in the first weeks of school. Students who are eligible also are diagnosed as Language Learners by the WIDA Screener assessment in the earliest part of the year, and we monitor their progress with the WIDA assessment in February of each year. We believe that understanding where our students are allows us to thoroughly address their needs and give the appropriate amount of support and challenge in our curriculum.

Timeline for Curriculum Development:
In order to be prepared to onboard teachers and educate students by summer 2018, our Director of Academics take ownership over coordinating curriculum development over the course of the planning and implementation year prior to opening in August 2018.

Beginning in August 2017, the Academic Director will begin to onboard and work with a curriculum consultant to integrate our selected curriculum with the New Mexico State Standards. This person will create scope and sequence documents for grades K-2 that include unit titles and covered standards for each content area. Scope and Sequence documents will be complete by mid-October so that they can be reviewed for alignment Over November and December, this person will build unit plans for ELA, Math, STEAM, and Social Studies for grades K-2 for the first semester, including project based assessments and adapted interim assessments. Over January and February, this person will build unit plans for core content areas for the second semester. There are built in weeks for the school directors and/or designees to review the plans for continuity, rigor, and accuracy.

In the spring semester (January - May 2018), we will work with a teacher and create opportunities to test pilot some of our lessons from the planned units. This will take place in the form of "Pop Up Schools"- a classroom that we set up temporarily on a weekend day in which students can come to a community based location and our teacher/staff will lead mini-lessons. This provides an opportunity to test some of our core curricular components as well as an opportunity to recruit students to our school in the upcoming year. The spring semester will also allow the Director of Academics to work with the teacher to create draft lesson plans for the first week of school, to provide teachers with a starting point for their first days with students at Altura Prep.

During summer Professional Development, teachers will edit their first week lesson plans as well as the draft lesson plans for their first unit. Each teacher will turn in two weeks of lesson plans on the Friday prior to the first day of school (Kindergarten Academy). Teachers will have an ongoing deliverable to submit lesson plans for the upcoming two weeks every Friday. We recognize the importance of data-driven instruction, and the importance of being flexible in grouping and responsive to student needs. For this reason, we expect teachers to constantly revise and update lesson plans.

See the Curriculum Development Timeline, in Appendix I.

Teacher Lesson Planning Based on Curriculum Scope and Sequence and Unit Outlines:
As a part of their role, teachers are responsible for creating standards-aligned lesson plans and weekly assessments based on the school's selected curricula. Teachers will submit two weeks of lesson plans each week: plans for the upcoming week and for the week following. Our schedule is built such that teachers in each grade level have an hour of collaborative planning time per day. Once per week, this hour is used to review student data and adjust lesson plans for the upcoming week. Other days are to be used to plan integrated projects and adjust lesson plans for upcoming units.

Timing of Student Assessments*:*
Ongoing assessment is an important tool in determining student progress and adjusting instruction. As such, students at Altura Prep will be assessed regularly and in a variety of ways through formative, summative, and interim assessments. At the beginning of each academic year, students will be assessed in a variety of ways to determine their present level in Math and ELA and the data will be use to adjust whole class, small group, or individual instruction and/or materials. These assessments include IStation for grades K-2, and the STEP Literacy assessment. In January, all students participate in a formative administration of IStation and STEP to determine students' progress toward goals and any necessary instructional adjustments. In May, students again participate in the end of year administration of IStation and STEP to determine if students met their goals and to use to inform instruction and planning at the student and school level for the upcoming year. (See Assessment Section for more detail regarding the assessment program, timing, administration, and data analysis.)
Each week, students will take formative assessments that are aligned with key weekly learning objectives. Students take an interim assessment as a part of each curricular unit in Math and ELA. In STEAM/Social Studies, students execute performance tasks or culminating projects for each unit as well as formative weekly assessments of progress.
Eureka Math, Reading Horizons, and IStation include regular progress-monitoring and interim assessments that will align with the units of instruction and will serve to provide information regarding what content and skills each students needs support with in order to make meaningful progress toward grade level goals.

Plan to Create Curriculum Maps for Subsequent New Grade Levels

In order for teachers to plan daily lessons based on standards aligned units and assessments, our grade level curriculum maps will be developed according to the curriculum development timeline described above for the first year of operation. For example, for grades K-2, curriculum plans (scope and sequence documents and unit outlines) for content areas will be prepared prior to May 2018. For Grade 3, planned to begin at Altura Prep in the 2019-20 school year, curriculum maps will be prepared prior to May 2019. For Grade 4 in the 2020-21 school year, curriculum maps will be prepared prior to May 2020. For Grade 5 in the 2021-22 school year, curriculum maps will be prepared prior to May 2021. In the 2019-20 school year, Altura Prep will add a Dean of Curriculum and Instruction to the leadership team. A core function of this role will be to develop and support the implementation of the curriculum and academic program for Altura Preparatory School's upper grades (3-5). Each year, as part of our end of the year data analysis, teachers will suggest curriculum adjustments to ensure that consistent reflection and innovation are part of our normal operating procedures, and adjust curriculum maps and scope and sequence documents accordingly.

The Director of Academics will oversee the creation of curriculum maps (scope and sequence documents and unit outlines) for each year. In order to create opportunities for teacher leadership, the Director of Academics may solicit input and support from individual or teams of teachers to execute some of the key pieces of curriculum alignment for new Altura Prep grades. We have set aside stipends for teachers to support some of this work in upcoming years as well as for other teacher-leader opportunities.

Selection and Procurement of Texts
Selection of high-quality texts, and the procurement of these texts is unequivocally related to the curriculum development plans described above. Part of the work in developing the scope and sequence of ELA, Math, Science, and Social Studies courses includes selecting and aligning texts to the instructional units covered during the school year. Text selection will occur during the curriculum mapping process, which will be completed the semester prior to enrollment of a given grade level. Text procurement will coincide with the curricular ordering process in the spring of the preceding school year for the following fall.

Any re-ordering of student materials (consumables, additional texts or student licenses for online and computer-based programs) will occur during the spring of the school year for the following year to ensure that materials arrive in sufficient time to be catalogued, distributed, and organized for student use in August.

Timeline	Text Selection and Procurement Action
Fall 2017	Text Selection Grades K-2 (List potential text for 3-5)
Spring 2018	Text Procurement Grades K-2
Fall 2018	Text Selection Finalized Grade 3
Spring 2019	Text Procurement Grade 3
Fall 2019	Text Selection Finalized Grade 4
Spring 2020	Text Procurement Grade 4
Fall 2020	Text Selection Finalized Grade 5
Spring 2021	Text Procurement Grade 5

It is important to note that this table highlights that text selection for upcoming grade additions will occur in the fall of the year prior to that grade's enrollment and attendance, while the plan above states that curriculum development will occur by May of the spring prior to enrollment. This is different because it will be necessary to select the texts that the curriculum will use before developing the curriculum itself. Texts (student versions, etc) will be procured and ordered as part of the general procurement timeline in the spring before the start of a new

year.

See attached curriculum development plan timeline in Appendix I.

Total Points Available	Expectations

12	A complete response must:
	• Describe the proposed school's curriculum
	• Identify information that demonstrates the curriculum is research-based
	• Describe a curriculum that is reasonable based on the professional judgment of experienced educators
	• Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards and New Mexico Content Standards
	• Identify information that demonstrates how the curriculum will align with the proposed school's mission
	• Include a reasonable, based on the professional judgment of experienced educators, timeline and plan for the development of the entire proposed curriculum-including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments,
	  o The timeline must identify:
	    ▪ responsible staff,
	    ▪ action steps, and
	    ▪ deadlines
	  o The timeline must include specific action steps that will ensure alignment with CCSS, NM Content Standards and the proposed school's mission
	  o The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year, the deadline for having the commencement of operations approved
	  o If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response thoroughly aligns to the APS mission and the curriculum, as well as directly supports the state standards. The applicant outlines a creative, highly engaging blended learning educational model that will offer three core classes each day: ELA, Math, and STEAM/Social Studies. A specialized content teacher will instruct the class using deep knowledge of the content area and research-based strategies to differentiate instruction. During the STEAM and Social Studies blocking, APS ensures that students are exposed to both areas, using a project-based model of instruction. Additional literacy support is programmed into these classes.

A table detailing a sample ELA block for 2nd grade shows the methods of instruction and the curricular resources that will be used. Tables are provided for all content areas at various grade levels and list the research-based resources. Finally, the enrichment portions of the school day align to the non-academic outcomes, as well as the mission of the school.

The narrative provides a timeline for development and implementation of the curriculum. The applicant has clearly considered the multiple phases required to develop the curriculum prior to the beginning of the school year, 2018. Both the Director of Academics and Director of Operations are the persons responsible for this project, along with the assistance from a curriculum contractor. The applicant is using a text-based approach to the development of curriculum and it is clear that the curricular resources that have been chosen are aligned to state standards. The long term planning for curriculum will be headed by the Director of Academics and allows for teacher input in the design of the curriculum.

D. Graduation Requirements.

D. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement, ensure they are clearly explained. For further information please see the following link: http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE:
Altura Preparatory School is applying for a charter to serve students in grades kindergarten through fifth grade. Accordingly, graduation requirements are not applicable.

Total Points Available	Expectations
4	A complete response must: - Identify all of the proposed school's graduation requirements - Align to state graduation requirements OR Explicitly identify all requirements that vary from state minimum requirements - If there are variances from state minimum requirements- - Explain why the proposed school believes the change is important - Explain how the change supports the mission - Explain how the change ensures student readiness for college, career, or other post-secondary opportunities
REVIEW TEAM EVALUATION: Not Applicable	

E. Instruction.

E. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** support and align with the proposed school's mission, and curriculum.

APPLICANT RESPONSE:

Educational Philosophy:

Altura Prep approaches our program from a student-oriented perspective. We create a graduate profile of our students, and build our educational program to support students to master the academic and nonacademic competencies they need to be successful after leaving Altura Prep.

Students who graduate from Altura Prep:
- Love learning
- Are curious and ask questions
- Are collaborative
- Clearly articulate their points of view
- Create informed opinions using research and evidence
- Connect real-world experiences to what they learn through academic pursuits
- Are empathetic
- Work hard and persevere through challenges
- Are academically prepared to succeed in a middle school, high school, and college of their choice.

We believe that students achieve these ends through an intentional and rigorous educational program. We believe that high levels of learning occurs when:
- The school environment is welcoming, bright, organized, structured, purposeful, and student-centered
- There are high expectations, and students know what is expected of them throughout all parts of the school day
- Students are exposed to diverse learning experiences and people
- Students have choice over parts of their learning experiences
- Students have strong, positive, and supportive relationships with multiple adults
- Teachers plan engaging and rigorous lessons that challenge multiple modalities and learning styles
- Teachers use data (observation, formative assessment, and summative assessment) to determine student needs and adjust instruction accordingly using a variety of tools including small groups and technology to personalize learning
- Instruction integrates technology, collaboration, and content
- Families are engaged throughout their child's educational career

The Altura Preparatory School graduate profile and program components are a more detailed view of the desired outcomes and outputs from our mission statement. Our core beliefs drive us to design every aspect of our educational program and instructional model to ensure we are best equipped to fulfill our mission.

Belief 1: Quality Teachers Deliver Quality Results

The quality of teachers delivering daily instruction to our students will directly impact how successful our students will be. We will invest heavily in recruiting, hiring, developing, and retaining mission-aligned teachers, and we will devote extensive resources to equipping them with the instructional and professional tools necessary to deliver exceptional outcomes for all students. To ensure top teacher quality across all classrooms, we will take the following key actions during the development and operation of the school.

- **Action- Recruit Widely:** Our recruitment will extend across the city, state, and country and leverage networks through University of New Mexico, New Mexico State University, Central New Mexico Community College, Teach for America, The New Teacher Project, and Albuquerque Public Schools. We will seek teachers who deeply believe in our mission of preparing all students for success in college and their futures, are dedicated to innovating to reach strong outcomes, and who have demonstrated a track record of holding themselves and others to high expectations. We will recruit driven individuals who are

not satisfied with "good enough" and who keep pushing themselves to improve. In *Mindset: The New Psychology of Success,* Carol Dweck explores the connection between a growth mindset and the ability to become a great teacher: "So, are great teachers born or made? … It starts with a growth mindset- about yourself and about children." (Dweck, 2006) We seek to build a growth mindset in all of our students, believe that modeling this mindset is key, and hire specifically with this in mind. We will hire growth-minded classroom leaders who are motivated to create a school where all students are reading on or above grade level in third grade and who have the skills to think critically and problem solve thoughtfully.

- **Action – Hire Well**: Hiring capable, aligned individuals is critical to our ability to achieve our mission. Our hiring process will make transparent what it is like to teach and lead at Altura Prep. The process will include multiple phases in which candidates will demonstrate speaking, writing, and teaching skills through written exercises, one-on-one and group interviews, and a sample teaching lesson that will include a post-lesson debrief and an opportunity to briefly reteach the lesson after the feedback has been given. We will hire individuals who are eager for the growth opportunity that comes from the feedback. Once a candidate has proven himself or herself to be aligned to the mission, in possession of the necessary skills, and eager to continue to improve, they will be invited to join the Altura Prep team.

- **Action- Develop Excellence:** A positive, team-oriented, and mission-driven adult culture focused on growth and positive student outcomes is a key priority from the time the first hire is made to the founding Altura Prep team. Depending on when hires are made, a teacher may begin to receive coaching and feedback prior to starting at Altura Prep. This may include observations and coaching in their current schools or planning support prior to starting the school year. This may include the opportunity to visit, observe, and learn from high-performing schools that have influenced the design of Altura Prep. Additionally, staff will benefit from fifteen (15) full days of professional development built into our school calendar), two and a half (2.5) hours per week of team-focused professional development on minimum days, and at least one (1) observation-debrief cycle per week. Teachers' individual schedules will provide 60 minutes per day (Monday- Thursday) of planning and collaboration time. Through specialization, teachers will have the opportunity to deepen their content area expertise and ensure that students have the academic and non-academic foundation necessary for later school and life success.

- **Action- Retain Talent:** To develop a strong foundation of professional expertise within our staff, Altura Prep will focus on retaining our strongest teachers and growing their leadership abilities so that they can impact even more students. In order to grow the impact of our strongest teachers, we believe that we must cultivate leadership. Teachers will have informal and formal leadership opportunities to mentor, co-plan, observe, and coach new teachers in addition to designing and leading professional development sessions and participating in the hiring of new staff. We will give a biannual staff satisfaction survey and be responsive to the feedback of our team in order to continually improve the professional working environment for our teachers. We will work to ensure that our best teachers are growing teachers like themselves, ultimately benefitting our scholars and impacting student achievement.

Belief 2: Teacher Specialization Delivers Effective Instruction
To support students to achieve the level of rigor required by the Common Core State Standards, we have chosen to implement a teacher specialization model. This model allows teachers to be experts in their content areas, spend the time necessary to develop high-quality, rigorous lessons, and to do the intellectual preparation to execute these lessons daily. We believe that having teachers focus on fewer subjects allows them to go deeper in instruction and to provide more differentiated opportunities for student learning. In this model, teachers have the opportunity to teach each lesson three times per day, which provides more opportunities to improve their practice more readily than a traditional elementary school model.

- **Action- Support Common Core Math Instruction:** As author Hung Hsi-Wu argues in "Phoenix Rising: Bringing the Common Core State Mathematics Standards to Life" argues, universities underprepare elementary school teachers for the rigorous math content they need to teach. They take courses in "math methods", not math content, that are taught by math educators, not mathematicians. Since traditional elementary school teachers are generalists (teaching all content areas), they leave school underprepared

for teaching the conceptual mathematics required by the Common Core, and then spend their professional development time focused overwhelmingly on literacy instruction with some occasional math development. (Wu, 2011) By recruiting teachers who are invested in teaching math primarily, providing them with strong Common-Core aligned curriculum (Eureka Math, see section C.1. above), and focused coaching that develops both their content knowledge and skills in execution, students will be equipped with a strong math foundation that will create bright educational and professional futures.

- **Action- Build a Strong Literacy Foundation:** "Reading is the fundamental skill upon which all formal education depends." (AFT, 1999) Teaching a child to read well and to read confidently is a challenge, and one that has not yet been mastered in our city or state. To support our students and to provide the best teaching possible, we intend to hire and develop teachers with a deep love of reading, experience in and/or a passion to become a literacy expert. This passion, along with a research-based curriculum (Reading Horizons and Columbia Teachers Reading and Writing Project, see section C.1) and coaching on execution and content, will provide our students with an accelerated, gap-closing education from the first day of school. Students will have Writers' Workshop daily in their literacy classroom to work on narrative writing and responding to literature, and they will spend time working on informational writing in STEAM/Social Studies class. This focus on writing in conjunction with reading and research aligns with the Common Core State Standards and supports students to write across the curriculum. (Key Shifts in English Language Arts, www.corestandards.org)

- **Action- Create Engaged, Critical Thinkers:** In *Teach Like a Champion*, Doug Lemov begins the section on the technique "Format Matters" with this idea: "The complete sentence is the battering ram that knocks down the door to college." (Lemov, 2010) However, learning skills such as reading and writing in isolation also frequently limits both students' engagement and their abilities to apply what they learned across disciplines. In order to develop students' abilities to connect ideas across disciplines and to engage them meaningfully in research and collaboration, we will teach both STEAM (Science, Technology, Engineering, Art, and Mathematics) and Social Studies content through a project-based learning approach each day, for 105 minutes. Beginning in kindergarten, students will dive into inquiry-driven, project-based learning and will not only develop a deeper understanding of the STEAM and Social Studies content, but also key non-cognitive skills such as goal setting, self-regulation, collaboration, and perseverance. (Larmer, Mergendoller, and Boss, 2015

- **Action- Support Teacher Sustainability:** "Some 20 percent of all new hires leave the classroom within three years. In urban districts, the numbers are worse. Close to 50 percent of newcomers leave the profession during their first five years of teaching." (National Education Association) Teacher specialization allows us to provide an environment where students receive more expert instruction and teachers have a streamlined planning load. Our ongoing observation-debrief instructional coaching model, regular professional development, and integrated collaboration periods are structures that provide additional support for teachers. Supports for teachers translate into support for students. In the short term, students receive a strong education delivered by subject matter experts. IN the long term, the school community benefits from our strongest teachers continuing their careers at Altura Prep.

The below table illustrates the planning load and resources used by each teacher in a given grade level.

Altura Prep Teacher Specialization Model:

	Planning Load	**Resources Used**
ELA Teacher	• Read Aloud and Reading Comprehension • Guided Reading Lessons and Station rotations • Phonics • Writers' Workshop	• Reading Horizons • Lucy Calkins' Units of Study • Internally created lessons informed by exemplar lesson plans • Altura Prep ELA Scope and Sequence

Math Teacher	• Calendar/Math Meeting • Cognitively Guided Instruction (CGI) and Math Lesson • Math Station Rotations and small group lessons	• EurekaMath • Calendar Math Resources (Everyday Counts Calendar Math) • Internally Created CGI lessons informed by exemplar lesson plans
STEAM/Social Studies Teacher	• STEAM Project-Based Units • Social Studies Project-Based Units • Integrated Informational Writing • Genius Hour Support	• Engineering is Elementary (EiE) • FOSS Science Kits • UC Berkeley's Lawrence Hall of Science Great Explorations in Math and Science (GEMS) • Backwards Designed Units in Social Studies informed by College, Career and Civic Life (C3 Teachers) and NM Social Studies Standards
Enrichment Teacher	• Enrichment (Art, Dance, Coding, PE)	• Internally created lessons based on NM Visual Arts and Performing Arts standards and National Coalition for Core Arts Standards • CodeAcademy, Cultivating Coders • Lessons from PE Central, New Mexico Healthy Kids

Altura Prep teachers focus on one or two core areas of instruction, and leading three classes of students in the content in which they specialize.

Belief 3: All Students Deserve a Personalized Learning Environment
In an article for Education Next, Alex Hernandez sums up a basic hope many parents have for their children, "'I just want my child to get what they need, when they need it.' 'I want my child to grow and develop from where she is today.' 'I want my child to experience success and grow in confidence as a learner" (EdNext, 2015) We know students come to us with varying degrees of academic proficiency, character development, and background knowledge. Our diverse student body is comprised of individual students who vary greatly in their academic and non-academic strengths and opportunities for growth. We know all of our students learn in unique ways and need different supports in order to achieve long-lasting academic and social success. In order to create a learning environment that is truly based on each student and his/her individual needs, we will use the following key levers:

- **Action- Work from Strategic, Regular Assessments:** A clear and detailed picture of student levels is crucial to planning and delivering personalized instruction. There are four assessment periods built into the instructional year calendar that serve to measure student progress. Just as important are ongoing formative assessments within each class on a daily basis. Teachers in all three classes work with each student in a small group or as an individual multiple times per week, and can use this observational data to inform next steps for that student. Teachers also review student progress on online and computer-based learning platforms weekly, and use these data points to inform individual conferences, progress reports that are sent home to families, and to adjust the students' learning activities for the days ahead.

- **Action- Tailor Flexible Grouping to Meet Student Needs:** Traditional Guided Reading models encourage teachers to group students according to reading level and to use texts at the students' instructional level to improve reading skills. Altura Prep teachers regularly adjust groupings of students in math and ELA to ensure that all students are working with texts and content that accelerates progress according to their needs. Teachers use various grouping configurations to provide the instruction to students that need it at the time they need it. For example, if 85% of students have mastered an objective during a math lesson, the teacher can transition those students to a different activity and review the content with the 15% of students that has not yet mastered the objective before moving on.

- **Action- Use Technology Strategically:** Every Altura Prep student has access to a Chromebook each day at school. Technology at Altura Prep does not replace the expertise of the teacher; rather it serves to supplement instruction to meet students at their instructional levels. This means that students work on adaptive learning programs and learn to research using a variety of online sources. Students also learn to type, code, and collaborate online, as these are specific skills needed to succeed in the 21st century. By investing in technology resources, we are able to support Altura Prep teachers and students with meaningful engagement with the skills that each student most needs.

- **Action- Create Experiential Learning Opportunities:** In *Experience and Education,* John Dewey said, "Education is not preparation for life; education is life itself." (Dewey, 1938) Dewey also pioneered the idea of "learning by doing" (Dewey 1938). Altura Prep students will learn in real-world contexts as they engage with projects in STEAM and Social Studies classes planned specifically to integrate content and skills that apply to the world beyond Altura Prep's school building. These projects intersect with Science and Social Studies curriculum (e.g. Engineering is Elementary, AIMS from the University of Berkeley, and C3 Teachers supplements for Social Studies). Students will also travel to off campus excursions and will learn to explicitly connect their experiences to academic application. Dewey also stated, "We do not learn from experience…we learn from reflecting on experience." (Dewey, 1933) Each experiential learning opportunity will be followed by a structured period of reflection during class time to prepare students with the necessary vocabulary so that they can articulate what they gained form their experiences in an academic environment. This skill sets our students up for success in middle school, high school, and beyond.

- **Action- Integrate Student Choice:** Personalization is frequently limited to a technology intervention in which students work with an interface that provides leveled instruction. We know that students' individual needs are more than just those related to his/her academic levels. Giving students voice and choice leads to increased engagement in key learning activities, and leads to increased motivation and participation. (Kosky, 2008) During Genius Hour, a time of the week specifically for students to pursue a project they are passionate about, students choose the topic, process, and output for a project of their design. This key component of Altura Prep's instructional program provides students ways in which to integrate content from across the curriculum with their own personal interests. This fosters students' abilities to connect academic learning to real-world experiences to solidify the purpose for continuing to pursue their education in college and beyond.

Belief 4: Character Development is Crucial
Paul Tough's *How Children Succeed: Grit, Curiosity and the Hidden Power of Character* draws on extensive research that demonstrates that non-cognitive factors are a critical component of success for students, especially those coming from low income backgrounds. (Tough, 2012) To that end, character development is an intentional and important component of our educational philosophy and curricular framework. At Altura Prep, our students will demonstrate our REACH values daily.

R	**Responsibility** ensures that we each do our part in our community and are accountable for our actions and attitudes.	*" The moment you take responsibility for everything in your life is the moment you can change anything in your life."* – Hal Elrod • We take ownership over our actions and our goals. • We do what we are supposed to do as students and team members. • We do what we say we will do
E	**Empathy** means that we seek to understand the points of view of others around us. We learn how others feel, and this shapes our actions.	*"If there is one secret of success, it is the ability to get another person's point of view and see things from his angle as well as your own."* – Henry Ford • We are aware of how we are feeling and how others may be feeling. • We try to understand and care about how someone else is

		feeling and we put ourselves in their situation in order to understand •
A	**Agency** includes our abilities to advocate for our community and ourselves and empowers us to make choices for our future.	*"Agency is your power to become."*- Randolf L. Ridd • We take responsibility for making sure that our school and students are reaching the highest possible standards across the board. • We are empowered to make choices and advocate for our needs as a team and as individuals. • We know that our actions now can affect our outcomes in the future.
C	**Curiosity** Is what shapes our learning and guides us to try to learn more about our world.	*"Millions saw the apple fall, but Newton asked why."* – Bernard Baruch • We ask "why?" and seek to understand. • We consistently learn new things to broaden what we know of the world.
H	**Hard Work** pushes us to challenge ourselves, try our best, and work up a sweat mentally and physically. **Humor** helps us to keep things in perspective, and to remind us that learning is fun!	*"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand."* – Vince Lombardi • We ask for help when we need it, so we can keep improving. • We know we can get better by continuing to work hard. *"Joy does not simply happen to us. We have to choose joy and keep choosing it every day."* –Henri J.M. Nouwen • We find the fun in teaching and learning and in whatever we do, we find the bright side. • We sing, laugh, and have fun.

Our core values will be the foundation of our school culture and will form our approach to the positive character development of every student. Taking a Positive Behavior Intervention and Supports (PBIS) approach to building school culture will support all learners to know what is expected of them and create a positive and proactive school environment. Since PBIS implementation began in cities across the country, schools have seen a decrease in out-of=school suspensions and disciplinary actions. (Milwaukee Public Schools, 2010-11) At Altura Prep, we will use PBIS not just to reduce instances of student misbehavior, but also to provide clear and concrete models of exemplary character that will serve students well now and in the future.

- **Action- Focus Values of the Month:** Each month, one of our REACH values will be the school-wide focus. During Morning Meeting, shout-outs and recognition of students will highlight what this value looks like in action, Additionally, students in grades K-2 and 3-5 will read aloud texts in class that provide examples of how a character demonstrates this value. These texts will be referenced during Morning Meetings and Town Halls to build a shared understanding of what it means for an Altura Prep student to demonstrate this value.

- **Action – Assess Character Development:** We have worked the assessment of our school values into the daily, weekly, monthly, and semester- based schedule of Altura Prep. At the end of each class period, the class as a whole will earn REACH points for demonstrating each of the core values during ELA, Math, STEAM/Social Studies or Enrichment class. Every week, the REACH report will go home reflecting the behavioral choices students made in class, and where they struggled or exceled in relation to our REACH values. Across the month, homeroom teachers will track the demonstration of the focus value of the

month, with a goal of 100% of students having demonstrated the core value unprompted by the end of the month. During each report card conference, families, students, and teachers will work together to discuss character development growth and set a goal for the student during the next semester. This goal will focus on one value and how the student can work to demonstrate the value at home or at school. (See Appendix J for an example of the REACH Value Progress Report.)

Belief 5: Families are Our Most Important Partner
A 2002 study from the National Center for Family and Community Connections within Schools finds that "[w]hen schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Henderson and Mapp, 2002) We know that Altura Prep families are invested in the success of their children, and are eager to support their children in a variety of ways. We will provide ongoing communication, tools, and experiences to support family involvement in school, as we know that when students see their families actively engaged in schools they are more likely to value learning. In order to best support our families to support their children, Altura Prep will engage families in the following ways:

- **Action- Proactively and Consistently Communicate:** The Altura Prep experience begins before the official first day of school. Families will attend orientation sessions prior to the start of the school year and will receive regular updates on school logistics and suggestions for fun and educational family activities over the summer and a list of suggested books and library locations, including options for transportation. Every semester, families will have scheduled, formal meetings with their child's teachers to review academic progress and character development. Monthly, parent coffees will provide families a chance to ask questions of the School Director(s) and share ideas for the betterment of the school. Biweekly, families will receive phone calls from teachers and weekly updates on their child's behavioral and academic progress. Altura Prep will also use a "communication journal" as a method with which to support students with communicating with their parents. Students will regularly write in their journal at school, and will be responsible for sharing their work with their parents and caregivers.

- **Action – Provide Families with Tools:** At all school events, we will provide families with ideas and resources to use at home to support students' academic and social-emotional growth. We will use the Great Schools' series of parent videos (and translation support, when needed) to expose families to new ways of engaging their children in conversation around what they are learning and difficult social topics like bullying. Monthly events such as Family Literacy Night, STEAM Night, Math Night, and Genius Hour Expositions will provide families with strategies and resources to practice basic academic skills at home. We will provide frequent student learning and behavior data to help families talk to their children about their school.

- **Action – Ensure Family Experiences:** Throughout the year, families will be invited to participate in learning experiences within the school and surrounding community. Families will get to experience a day in the life of their child at Back to School Night, visit local colleges and universities on school-led trips, attend Family Nights at local museums such as the Natural History Museum and Explora!, and attend Literacy, STEAM, and Math Nights where students present what they have been learning while developing the confidence to present themselves professionally in front of a room of adults. At Altura Prep, we make learning a hands-on process for both students and their families.

Belief 6: Data Drives All Decisions
To ensure we are on track to achieving ambitious academic and social outcomes fro all students, we will formally assess students four times per year with rigorous assessments of literacy and mathematics development (STEP, IStation, and internal standards-aligned benchmarks) and progress towards standards mastery in addition to frequent formative and informal assessments and regularly acquired data from online student learning platforms. Teachers will use the data to identify specific learning needs, create strategic groupings of students for station rotations and interventions, and provide updates to families on the progress of their children. We will collect and use data to continually improve family satisfaction with their child's academic achievement and school experience, teacher satisfaction and development, and operational efficiency.

- **Action- Communicate Timely Data to Relevant Stakeholders:** Relevant data will be communicated to students, families, and staff on an on-going basis. For example, our monthly family and staff newsletters will include data on attendance, punctuality, REACH points (class-wide motivation system based on our core values) and other timely data. After each STEP and iStation assessment, students will be informed of their levels, what they are doing well, and what skills to work on next.

- **Action- Identify Gaps or Areas for Acceleration and Create a Plan:** To make student achievement data as actionable as possible, key professional development dates are scheduled "Data Days", allowing teachers and leaders to analyze the data and to identify action steps when students take interim assessments (August, January, and May). These results will inform strategic groupings and lesson planning, and will drive the differentiation planning teachers do on a daily and weekly basis. Data review and flexible grouping are a regular part of teacher collaboration time, and each week, teachers will review student progress on personalized learning platforms in order to adjust instruction for the next series of lessons.

- **Action- Train Students to Own Their Goals:** In *Driven by Data*, Paul Bambrick-Santoyo outlines a key idea of student engagement that has provided a foundation to our educational program at Altura Prep. He says, "Data-driven student engagement occurs when students know the end goal, how they did, and what actions they can take to improve." (Bambrick-Santoyo, 2010) Students at Altura Prep will meet with their teachers during ELA and Math blocks to set individual goals based on the most recent assessment data, and will communicate these goals to their families using a school-generated, grade appropriate template. Goals will be visible in the classroom for students, and shared with families at conferences. By sharing with students exactly what they are doing well, what they need to work on, and giving them the chance to identify *how* they can best work on growth areas, students will take ownership over and pride in their academic progress and success.

- **Action – Reassess to Monitor and Communicate Progress:** While there are four official assessment windows across the school year, teachers will not wait for the official assessment cycle to monitor the progress of specific goals. Daily reassessment and progress monitoring will allow students to feel a sense of accomplishment that comes with being able to identify all uppercase letters, add double-digit numbers, or write a complete and organized paragraph. Students will go home with a sticker that indicates they have mastered a new list of sight words, a homework note will communicate that a student has moved to a new level of addition/subtraction fluency, and parents will receive excited, positive phone calls when their child has improved their writing rubric score for a new genre. Student progress toward these specific goals will be celebrated in school-wide Town Hall and communicated to students and families as they occur.

Belief 7: A Diverse Learning Environment Fosters A Strong Community
At Altura Prep, we believe that education should be fair and impartial- all children deserve the same educational opportunities and expectations. All children, regardless of socioeconomic status or home language are entitled to a quality education. We believe educational equity requires students of all backgrounds to be educated together. Everyone should learn from experiences and perspectives that are different from their own. Our state is a diverse mosaic of cultures, languages, and histories, and our schools should reflect this richness. That's why we will attract, recruit, and maintain a diverse student body. As our state and country grow to be more interconnected, it will be crucial to value, compete with, and cooperate with people from different backgrounds. At Altura Prep, diversity is a reality for our students, and this prepares them for futures in which diversity is the norm.

- **Action – Recruit Widely:** Altura Prep will use a robust recruitment plan that is not limited to a specific neighborhood, ethnic group, or socioeconomic status, but rather seeks to engage families and children from a wide range of experiences and backgrounds. Through engagement with community partners and marketing, we will build a presence in key areas close to our proposed location. Altura Prep Open Houses will welcome potential families to observe classes, talk to staff members, and ask questions of the Altura Prep leadership team.

- **Action- Value Diversity:** We know that a diverse learning environment does not simply exist without strategic attention to valuing and fostering difference. This is why our REACH core values include Empathy and Responsibility, as well as Curiosity. Through daily routines and structures around our REACH values, we support students with discussing and honoring difference. Culturally responsive texts and curriculum choices also support teachers to plan lessons that develop empathy. Project based learning activities create shared experiences that students can use to bridge gaps and learn to understand one another. We welcome all families to our school events and plan activities that engage parents in conversation about a shared asset: their students.

Belief 8: Structure and Joy Make Achievement Possible

Altura Prep will create a positive and joyful school community where every child feels safe to take academic risks. We operate under the premise that every instructional minute matters, and accordingly maintain high behavioral expectations or every individual at Altura Prep throughout the school day. We "sweat the small stuff" and thus we create more time and space for achievement and celebration that are the hallmarks of our school culture. Integrating personalized instruction with project-based, experiential instruction in a college focused setting puts all students on a path to success in middle school, high school and postsecondary opportunities. To this end, Altura Prep focuses on a STEAM-enriched, 1:1 learning environment that integrates 21st century skills across all content areas. Our philosophy is that if we intelligently leverage teacher expertise in content areas, structure each instructional block to provide individualized instruction based on individual student strengths and needs, and integrate strategies to engage and motivate all learners, all of our students have the capacity to be successful, motivated participants in their own education. This means that no one at Altura Prep will walk by a piece of trash on the floor without bending down to pick it up and throw away, and all students will be gently reminded with the phrase "Dress for Success" and a hand motion of the need to tuck in their shirts. There are several key structures that support our students with knowing what is expected of them, and celebrating them when they succeed academically and socially.

- **Structure – Teacher Summer Institute:** Altura Prep staff benefits from time spent working together prior to the first day of school. Staff will have 13 full days and 2 half days before students arrive to grow as a team through learning, practice, giving and receiving feedback, and preparing for a strong year. This time allows teachers to build consistency of implementation of specific routines and procedures created to ensure structure and joy are part of a student's daily experience at Altura Prep.

- **Structure- Kindergarten Academy:** We have designed our calendar to include two half days to start the school year. This time is essential to welcome our newest students, teach, practice, and refine procedures and routines that will take place over a students' career at Altura Prep. Though the only students on campus are the kindergarteners, all teachers support the students and kindergarten teachers with teaching procedures, giving preliminary assessments to determine student levels, and demonstrate how we celebrate progress.

- **Structure – Student Orientation:** We believe that we must go slowly to go fast. Similar to Kindergarten Academy, the first days of school for all students focus on teaching, practicing, and refining procedures and routines that will take place daily. The first week of school allows teachers to (1) build culture, (2) ensure that students understand expectations in every space within the school, and (3) solidify systems and routines that allow for efficient small group and personalized instruction. This time is focused on what it means to be a student at Altura Prep, and sets students and teachers up for success once fast-paced instruction begins during the second week at school.

- **Structure- Morning Meeting:** Every school day begins in each students' homeroom with college chants, shout-outs, and opportunities to demonstrate academic mastery and character development through a rotating series of questions, drills, core value chants, and songs. This start to the day will motivate students to do their best in their classwork, demonstrate the REACH values, and feel connected to their classmates. The format of Morning Meeting in each classroom may shift to reflect different school-wide focus areas, but it will always provide an opportunity for the classroom community to start the day on a positive note and prepare for the day ahead.

- **Structure- Daily Chants and Cheers:** When you enter an Altura Prep classroom, you are just as likely to hear a class chant "Oh, she's on fire" and point at a classmate to celebrate her progress as you are to see students "sending love" through wiggling fingers to a classmate struggling to work through a difficult problem. We will create a positive and collaborative environment where students know they can take risks (and they will be celebrated for it!), and that classmates will encourage and support them. Teaching and learning at Altura Prep is fast-paced, and a team effort.

- **Structure – Weekly Town Hall:** On Friday afternoon, the Altura Prep community will gather for 25 minutes to celebrate students who have demonstrated excellence in academics and character. These upbeat and fast-paced celebrations will inspire students who have yet to master the core value focus of the month to work a little harder, and allow classes to celebrate their achievement of a higher IStation or STEP score, a new sight word list, or a new fact family. We focus on what we want to see more of, and the Altura Prep community will continuously grow student achievement that will motivate every student to build school and life success.

Our instructional model is designed to ensure that the above components are key parts of our daily activities, and that our instructional methods are implemented in alignment with these key beliefs to reach the outcomes of our mission.

Personalized Instruction
- Students benefit from a 1:1 technology-to-student ratio and a "station rotation" model allowing for regular small group instruction and collaborative learning experiences that are designed based on students' needs.
- Students will work with their teachers to set weekly and monthly learning goals and to map out strategies to reach these goals.

Experiential Learning and Service Learning
- Project-based learning integrates skills and knowledge from across the curriculum, including socio-emotional core competencies (e.g. self-management, self and social awareness, relationship skills, decision-making).
- Students design their own projects and have class time called "Genius Hour", created to foster students' sense of agency as they merge skills from multiple disciplines to pursue a self- selected passion.

Science, Technology, Engineering, Art, and Math (STEAM) as a Core Component of the Curriculum in Each Grade
- Our curriculum will focus on integrating the skills and knowledge students need to be successful academically.
- Students have daily opportunities to practice multi-dimensional problem solving with real world applications.
- Solving problems is an interdisciplinary and multidimensional endeavor that involves active-learning, teamwork, collaboration, and student empowerment.

Character Education
- Teachers create learning experiences that help all students develop a growth mindset, grit, integrity, empathy, self-regulation, and executive functioning skills so that they can directly apply these competencies to persevere inside and outside of the classroom.
- We integrate and celebrate the REACH Core values (Responsibility, Empathy, Agency, Curiosity, and Humor) throughout the school day and year.

Core Instructional Methods and Strategies:
As a mission-driven organization, all curricular and instructional decisions and strategies are informed first by the proven ability of those programs, materials, and approaches to propel our students to a high level of achievement. We believe that mastery in all core content areas is a key component of a high quality education, and our instructional program is designed to ensure that all students deeply engage with content and tasks that require high levels of rigorous, critical thinking coupled with a focus mastery in math and literacy. We believe that it is crucial that our students have a solid foundation in literacy and that we safeguard out students' abilities to make

real choices about their future academic and professional endeavors by opening a myriad of doors through rigorous exposure to STEAM fields.

Provide a Balanced, Rich, and Personalized Focus on Literacy
The foundation of any opportunity-generating educational program is literacy. Altura Prep provides a balanced literacy approach that provides access to a wide variety of texts, a curriculum that ensures fluency, comprehension, and written expression through the Common Core State Standards, and a 21st Century focus on critical thinking and cross-content vocabulary for success in middle-school, high school, college, and beyond.

Balanced Literacy
When considering this crucial aspect of our academic program, we begin with the end in mind- we are driven by the belief that every student at Altura Prep must leave with an insatiable love of reading. Through a grammatical foundation, a focus on writing about and reacting to great texts, and development of critical thinking and discussion skills, our students will have the opportunity to engage authentically with literature and informational texts.

To ensure students are reading and engaging deeply in text, we believe in maximizing small group instruction and teacher specialization allows for the most impactful teaching possible. A class size of 22 in grades K-5 and three rotations during the literacy block allows for a student to teacher ratio of no greater than 8 to 1 during small group instruction. Small group instruction with groups of this size allow teachers to target instruction to the group's needs, engage all students with more opportunities to practice important skills, and create more teachable moments for developing accountability and 100% participation.

Altura Prep's balanced literacy approach in a comprehensive program that explicitly teaches students to decode, read fluently and accurately, and comprehend. The approach also provides ample time and teacher support to practice and apply reading skills and strategies.

Components of the Altura Prep Balanced Literacy Approach:

Word Study	Reading Comprehension	Writing
Phonics and Phonemic Awareness The ability to hear and differentiate between sounds, syllables, and words when spoken aloud, and the ability to rearrange and alter sounds to create new words, then teaching students to connect letters and their sounds to print.	**Comprehension** Beginning with a text's literal meaning and moving towards a deeper understanding through retelling, connecting to schema, predicting, summarizing, inferring, and comparing and contrasting.	**Instructional Writing** Focusing on the five-step writing process, and the development of narrative and expository essays, including a focus on organization, mechanics, and English conventions.
Spelling/Sight Words Teaching patterns, definition, and recognition of high-frequency words.	**Exposure to Texts** Providing opportunities to engage with both fiction and non-fiction texts. Develops and understanding of the author's purpose, character traits, and literary devices with extended studies on significant authors and genres.	**Creative Writing** Expressing ideas, emotions, and author's purpose through a variety of genres using the five-step writing process.
Fluency Reading with accuracy and inflection at an appropriate rate of words per minute	**Close Reading** Combining elements of both comprehension and exposure to literature and informational texts, students learn to pay close attention to the author's purpose and craft in rereading a passage or short excerpt of a grade level or higher text.	**Grammar** Learning the conventions of English language including punctuation, capitalization, syntax, sentence structure, etc.

Vocabulary Building a knowledge of words, contexts, and meaning for both academic and content specific vocabulary	**Independent Reading** Engaging with a text on the student's independent reading level and of their choosing to develop fluency, comprehension, and reading stamina.	**Handwriting and Typing** Developing the fine motor skills to produce correct and legible work.

Literacy in K-2

We ensure that all students have the literacy skills to read and write at or above grade level by 3rd grade. One of the most critical components of our ability to deliver on this promise is our expansion, prioritization, and use of time. Students spend 105 minutes in a Literacy block, and additional time in STEAM/Social Studies engaged with texts. The literacy block in K-2 is broken up into five literacy components, three of which include small group instruction with no more than 8 students per group. This approach to literacy instruction is informed by the work of North Star in Newark, NJ, the highest scoring, non-selective school in New Jersey whose students regularly score in the 90th percentile and above on nationally normed assessments in reading and language arts. Small group instruction is provided during rotations of phonics instruction and word study, guided reading, and small group reading comprehension lessons, and online learning programs that reinforce early literacy skills. Whole group instruction is provided during writing, handwriting, read aloud and vocabulary.

- **Read Aloud:** Reading aloud to children has been found to be the single most important activity in building foundational skills necessary for reading success. (Routman, 2000) Read Alouds allow students to focus on high-frequency words, learn new vocabulary, acquire auditory skills and hear modeled reading fluency and expression. It provides a platform for teachers and students to think aloud in order to more fully comprehend the text and builds enjoyment of books and reading. (Keene and Zimmerman, 1997) These lessons at Altura Prep alternately focus on a discrete skill and high level questioning and understanding the text.
- **Phonics/Phonemic Awareness:** Phonological and phonemic awareness is a basic component of teaching children to read. We use programs that are research-based and practice proven with similar populations such as Reading Horizons that develops students' phonemic awareness. Phonemic awareness is explicitly taught in whole group and reinforced in small groups and through personalized online learning programs. In small groups, the teacher uses visual, auditory, and tactile cues to engage students in active practice. Students learn to identify letters, then phonemes (sounds) associated with letters, and finally to use phonics to decode and encode (read and write) new words.
- **Guided Reading/Comprehension:** Students are instructed in small groups daily by the literacy teacher to build skills in fluency and comprehension. Based on the Fountas and Pinnell guided reading structure, students are homogeneously grouped based on reading level as identified by IStation and STEP scores. Instruction in small groups is at the instructional (i.e. using texts higher than students could access on their own) to provide necessary teaching to accelerate independent reading levels and guide students towards rigorous reading growth goals. Students read the same book and receive individualized coaching to access the text, then discuss what they have read with their peers within the Guided Reading Group to practice habits of discussion and rigorous comprehension.
- **Word Study/Vocabulary:** We weave vocabulary acquisition throughout our day in a variety of ways. Word of the day and transition words, previewing vocabulary before reading new texts, using word walls for content specific and academic words, using cognitive content dictionaries, and creating anchor charts. These are part of the Guided Language Acquisition by Design (GLAD) program, which was recognized as a project of Academic Excellence by the US Department of Education in 1991. Teachers will use high-level academic vocabulary in classrooms that allows students to discover new words in context, and students are expected to use specific vocabulary in verbal and written responses. All classes will emphasize the need to speak in complete sentences at all times.
- **Writing/Handwriting/Typing:** Students receive explicit writing instruction each day as an integrated part of the Literacy block and the STEAM/Social Studies block. We start teaching handwriting in kindergarten with the support of a program such as the *Handwriting without Tears* curriculum that teaches handwriting sequentially and explicitly. We also start teaching typing in kindergarten through a sequential and explicit program such as *Keyboarding without Tears.* For writing, we use Lucy Calkin's *Units of Study* that are Common Core Aligned and allow students to develop writing skills within different genres across the year.

- **Blended Learning:** We use computer-based adaptive literacy program software such as Reading Horizons or IStation to give students individualized practice and more "at bats" to practice skills they have learned. Students are allowed to progress based on demonstrated mastery and learn at the speed they need in order to solidify understanding and mastery of reading skills and concepts.

Literacy in 3-5

Literacy instruction in Grades K-2 ensures that students "learn to read" so that in grades 3-5, students are prepared to "read to learn". Making this transition successfully is a significant predictor of long-term educational success. (Chall and Jacobs, 2003) We spend the second half of a student's educational career at Altura Prep ensuring that they have the skills necessary to draw meaning from deep and rich texts, which will be the critical lever of their ability to succeed in middle and high school and make the transition to post-secondary education.

- **Read Aloud:** In upper grades, Read Alouds occur once per day, and are generally from a text above grade level lexile. The goal is to expose students to increasingly complex texts and to use class-based discussions to build student's capacities to draw meaning from a difficult text.
- **Book Club:** Daily, students have 20-40 minutes to read on-level fiction and non-fiction texts. The more time students spend reading, the better readers they become. (Lehf and Osborn, 2005) During these teacher-led groups, students engage in rigorous debate over content-specific questions from their reading. Book Club is an additional, supported, and joyful reading practice on a daily basis. In order to increase student independence, students will also be taught to run their own book clubs as a rotation station during the Literacy block.
- **Vocabulary/Word Study:** In Grades 3-5, we replace explicit phonics instruction with word study. Using research-based programs such as *Words Their Way* and *Reading Horizons*, students apply previous experience to understand root and base words, spelling patterns, and systematically learn Greek and Latin roots to improve their ability to infer new word meaning. (Bear et al, 2012)
- **Reading Comprehension:** In Grades 3-5, we add a daily whole group reading comprehension lesson that focuses on discrete reading skills in either fiction or non-fiction texts. Students have access to texts of both types, as recommended in order to meet Common Core Standards. Students will engage with both literature and informational texts during Literacy blocks and as part of STEAM/Social Studies. Students learn key reading skills and practice them on a variety of texts, including making inferences, visualizing, generating and asking questions, summarizing, and synthesizing.
- **Writers' Workshop:** Students in grades 3-5 develop fluency in writing across different genres from narrative to persuasive to expository to informational writing. Students will write in both Literacy and STEAM/Social Studies blocks. We pay attention to formal grammar and spelling, and there is an emphasis on student-driven revision and self-editing. We teach students the phases of writing through a workshop model informed by *Lucy Calkins' Units of Study* that are standards-aligned. Students have access to writing rubrics at the beginning of each unit so they can become fluent in assessing and improving their own writing.
- **Blended Learning:** In grades 3-5, students rotate between learning stations that include online computer-based tools that adapt to individualized levels and needs. In this way, students receive additional practice with key concepts and skills during small group rotations.

Prepare Students in Foundational and Advanced Mathematics

There is a direct correlation between knowledge of advanced mathematics and higher salary professions. (Source: payscale.com/bestcolleges/degrees.asp) For many students, access to careers in science and mathematics is stymied before high school due to a lack of understanding of the conceptual knowledge necessary to engage in higher-level mathematics. Altura Prep has selected research and practice proven curricula such as Eureka Math for exploratory math with a Cognitively Guided Instruction approach, calendar math, and fluency sprints or fact practice. Altura Prep provides 105 minutes of math instruction daily through a variety of forms of instruction: calendar math, foundational rotations in which students develop and practice number sense and computation through small group instruction, adaptive computer-based programming, and independent work, and problem of the day, in which student s grapple with conceptual understanding using exploration and manipulatives.

Station rotations (described above) allow the teacher to meet regularly with small groups for Guided Math, which supports homogeneous groups with mastering key problem-solving strategies and mathematical concepts. Groups are flexible and based on recent assessment data from assessments and checks for understanding.

Mathematics research shows that Grade 1 students who understand the relationship between numbers, quantities, and basic addition and subtraction of quantities are far more likely to excel in mathematics throughout elementary school. (Geary, Hoard, Nugent, and Bailey, 2012)

In Kindergarten through Grade 2, students preview, review, practice, and discuss math concepts focused on real application of conceptual understanding of money, measurement, graphing, time, and other math processes through Calendar Math routines. In a study of a high-poverty, high-minority population school, Calendar Math was found to have increased the amount of hands-on, math-based activities to almost twice of the previous program, and the use of the program provided English Language Learners with additional opportunities to engage deeply in "talking math". (www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf)

After calendar math, students will engage in a block called "Problem of the Day," in which students solve a high level word problem by developing and explaining their own strategies through drawing pictures and using manipulatives. Problem of the Day uses Cognitively Guided Instruction (CGI), a professional development approach that connects teachers' assessment of students' innate mathematical knowledge to the concepts and operations formerly taught through mathematics. (www.promisingpractices.net/program.asp?programid=114) The terminology of CGI, as well as the written and visual requirements to communicate about solutions, are closely aligned to the Common Core Standards, providing a deep conceptual knowledge of why mathematical operations work, versus merely teaching an algorithm.

Problem of the Day follows a clear, consistent schedule to emphasize routine and build students' understandings of using problem-solving strategies. The teacher presents the problem of the day, reading it clearly three times. S/he then calls on three students (usually, an exceeding level, meeting, and approaching level student) to repeat the problem. Students have the problem on a sheet at their desk with space to draw their strategies, write a number sentence, and write a sentence explaining their answer. Using Unifix cubes or other manipulatives, the student solves the problem independently and records his or her thinking. The teacher circulates the classroom, counting the number of students who got the answer right and what strategies they used to get there. (Did they count by 1s? Did they count by 10s? Did they use tally marks, draw pictures, or use manipulatives?) With this data, the teacher chooses three students with different strategies and has them present their strategies to the class- the teacher begins with the least sophisticated strategy (counting by 1s, perhaps) and moves to the most sophisticated strategy (counting by tens) to increase whole group understanding of the concepts that underpin mathematical algorithms.

After completing Problem of the Day, students' transition to math rotations, participating in three activities for 20 minutes each. One rotation provides 20 minutes per day on a computer-based, adaptive mathematics program, such as ST Math. Students also spend 20 minutes working with the teacher to develop fluency and understanding of direct instruction on math-skill building. Finally, students spend 20 minutes working through spiraled practice using independent work from Eureka Math curriculum. This spiraled practice of introducing and practicing concepts multiple times in multiple class periods, similar to that of the popular Saxon Math program, has been shown to be more effective than teaching operational structures in a vacuum. (Wellburn and Killian, 1934) Our comprehensive math program, which allows for developing both critical thinking skills and numerical and procedural fluency, allows students to become strategic mathematical thinkers able to apply math to a variety of contexts.

Build Integrated Knowledge in STEAM and Social Studies
We believe that all students should be able to think creatively, flexibly, and apply problem-solving and critical thinking strategies to all aspects of their lives. Our rigorous, project-based STEAM (Science, Technology, Engineering, Art, and Mathematics) and Social Studies curricula allow students to implement the literacy and mathematical strategies learned in their courses into high-interest, research and exploration driven subject matter with an emphasis on problem solving, innovation, and researching using non-fiction texts. In Kindergarten through Grade 2, students will alternate between STEAM and social studies units every 6 weeks. These units will be taught in STEAM/Social Studies class; however, the themes from the units will also be addressed in Math and Literacy class. For example, in Kindergarten, when students begin their unit on non-fiction text structures they will use

texts about plant growth during read aloud to build content knowledge that will be applied in the STEAM class within their "From Molecules to Organisms" (NGSS KLS1). In Grades 3-5, class structure changes slightly to integrate literature and nonfiction texts more deeply across content areas. For example, in a Social Studies Unit, students will read primary sources as well as historical fiction during a fifth grade unit on the American Revolution while also working on close reading strategies. In Math class, students practice graphing by creating visual representations of the data collected in the experiments they perform.

Social Studies units are based on New Mexico Social Studies Standards and supplemented by civics lessons and history lessons related to the content and explorations that students undertake in STEAM class. Social Studies class strives to develop students' understanding of history and relationships between groups, communities, and individuals so that we can support students in developing into the people we want to have as neighbors when they grow up.

STEAM is the thread that helps our students connect each component of their academic education. In the article "Developing STEAM Education to Improve Students' Innovative Ability", Georgette Yakman says, "STEAM education allows students to stay away from the fragmentation of knowledge and memorization process, and guide students to contact the knowledge between different disciplines, and continuously enhance the students' logical thinking ability, problem-solving ability to innovate, peer cooperation ability, and self-realization of the incentive capacity." (Chen, 2016) Our mission is to prepare students for success in academics and life after they leave Altura Prep, and STEAM –focused education supports students with integrating content across disciplines.

Expand Opportunity through Enrichment Classes
We believe that a strong education goes beyond the core subjects, and we will ensure that students at Altura Prep, in every grade, have access to physical education and performing arts classes. Our enrichment classes give students the ability to explore a wide range of interests and provide a strong complement to our academic program. We will provide students the opportunities to pursue their passions in a wide variety of areas. Therefore, we encourage students to try new things and step outside of their comfort zones as well as to follow their desire to learn new things. Students learn and practice non-academic skills in classes such as Dance, Art, Drama, and Coding. All students also take physical education, in which they develop fine and gross motor skills in addition to making mind-body connections through practicing yoga.

School-wide Genius Hour is a unique Altura Prep structure in which students pursue a project they select and are passionate about. Students learn to set learning goals for their project, create and execute a plan, research, and present or display what they learn or create. Every Friday, all students and staff participate in Genius Hour activities, which give students a dedicated time and space to build and pursue their passions. We believe that giving students the opportunity to be creative and innovative teaches them to persevere through challenges and seek opportunities to learn. Genius Hour is a joyful block that provides students the opportunity to design their learning environment, be agents of their own education, and blossom into life-long learners and innovators.

We have aligned specific instructional methods to our instructional components that support the educational philosophy described above. Whereas instructional components are the core pieces of the instructional framework, instructional methods are the thoughtfully planned activities that teachers plan to deliver instruction and support student growth. This means that when entering an Altura Prep classroom engaged in any of the instructional methods below, an observer will be able to see both students and teachers employing one of the key instructional strategies. The below table illustrates the instructional methods and instructional strategies that we have aligned to our curriculum to support our mission and align to our educational philosophy.

Instructional Block	Foundational Curricular Structures	
	Instructional Components	**Instructional Methods**
Reading	Mini-lesson: Explicit Strategy Instruction	Interactive Read Aloud
		Shared Reading

	1. Readers Workshop Units of Study 2. Reading Horizons 3. Academic English Instruction	Close Reading (Complex Text)
		Fiction/Story Read Aloud
	Vocabulary: Explicit Instruction IStation Reading Horizons Discovery	IStation Vocabulary Integration
		Interactive Read Aloud
		Interactive Word Wall
	Guided Reading	Leveled Groups (iStation or STEP)
		Strategy Groups (iStation or STEP)
		Book Clubs
		Word Study Groups (Intervention)
	Independent Reading	Conferring
		Strategic Questioning
		Reading Response
		Book Clubs
		Fluency Center
	Foundational Skills: Reading Horizons IStation	Phonemic Awareness
		Phonics
		English Language Development/Academic Language Development
		Word Study
Writing	Mini Lesson: Explicit Writing Instruction: 1. Lucy Calkins 2. 6+1 Writing Rubrics	Interactive Writing
		Shared Writing
		Modeling
		Unpacking Exemplars
	Independent Writing	Conferring
		Mid-workshop Teaching Point
		Writing Clubs
		Guided Writing
		Word Study Groups (Intervention)

		Google Docs
	Writers' Share	Whole- Group Share
		Partner/Pair Share
		Rubric/Checklist/Criteria Reflection
	Grammar and Conventions	Conferring
		Mid-workshop Teaching Point
		Rubric/Checklist/Criteria Reflection
Math	Mini-lesson: Cognitively Guided Instruction and Explicit Strategy Instruction 1. Eureka Math 2. Number Talks	CGI and Modeling
		Video (LearnZillion, Kahn)
		LESA (Launch, Explore, Summarize, Apply)
		Error Analysis
		Exemplar Problem
	Guided Math	Conferring
		Mini-lesson review (game-based or blended)
		Spiraled Review (Mastery or RIT)
		Pre-teach Mini-lesson (blended)
	Independent Math Labs **1.** IStation	Station Rotation
		Choice Menu
	Fluency	Fact Practice
		Eureka Math Sprints
		Roll and Write
		Songs and Chants
	Problem-solving/Mathematical Practices	Application Problems (Eureka)
		Performance Tasks
		Error Analysis
		Exemplar Problem
	Routines	Calendar
		Five and Ten Frames

		Coin Counting
		Base 10
		Tally Marks
		Graphing (Morning Message)
STEAM/Social Studies	Units of Study	Building Background Knowledge
		Interviewing Experts
		Field Work
		Labs
		Close Reading
		Interactive Read Aloud
		Interactive Word Wall
	Excellent Final Products	Looking at Student Work Protocol
		Rubrics
		Exemplar Work
		Review and Revision
Character	Explicit Instruction	Morning Meeting
		Close-out Reflection
		Town Hall
		Problem Solving
	Embedded Practice	Guided Reflection (written and verbal)
		Character Language in Learning Targets
Genius Hour	Goal Setting	Explicit instruction
		Guided reflection (written and verbal)
		Peer Feedback
	Independent Project Planning	Choice Menu
		Modeling
		Independent work
		Peer feedback

	Research	Close Reading
		Expert interviews
	Presentation	Exemplar Work
		Review and Revision
		Peer feedback

Instructional Strategies:

In order to ensure success for all students, and a high level of consistency and rigor from classroom to classroom, Altura Prep will invest time and resources to train and coach teachers to use effective classroom strategies that have proven to be successful. These strategies include but are not limited to the following:

- **Instructional Consistency:** Instructional consistency supports academic achievement and supports leadership in supporting teachers. We emphasize common language and shared routines and procedures so that students quickly acclimate to the environment and expectations.
- **Common Blackboard Configuration:** Each classroom board will display the lesson Objective/Aim, Do Now, Agenda, and Homework; it sets academic expectations and serves as a visual cue for teachers and students to manage instructional pacing.
- **Kinesthetic Learning:** Physical activity maintains student engagement. Students learn new concepts (and vocabulary) with hand signals, finger snaps, and other gestures. Teachers also use cheers and gestures to celebrate individual or group progress while instruction occurs.
- **Small Group/One-on-one Tutoring:** Targeted accelerations and interventions throughout the day provide opportunities to deliver individualized instruction in precise areas for all students, and additional support for students who struggle with particular concepts.
- **Taxonomy of Teaching:** Altura Prep uses a variety of academic, behavioral, and instructional techniques outlined in *Teach like a Champion* that reinforce student expectations and build high levels of engagement.
- **Cognitively Guided Instruction:** This instructional strategy allows teachers to access an understanding of the knowledge students already have regarding mathematical concepts and connect that knowledge to more formal operational and conceptual knowledge.
- **Differentiated Instruction:** Altura Prep strives to ensure an excellent education for every learner, and thus incorporates instruction that is designed to meet the academic needs of each student. Carol Ann Tomlinson defines differentiation as, "an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums." (from http://www.caroltomlinson.com)
- **Word Walls and Anchor Charts:** Vocabulary word walls and academic anchor charts provide an academically rich physical environment for students to refer to as they study.
- **Flexible Ability Reading Groups:** Flexible, data-driven grouping allows for more personalized instruction and ensures students are not reading and learning at a frustration level. Groupings are used to form literacy and math groups, and are not tracking, but flexible and responsive and change with regular assessments and data analysis.
- **Format Matters:** Students are taught to respond (in speech and in writing) in grammatically correct, complete sentences. This is an expectation held in spaces across the school.
- **Habits of Discussion:** Altura teachers develop students' abilities to speak with and respond to one another in individual, small group, and whole class discussions. Students develop habits that allow them to discuss concepts, problems, and ideas in classes throughout the school day.
- **Performance Tasks:** Performance tasks build on earlier content knowledge, process skills, and work habits and are strategically placed in the lesson or unit to enhance learning as the student "pulls it all together." (Hibbard et al, 1996) Tasks are based on the curriculum, and allow students to meaningfully engage with content through real-world application.

- Authentic learning tasks are rooted in the curriculum.
- **Blended Learning:** Altura Prep prepares students to use technology in service of learning and as a vehicle through which to acquire and present information. Students use adaptive online software to practice additional skills and online suites such as Google Classroom to collaborate, share, and showcase learning.

In addition to proactively integrating our practices with our mission and philosophy, we realize that we must consistently review our practices to ensure we are making progress. To this end, we inserted days into our school calendar (at the end of the year, with all staff) to revisit our graduate profile, educational philosophy, and student outcomes so that we can ensure that we are indeed taking the right steps toward our goals.

Additional Supporting Research:

Each instructional area (Reading, Writing, Math, STEAM, and Social Studies) has specific instructional methods and strategies that we will use to most effectively maximize instructional time to realize our vision for all students. Each instructional block incorporates proven strategies to increase personalization, engagement, and rigor in alignment with both our chosen curriculum and our ultimate desired student outcomes. (Arney, 2015; Rosenshine, 2012; Farrington et al, 2012)

STEAM and Social Studies: STEAM and Social Studies instruction use a Project-Based Learning (PBL) approach. This approach develops both academic and nonacademic dimensions in students. Educational theorists even before John Dewey have ascribed to the idea that students learn by doing. Project based learning allows students to learn from experiences that result directly from their own actions, which results in a myriad of benefits. Realistic, contextualized learning integrates prior knowledge with new skills, and helps students build bridges between academic learning and real-world experiences. Engaging students in authentic learning opportunities increases motivation and encourages students to think about the content they learn, rather than thinking just about "getting it done". (Blumenfeld, 1991) Recent research has illuminated a link between cognitive engagement and motivation, and supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Beyond the academic benefits, project based-learning supports students' development as autonomous learners. With more autonomy, learners "shape their projects to fit their own interests and abilities" (Moursund, 1998) The ability to choose components of their projects enables expressions of diversity, which is especially important among diverse student bodies.

A project-based learning approach includes well-planned and thoughtful standards-based units of study and clear examples of excellent work products. Both components are designed to set a high bar for all students, and provide supports in reaching it.

Station Rotation Blended Learning: Math and English Language Arts at Altura Prep integrate personalized learning and flexible small groups with whole group instruction. Both blocks include explicit instruction and practice in fluency and foundational skills as well as station rotations using technology (such as Chromebooks) and teacher-guided small groups. Station rotation blended learning occurs when students rotate between online learning, small group instruction, and pencil-and-paper activities in specific locations in the classroom. Rotations are timed, and facilitated so that students work at multiple stations per rotation session. The Station-Rotation model allows students to visit various stations or centers during the allotted time for a specific subject. For example, during math time students might rotate between one-on-one or small-group work with the teacher, working on computers or tablets, using additional centers or stations the teacher has set up using manipulatives, or working on projects. When using adaptive learning software that continually differentiates for students in real-time, they are able to move at their own pace and make self-directed choices. Also, teachers have better data and opportunities to differentiate for all students during whole class or small group work. (Horn and Staker, 2014)

Altura Prep's station rotation blended learning model allows teachers to increase their opportunities to work with small groups of students. Small group work with students makes it possible for educators to address the different needs of individual students and truly engage them in the subject based on their prior knowledge and depth of understanding. It also gives teachers more time to connect on a personal level with students and build relationships. More than anything, station-rotations allow teachers and students flexibility to meet individual student needs and make accelerated progress. (Arney, 2015) The following are examples of how Altura Prep teachers will use flexibility to improve student outcomes:

1. flexible groups - data driven, and teachers can switch groups based on skills
2. flexible timing - can meet with some students more frequently than others
3. flexible strategies - students learn and can use multiple strategies that work for them

Small group instruction in Math has led to improved outcomes when students work with a teacher to address specific gaps in understanding, as measured by pretest and posttest scores. (Benders and Craft, 2016) In district elementary schools located in the 87106 and 87108 zip codes, an average of 81% of students are below grade level in math. In order to support students with acquiring the necessary skills and knowledge to be successful academically, schools must have a systematic, flexible, and proven approach to accelerate student progress based on data and the support that each student needs.

Mathematics: Mathematics includes problem solving and instruction in mathematical practices, as well as a focus on cognitively guided instruction. Cognitively Guided Instruction (CGI) increases teachers' understanding of how students approach math problems, and supports teachers with using that knowledge to bridge gaps in understanding of new content. CGI trained teachers are more willing to pose problems to students without explicit strategy instruction, a practice that leads to increased class time spent on problem solving and student interaction with mathematical content. (Carpenter et. al, 2000) Carpenter et al, 2000 also cited evidence that students in CGI oriented classrooms demonstrated higher levels of achievement than students in control classes, particularly in problem solving.

Literacy and English Language Arts: English Language Arts includes station rotations that support intensive guided reading instruction, writing, and extended time in which students directly interact with texts. Research suggests that volume of reading is connected to attaining higher-order literacy proficiency. Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade. Our elongated ELA block (105 minutes) provides students with more time to read, write, and otherwise engage with texts, and allows for structured time with their certified teacher to further develop fluency and comprehension using texts at the correct level.

There is a significant body of research that highlights the importance of teaching reading fluency to increase comprehension. as well as the impact of small group instruction by a certified teacher working specifically at the instructional level of the student group. (Ehri, Dreyer, Flugman & Gross, 2007) Small group instruction is beneficial to students who are not yet reading at grade level, because it allows the teacher to develop student skills at a text level appropriate for that group in order to accelerate progress. O'Connor et. al (2002) found that intermediate grade students had greater fluency when reading texts they could read accurately, as opposed to texts that were more difficult. They also found that "fluency was the strongest contributor to reading comprehension" (p. 482). Thus, students must ample time to read independently and with support, and have access to texts at the correct level. Altura Prep's extended blocks for ELA, Math, and STEAM/Social Studies provide this time and access.

Writing instruction takes place in concert with literacy instruction. Students generate their own texts through a writer's' workshop model that guides students through each phase of the writing process: brainstorming, drafting, revising, editing, and publishing. Rather than apply a direct instruction model to writing, Altura teachers teach in small groups and confer with individual students throughout the writing block. Routines for writing time are simple and structured; the teacher can spend the majority of the time on more complex work of responsive teaching to accelerate progress for all students. Dubé, Bessette, & Dorval (2011) whose research demonstrated "the positive effects of the combination of flexible grouping, associated with the explicit teaching of writing are particularly clear in the subgroups of students with learning difficulties or severe learning difficulty in writing" (181).

Social-Emotional Learning and Character Education: In addition to instructional methods and strategies focused on academic competencies, we have designed specific practices to develop non-academic competencies in our students. Specifically, we endeavor to develop our core values (Responsibility, Empathy, Agency, Curiosity, and Humor/Hard Work) and the skills of goal setting, organization, collaboration, and perseverance in all of our students. These are important dimensions that impact student performance, though they are not necessarily explicitly recognized on academic performance assessments. Farrington, et al (2012) suggest that college and career readiness is driven by more than just content knowledge and core academic skills. Students must develop academic mindsets, academic perseverance, and academic behaviors in order to reach higher levels of academic performance. In order to develop key non-cognitive dimensions in our students, we have borrowed four key

academic mindsets from Camille Farrington's work on student agency. Through specific character education times such as morning meeting, close out and throughout the academic school day, students will develop the following academic mindsets:

6. I belong in this academic community
7. My ability and my competence grow with my effort
8. I can succeed at this
9. This work has value for me

Evidence shows that these mindsets increase academic perseverance and improve academic behaviors, which lead to improved academic outcomes. (Farrington, et al. 2012) Morning meeting, close out, school-wide Town Hall provide consistent opportunities to develop students' senses of belonging, highlight strategies they can use to persevere, and create a growth mindset. Genius Hour, a specific part of the week set aside for student driven "passion projects" allows students to see a connection between themselves and their academic work. It is crucial to develop these mindsets in young students as a part of education in primary grades so as to positively influence academic and non-academic development in later years.

Alignment between Mission and Curriculum:

Our mission is as follows: 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.

Each instructional activity, method, and strategy outlined above aligns to the Altura Prep mission, curriculum, and is articulated as such in the actions and structures that support our seven core beliefs. We strongly believe that a diverse community is a strong community, and seek to recruit students from a variety of backgrounds, ethnicities, and income levels to create a supportive community of multiple perspectives that are commonly focused on academic and personal excellence.

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Total Points Available	Expectations
4	A complete response must: • Describe the educational philosophy of the proposed school • Identify primary instructional methods to be implemented that align to the educational philosophy • Identify information that demonstrates the instructional methods are research-based • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response provides a clear connection between the educational model for APS and its educational philosophy by explaining how each component of the model is clearly planned out and woven together to create a curriculum that supports the philosophy.

The philosophy has been clearly articulated and is based with the end in mind, to prepare students to be successful after leaving APS. In order to fulfill this philosophy, the applicant identifies eight beliefs and the actions necessary to achieve the belief. The beliefs are: quality teachers deliver quality results, teacher specialization delivers effective instruction, all students deserve a personalized learning environment, character development is crucial, families are the most important partner, data drives all decisions, a diverse learning environment fosters a strong community, and structure and joy make achievement possible. According to the narrative, the instructional model is designed to ensure the beliefs described and their actions "are key parts of our daily activities, and that our instructional methods are implemented in alignment with these key beliefs to reach the outcomes of our mission." Instructional methods include project-based learning, balanced literacy, blended learning, and specialization of teachers.

E.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

The Altura Prep yearly calendar and daily schedule (for students and staff) are created to ensure that our use of time reflects our priorities and that we align appropriate resources to effectively implementing our educational program. The academic year calendar and a daily schedule for Altura Prep were designed with our educational philosophy, instructional approach, and core beliefs (described in Section I.E.1) in mind. We prioritized extended time, supporting quality teachers delivering quality instruction, family partnerships, teacher specialization, data driven decision-making, character education, and structure and joy when designing our calendar and school schedule.

Extended Time: Based on research arguing that an extended school day offers benefits to low income and minority students, including additional time spent reading and speaking about academic content and engaging with peers. The school day begins at 8:00am and ends at 4:00pm, with minimum Wednesdays beginning at 8:00am and ending at 1:00pm.

Annually, Altura Prep provides 1161.5 hours of instruction (calculated by subtracting the total hours of lunch/recess from the total hours students are in school). We provide instructional time well beyond the required 990 hours for grades 1-5 by the state of New Mexico.

Over the course of the year, Altura Prep students are in school for 182 days. This exceeds the number of days that students are in traditional district schools in the 87108 zip code by 4 days (Albuquerque Public Schools calendar states 178 instructional days for the 2017-18 school year). Instruction begins at 8:00am, and students can arrive to school beginning at 7:30am. When students arrive, they can eat breakfast and proceed to their homeroom class, where they prepare themselves for the day with morning work and morning meeting, both of which provide the opportunity for students to set themselves up for a day of learning. We believe that providing students with intentional, additional time in school supports all of our students with increased opportunities to participate in a bright, vibrant, learning-focused community.

Quality Teachers Deliver Quality Outcomes: Beginning a new school requires a great deal of focused work on the school's priorities, and building the capacity of the adults to create our desired culture of achievement and implement our instructional program is a priority.

Two and a half weeks before the first day students arrive are reserved for staff development. These weeks are spent practicing instructional strategies, collaborating on the first week lesson plans and transitions, and calibrating common systems and school-wide expectations.

In addition to the two and a half weeks of professional development prior to students' arrival, teachers benefit from regular embedded content and team specific professional development on minimum Wednesdays. This content and grade level specific time supports teachers with becoming experts in their content areas so that they can provide the best possible instruction and support to each student. Regular teacher planning periods are also used for meetings with instructional coaches and school leaders to review lesson observations and student data and continuously improve the teaching and learning.

Families are Our Most Important Partners: We know that Altura Prep families, regardless of background, are the most important support system that our students have. We proactively involve and work with each family to support Altura students, and this time is explicitly built into each school year calendar. Two parent-teacher conference blocks are scheduled during the year, with minimum days. Parents will schedule, in advance, their meeting time, and the staff will work to ensure that 100% of families attend their parent teacher conference. In addition to parent conference days, we schedule monthly family events such as Open House, Literacy Night, and Family Field Trips. We also plan regular Community Meetings to support families with access to resources and opportunities outside of school hours.

Teacher Specialization Delivers the most Effective Instruction: We believe that teachers are able to plan more

effective, differentiated, and supportive instruction when they are able to focus on one or two core content areas, rather than all content areas each day. Students rotate for 105-minute blocks for Math, English Language Arts, and STEAM/Social Studies. Schedule includes three rotations for students between core content classrooms per day, and an additional Enrichment class that integrates non-academic electives that supplement other instruction. Students have 105 minutes each day in each core content class, sufficient time for station rotations, whole group instruction, and tailored one-on-one conferences. Kindergarten schedule specifically created to have smaller blocks of learning throughout the day, mixed with Recess, Enrichment, Lunch.

Teachers have a 60-minute collaborative planning period that they use to meet with their grade level team, review data, and plan and adapt upcoming lessons. Students have one "Enrichment" class per day, except Fridays. Enrichment classes are electives such as PE, Dance, Health, Coding, or Art. Non-core subject teachers lead "Enrichment", and this is the time for core subject teachers to collaborate, analyze data, and plan coordinating projects in their courses.

Data Drives All Decisions: We know that regularly reviewing data is a key activity that helps us make the best decisions for educating each student. Accordingly, we have built time into our calendar to review student data (during minimum Wednesdays and full day professional development at mid- and end-of- year) and make proactive plans to address student, grade, and school needs. Additionally, one grade-level collaboration period a week will be used to review data and plan to adjust student rotations or flexible groups.

All Students Deserve a Personalized Learning Environment: Altura Prep's yearly calendar and daily schedule provide multiple opportunities for staff to learn about students, gather data to inform individualized instruction, and build positive relationships with students and families. Before instruction begins in August, we assess students' present levels, so that we can design small, flexible learning groups around students' needs, and place them into the right-fit adaptive online learning programs. Throughout the year, teachers use their collaboration time, professional development afternoons and full day professional development sessions to review student data and needs and adjust curriculum and individualized learning plans to support students with making the best progress possible.

Each lesson block is 105 minutes long, which gives teachers the time to include daily small group blended learning rotations, and time to conference and check in individually with students who may need additional support or challenge. Friday Genius Hour time is designed to give students the opportunity to pursue a project of their own design. This is a truly student-centered time- students select, plan, execute, and present their learning. We believe that it is critical to create opportunities for student choice and important for students to have access to the content and skill instruction they need at the time they need it.

Teachers and staff teach students about brainstorming, goal setting, project management, research, and presentation. This block allows students to integrate a passion into the school day, and allows our team to bring in community members who can support our students as they work on their project. Over the course of their time at Altura Prep, students slowly build more independence and ownership over their project. They choose from a menu of options in lower grades, and in upper grades, create proposals that they submit for approval. For example, a first grade student wants to be a doctor when she grows up. She plans her project to be a presentation about her life as a doctor, as part of her class' focus on careers. She researches doctors, and medical school, and she interviews a local doctor when she comes to visit the school. The first graders spend time during Genius Hour planning and practicing their presentation for the school-wide Genius Hour exhibition.

Character Education is Critical: We know that students need more than just a strong academic background to succeed in middle school, high school, and post-secondary ventures. Non-cognitive skills, habits, mindsets, and values are critical components of what makes students successful in the long run. (Tough, 2012) Genius Hour Exhibitions provide students the opportunity to showcase their grit and determination as they present the projects they designed and executed. A key component of our mission is that students are prepared academically for the challenges in middle and high school, and that they possess non-academic skills such as goal setting, perseverance, and the ability to seek opportunities. Genius Hour is a core activity that allows us to prepare our students to be self-motivated learners. Daily Morning Meetings and weekly Town Halls showcase and celebrate students who demonstrate our REACH core values of Responsibility, Empathy, Agency, Curiosity, and Humor/Hard Work. Each day ends with a scheduled "Close-Out" reflection time each day for students to reflect on their progress, set goals for the next day.

Structure and Joy Make Achievement Possible: By creating a learning environment where all students know what is expected of them, we create a predictable and safe space in which to learn and grow and celebrate. In order to use instructional time effectively, we share transition routines and classroom procedures across the school. We also have common ways of celebrating and recognizing students who make positive contributions to the school. Students will be recognized individually and as a class through REACH points, shout-outs, and awards at Town Hall and informal praise.

The Altura Preparatory School Yearly Calendar has been purposefully created to align key components of our mission and educational philosophy to the way we spend our time. We believe that the choices we make reflect our priorities, and have used our mission and philosophy to drive the creation of our daily schedule and yearly calendar.

Altura Preparatory School's Academic Year Calendar (subject to board approval upon charter approval) for 2018-19 is below:

Altura Preparatory

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 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						1

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			2

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	1

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					1

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		1

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		1

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						1

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				2

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	2

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						

2018-2019

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)

Key:
Teal: Teacher Professional Development Days (full days)
Maroon: No School
Green: First/Last Day of School
Purple: Family Events (At School or Field Trip)
Light Green: STEP Literacy Assessment Windows
Gray: IStation Windows
Light Blue: Parent/Family-Teacher Conferences
Bold type: Wednesday minimum days for teacher professional development (Students dismiss at 1pm, teacher PD is from 1:30pm-4:30pm.)
The calendar for 18-19 is attached to this application as Appendix K.

Instructional Time:
Students at Altura Prep are in school at minimum, from 8:00am to 4:00pm, Monday, Tuesday, Thursday, and Friday and from 8:00am to 1:00pm on Wednesday. Students will be able to arrive early to participate in breakfast

and/or morning work in their classrooms, and they will also be able to participate in an afterschool program after dismissal. These hours do not count as a part of the allocated time for the Altura Prep school day, which is 8 hours (Monday, Tuesday, Thursday, Friday) or 5 hours. All students will also have a 30-minute lunch period and a 30 minute recess period Monday, Tuesday, Thursday, and Friday. There will not be recess on minimum Wednesdays. Thus, allocated class time is 7 hours or 4.5 hours.

When calculated for the year, inclusive of parent teacher conferences and teacher development days (both of which are crucial in ensuring that students' classroom time is effective), Altura Prep students are in school for a total of 1161.5 hours per year in 183 instructional days. These figures do not include "Kindergarten Academy", two partial days at the start of the year for Kindergarteners only.

NMSA 22-2-8.1 requires that students in grades one through six participate in minimum of 5.5 hours of school-directed programs per day, exclusive of lunch. Our calculation of allotted hours above excludes both lunch and recess to reach 7 hours (or 4 hours) of instructional programming per day.

Within the allotted instructional time, we recognize the importance of maximizing every available minute to facilitate student learning. Our school maximizes time through smooth transitions between activities and classes, and upholding school-wide routines and procedures. Each core content class is 105 minutes long. Within each block, teachers will use the same procedures for student transitions, restroom opportunities, and materials. Between blocks, students will follow the same procedures school-wide for between class transitions. Consistent routines and procedures ultimately result in less time spent on giving directions and executing a procedure, and more time for teaching and learning. We expect that, in addition to the increase in allotted class time, our dedication to school-wide routines and procedures will increase the instructional time available to our students in comparison to many other schools.

The amount of instructional time available is important, but the time for instruction must be filled with quality instruction. Quality instruction in is the reason that we have chosen to schedule early dismissal on Wednesday afternoon. This time is allocated for teacher development to ensure that our teachers are engaging in meaningful learning related to their abilities to effectively plan and teach rigorous lessons that reach all learners. These hours are not early release days for staff, but rather a time dedicated and expected for teachers to learn and practice effective strategies for instruction. In addition to Wednesday afternoon professional development, our school calendar reserves 22 full days for teacher development. 15 of these days take place before students arrive, 2 take place before Thanksgiving Break, and after students take their first STEP literacy re-assessment, 1 takes place prior to students' return after Winter Break, 1 takes place after the February administration of the STEP literacy assessment, and 2 occur after students dismiss for Summer Break. (Note: the calendar shows August 9 and 10 as "Family Events", and we count these days as professional development for teachers as well because these days are Kindergarten Academy. All staff participates in supporting our newest kindergarteners with learning and practicing the routines and procedures of school in the morning, and then final professional development days conclude on the afternoon of the Friday prior to the start of school). Full day professional development at these times of the year allow teachers and staff to bond as a team, plan lessons, practice instruction, and reflect on data.
Full day professional development occurs 8am-4pm on designated days. Each Wednesday (noted in bold on the calendar above) is a minimum day. Students dismiss at 1pm, and teachers participate in afternoon professional development activities and collaborative meetings from 1:30pm to 4:30pm.

As with our yearly calendar, we have carefully aligned our use of instructional time with our mission and school educational philosophy. Our calendar reflects our priorities and our mission to prepare all students for success in middle school, high school and in post-secondary endeavors using personalized learning, teacher specialization, character development, and high quality teaching and learning.

2018-19 School Year Schedule:

Teacher	K1	K2	K3	Ist 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	Math	ELA	Science/SS	Math	ELA	Science/SS
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	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA
10:15-10:30	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA
10:30-10:45	Special	Special	Special	Science/SS	Math	ELA	Science/SS	Math	ELA
10:45-11:00	Special	Special	Special	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	Science/SS	Math	ELA	Science/SS	Math	ELA
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	Recess	Recess	Recess	Recess	Recess	Recess
12:30-12:45	Science/SS	Math	ELA	Recess	Recess	Recess			
12:45-1:00	Science/SS	Math	ELA	REACH	REACH	REACH	Special	Special	Special
1:00-1:15	Science/SS	Math	ELA	ELA	Science/SS	Math	Special	Special	Special
1:15-1:30	REACH	REACH	REACH	ELA	Science/SS	Math	Special	Special	Special
1:30-1:45	Recess	Recess	Recess	ELA	Science/SS	Math	Special	Special	Special
1:45-2:00				ELA	Science/SS	Math	REACH	REACH	REACH
2:00-2:15	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math
2:15-2:30	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math
2:30-2:45	ELA	Science/SS	Math	ELA	Science/SS	Math	ELA	Science/SS	Math
2:45-3:00	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math
3:00-3:15	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math
3:15-3:30	ELA	Science/SS	Math	Special	Special	Special	ELA	Science/SS	Math
3:30-3:45	ELA	Science/SS	Math	Special	Special	Special	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

(Note: Special = Enrichment Class)

The above schedule illustrates the teacher specialization model, enrichment class periods, and the manner in which character education has a specific part of the day assigned through morning meeting, REACH, and Close-Out. Implementing this schedule requires all teachers to be aligned in their instructions and transitions, and for students to have a clear understanding of the school-wide expectations as they participate in different classes with different teachers. We believe that this structure and schedule supports all students because they receive instruction from great, focused teachers, and the changes of scenery allow structured breaks built into the day. In order to clearly illustrate the schedule as it looks for each student, there are samples schedules that follow for students in grades K-2, grades 3-5, an Altura Prep classroom teacher, and an Altura Prep enrichment teacher. The above schedule illustrates a "regular" school day, Monday, Tuesday, Thursday. Wednesdays and Fridays follow a different schedule in order to accommodate minimum Wednesday schedules for teacher professional development and Friday schedules that include school-wide Genius Hour and Town Hall. Please see Appendix L for all schedules.

Sample Schedule for Altura Prep Kindergarten-2nd Grade Student:

	Activity	Notes
7:30 – 8:00	Breakfast and Morning Work	Students arrive and have breakfast, then proceed to their homeroom for morning work and morning meeting.
8:00- 8:15	**Harvard** Morning Meeting	Morning meeting with their homeroom teacher sets the tone for the day with goal setting and a

		mini-lesson on a REACH value.
8:15-10:00	**Harvard ELA Block** Read Aloud (15 min) Phonics Lesson (15 min) Station Rotations (45 min) Writing (30 min)	The class stays in their homeroom classroom for ELA. This class is with the grade level literacy teacher.
10:00- 11:00	PE Enrichment Class	The students transition with the PE teacher (an Enrichment teacher) to PE class while the grade level core content teachers have their planning period.
11:00- 11:30	Lunch	The PE teacher drops the students off in the cafeteria for lunch.
11:30- 1:15	**Harvard Math Block** Calendar Math (15 min) CGI Lesson (30 min) Station Rotations (45 min) Fluency Sprints (15 min)	The students transition to math class with the grade level math teacher.
1:15- 1:30	REACH/Snack	The grade level all participates in the same mini-lesson (read-aloud, brief video, or other lesson) about a REACH value during snack time.
1:30 – 2:00	Recess	Students are supervised during recess by Enrichment teachers or other support staff.
2:00 – 3:45	**Harvard STEAM Block** Goals Check In (10 min) Building Background (10 min) Caterpillar Observation Exploration (25 min) Writing (30 min)	Harvard transitions to STEAM class. Depending on the need, the STEAM teacher supplements his/her instruction with key literacy skills such as read aloud and writing.
3:45-4:00	**Harvard Close-Out**	Harvard transitions back to the ELA classroom for end-of-the-day Close-Out. They tally the class' REACH points and set goals for the next day.

Sample Schedule for Altura Prep 3rd- 5th Grade Student

	Activity	Notes
7:30 – 8:00	Breakfast and Morning Work	Students arrive and have breakfast, then proceed to their homeroom for morning work and morning meeting.
8:00- 8:15	**UC Berkeley** Morning Meeting	Morning meeting with their homeroom teacher sets the tone for the day with goal setting and a mini-lesson on a REACH value.
8:15-10:00	**UC Berkeley ELA Block** Reading Comprehension (15 min) Station Rotations/Book Club (60 min) Writing (30 min)	The class stays in their homeroom classroom for ELA. This class is with the grade level literacy teacher.
10:00- 11:00	Coding Enrichment Class	The Coding Enrichment teacher teaches class in the UC Berkeley classroom while the grade level core content teachers have their planning period.
11:00- 11:30	Lunch	The PE teacher drops the students off in the cafeteria for lunch.
11:30- 1:15	**UC Berkeley Math Block** CGI Lesson and Application (30 min) Station Rotations (60 min)	The students transition to math class with the grade level math teacher.

	Fluency and Computation (15 min)	
1:15- 1:30	REACH	The grade level all participates in the same mini-lesson (read-aloud, brief video, or student generated lessons) about a REACH value
1:30 – 2:00	Recess	Students are supervised during recess by Enrichment teachers or other support staff.
2:00 – 3:45	**UC Berkeley STEAM Block** Goals Check In (10 min) Building Background (10 min) Research Exploration (25 min) Writing (30 min)	UC Berkeley transitions to STEAM class. Depending on the need, the STEAM teacher supplements his/her instruction with key literacy skills such as research and writing.
3:45-4:00	**UC Berkeley Close-Out**	UC Berkeley transitions back to the ELA classroom for end-of-the-day Close-Out. They tally the class' REACH points and set goals for the next day.

Below is a sample Schedule for Altura Prep Literacy Teacher:

	Activity	Notes
7:30 – 8:00	Student Arrival and Morning Work	Supervises student arrival and morning work to prepare for the day
8:00- 8:15	**Harvard** Morning Meeting	Leads homeroom class morning meeting that focuses on the REACH Value of the Month
8:15-10:00	**Harvard ELA Block** Read Aloud (15 min) Phonics Lesson (15 min) Station Rotations (45 min) Writing (30 min)	Harvard Class remains in ELA room for the first academic block of the day
10:00- 10:30	Enrichment/Prep time	Grade level teachers have planning time. The ELA teacher may meet with an instructional coach at this time.
10:30- 11:00	Enrichment/Prep time	Grade level teachers have planning time while students are in Enrichment classes. The team may meet to plan the next STEAM related project.
11:00- 11:30	Lunch	Teacher checks on students in cafeteria before lunch.
11:30- 1:15	**Stanford ELA Block** Read Aloud (15 min) Phonics Lesson (15 min) Station Rotations (45 min) Writing (30 min)	Stanford class transitions to ELA classroom.
1:15- 1:30	REACH	Grade Level team lesson on one of the REACH core values. In Kindergarten, this also may include snack time.
1:30 – 2:00	Recess	Teacher takes students to the playground, and supervises the transition. An enrichment teacher may also support teachers with recess duty.
2:00 – 3:45	**Princeton ELA Block** Read Aloud (15 min) Phonics Lesson (15 min)	Princeton class transitions to ELA classroom.

	Station Rotations (45 min) Writing (30 min)	
3:45-4:00	**Harvard Close-Out**	Homeroom class returns for daily close-out reflection, shout-outs, REACH point tallies, and goal setting for tomorrow.

Math, ELA/ Literacy, and STEAM/Social Studies teachers follow a similar schedule throughout the day, which includes three instructional blocks, morning meeting and close out, and collaborative planning time.

Enrichment teachers are key instructional staff members that support students with learning non-core content and further developing the REACH values and non-academic habits, mindsets, and skills. Enrichment teacher class times also allow grade level content teachers to collaborate with one another and plan lessons for future weeks during shared planning time.

Sample Schedule for Enrichment Teacher:

	Activity	Notes
7:30 – 8:00	Student Arrival and Morning Work	Supervises student arrival and morning work to prepare for the day
8:00- 8:15	Support Student Arrival	Supervises and welcomes students arriving
8:15-10:00	Planning and Collaboration	Enrichment Teachers have collaboration and planning time, and use this time to support planning curriculum for upcoming units as well as upcoming years
10:00- 11:00	Enrichment Class: Kindergarten	Kindergarten teachers have planning time, and Enrichment teachers teach their lessons.
11:00- 11:30	Lunch	Teacher checks on students in cafeteria before lunch.
11:30- 12:45	Support 1st/2nd Grade Lunch and recess	Teachers support with supervision and support
12:45- 1:45	Enrichment Class: 2nd Grade	2nd Grade teachers have planning time, and Enrichment teachers teach their lessons.
1:45 – 2:45	Enrichment teachers support students with acceleration/remediation	Support students/groups/classes are determined with regular data analysis and supported by the Director of Academics
2:45 – 3:45	Enrichment Class: 1st Grade	1st Grade teachers have planning time, and Enrichment teachers teach their lessons.
3:45-4:00	Dismissal and Close Out Support	Support procedures with dismissal and exit

How the calendar and schedule support the Educational program:
Our calendar is purposefully closely aligned to our local district for start and end dates, and Winter and Spring Break. This is important because we know that many of our families may have multiple children that are older or younger. Aligning schedules minimizes the chance that a family may travel or miss days of school for reasons related to another school calendar. (Family travel to visit relatives during an older sibling's break is an example.)

Each core instructional block is 105 minutes. This amount of dedicated time for core subjects is able to support station rotation instruction in Math and ELA, and project based learning in STEAM/Social Studies class. In addition to core instruction, there is time in each school day for students to participate in a daily "Enrichment" class such as Art, PE, Dance, Health, or Coding, recess, lunch, and two fifteen minute daily sessions of goal setting and reflection that support students with building academic mindsets and habits. These times of the day are set-aside for each student in his or her homeroom class in the form of "Morning Meeting" and "Close Out". In traditional school schedules, teachers and leaders find it difficult to fit in rigorous core academics, elective-style courses, and socio-emotional supports. By aligning our school schedule to our mission and creating a structured environment in which

every minute matters, we preserve each minute of instructional time possible.

Our educational program allows teachers to focus on one to two content areas and they become "specialists" in a few key areas. We do this because providing all students with access to a high-quality, rigorous education requires that we have high-quality instructors that understand the nuances of the content and skills that they teach *and* who can support students in a variety of ways to reach the high bar set for them in each content area. Rather than forcing teachers to be "generalists" who know a little about a wide range of topics, we support teachers to hone their craft and ability to reach students on a variety of levels.
Our program requires that students participate in multidisciplinary learning, which in turn requires high degrees of teacher collaboration and intentional planning. With this in mind, we plan for 13 days of professional development before the start of the academic year, weekly school-wide professional development, and daily shared collaboration periods for all grade level teams.

How the calendar and schedule are optimal for positive outcomes for our student population:

Our calendar and school schedule allow for extended instructional time, both in an extended school year and with an extended school day. Research shows that students from low socio-economic backgrounds benefit from increased time in school (extended school year and extended school day), and programs that focus on academic and social- emotional outcomes have a greater impact than those that focus exclusively on academic outcomes. (EcoNorthwest, 2008) Our increased school day length not only increases the amount of time that students are in school (allocated school time) but, as a result of the way that we use routines, procedures, and time in the classroom, increases the amount of time that students spend engaged in academic content.

Altura Prep's daily school schedule includes time for explicit social-emotional learning (Morning Meeting and Close-Out), but this is not the only time throughout the day in which students are taught critical non-academic mindsets, habits and skills. Social- emotional and academic learning are combined throughout the day, giving students both time to learn the concepts taught explicitly *and* time to practice the skills in regular situations. Social-emotional education that links academic knowledge builds a specific set of skills important to success in schools, families, communities, workplaces and life in general. (Elias, 2003)

Students who live in the neighborhood that is our proposed location have histories of childhood trauma, examples of which include displacement, community violence, traumatic grief or separation, system-induced trauma (such as foster-care placement, sibling separation, removal from the home, etc) and possibly neglect or abuse. Cole et. al (2005) note that childhood trauma impacts students' abilities to focus, form positive relationships with adults or peers, and adjust to new environments. Traumatic experiences can also adversely affect the development of linguistic and communication skills, establishment of a coherent sense of self, the ability to attend to classroom tasks, organize and remember new information, and grasp cause-and-effect relationships—all of which are necessary to process information effectively. The authors recommend that schools provide opportunities to support positive adult-student relationships, provide consistent structure during the school day, incorporate instruction on self-regulation, and build student competencies across both academic and non-academic domains. (Cole et. al 2005) Each Altura Prep student has three teachers with whom s/he learns from on a daily basis, one of whom is the student's homeroom teacher. Thus, there are three adults that each student sees each day with regularity and in various settings, and three opportunities to build positive attachments with supportive adults. Altura Prep has a consistent structure for each day of the week with a predictable schedule and shared school-wide expectations. School-wide expectations allow students to adapt to different settings, which builds confidence and encourages positive behavior, which is a needed support for the community we intend to serve.

We have allocated 105 minutes each day for each core academic instructional block that includes project-based learning in STEAM/Social Studies and station rotations in Math and English Language Arts. A traditional school model may separate writing from reading and guided reading from whole class Language Arts instruction. Our block schedule allows students and teachers to have sustained, uninterrupted blocks of time that include explicit intervention, guided reading and math, building background knowledge, and processing time for students that allow them to reach high levels of rigorous cognition. We have included, in our daily schedule and yearly calendar, time set aside for teachers to develop the mindsets, skills, and habits to implement our proposed program.

Recognizing that teacher capacity is a key lever in creating a great school, we know that it is important to set aside development and collaboration time for planning, data analysis, and adult learning activities.

Altura Prep is founded on the belief that all students should have a great school in their neighborhood. A great school includes rigorous academics, attention to each student as an individual, and opportunities for students to develop and pursue their passions. This is an ambitious standard to achieve between the hours of 8:00am and 4:00pm. Our schedule and calendar are necessary, but not sufficient to provide a high quality education for each student. Our program also must incorporate personalized learning for everyone- to meet each student's individual academic needs and to develop the necessary non-academic skills, habits, and mindsets. Personalized learning occurs through leveled and adaptive computer work during station rotations in Math and ELA, during guided reading and guided math small groups with the teacher, during individual conference time in writing, and through student choice opportunities in project- based STEAM/Social Studies courses. Genius Hour (Friday afternoons) also allows a high degree of student choice and flexibility when students choose their own projects to develop, execute, and present.

"A **How the calendar and schedule align to the budget in the Financial Framework section:**
Recognizing that the increased amount of time that students spend in school engaged in meaningful activities means that Altura Preparatory School teachers and staff members also spend more time in school and increased focus on planning high-quality lessons, we have budgeted higher teacher salaries than Albuquerque Public Schools.

In order to provide teachers shared collaboration time, we have also aligned our budget to support Enrichment teachers who teach PE, Art, Dance, Coding, and other potential elective courses. Enrichment teachers teach classes daily, while core classroom teachers review data, collaborate on lesson plans, and prepare interdisciplinary units. As the school grows, we plan to hire additional Enrichment teachers so that we can continue to support designated teacher collaboration time during the school day.

Our budget also includes a significant investment in classroom technology (student Chromebooks, classroom projectors) and leveled texts to facilitate personalized learning across the school.

Review of Research on Extended Learning Time in K-12 Schools". Chalkboard Learning Project, EcoNorthwest (2008).
Cole, et. al (2005). "Helping Traumatized Children Learn."
Elias, Maurice J. (2003) "Academic and Social-Emotional Learning. Educational Practices Series" International Academy of Education.
Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character.* Boston, MA: Mariner, 2012.

Total Points Available	Expectations

4	A complete response must:
	 • Include a yearly Calendar that identifies:
	     o Annual start date and end date
	     o Teacher Professional Development days and times
	     o School wide assessment periods
	     o School days, holidays, and partial days
	     o Teacher Parent Conferences
	 • Include a daily schedule that identifies:
	     o Instructional times
	     o Break times

	o Start and End Times
	o Differences in the daily schedule for full and partial days
	• Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1.
	• Describe how the calendar and schedule support the proposed school's educational program
	• Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population
	• Be supported by the proposed budget found in the Financial Framework section of the application

REVIEW TEAM EVALUATION: Meets the Criteria

The yearly calendar and daily schedule adhere to and go beyond the requirements laid out in statute, with the extended school day and school year. The calendar includes the start and end dates, professional development days and times, assessment periods, off and half days, and conferences. Teachers have collaborative planning time daily. Additionally, the applicant provides a schedule for the shortened Wednesdays and Genius Fridays.

The sample daily schedules included in the application provide an inside look to a day in the life of a student, a literacy teacher, and enrichment teacher.

Based on the applicant's response, it is clear that the calendar and schedules support the program and the mission of APS. For example, the instructional schedule purposefully allows for 105 minutes for the core instructional block to "support station rotation instruction in Math and ELA, and project based learning in STEAM/Social Studies class." As the schedules also include periods of time for reflection such as "Morning Meeting" time, this allows for students to readjust and be "taught critical non-academic mindsets, habits, and skills". The targeted population of APS is a low socio-economic community that have a history of incidents with trauma, neglect and/or abuse. For this reason, not only do the periods of reflections support the students but also the extended school year and day. By increasing the amount of time for students at APS, results in extra time for students to be engaged in academic content through the use of routines, procedures, and time in classrooms.

Lastly, the applicant recognizes the impact on the school's budget an extended school year and day can have. As result, the applicant has budgeted for higher teacher salaries compared to the local district and has set aside significant amounts to invest in classroom technology.

E. (3) Provide a **clear, comprehensive and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

Anticipated student population:

Altura Prep will be located in the Southeast Quadrant of Albuquerque, within or adjacent to the International District. Currently, students in this community attend schools in the Highland High School Cluster. It is also important to note that the area borders both Kirtland Air Force Base and Sandia National Laboratories, which will impact our academic program and extracurricular offerings as well as our intended student population.

Projected % of Enrolled Students	
African- American/Black	2%
Latino/Hispanic	60%
Asian/Pacific Islander	6%
Caucasian/White	28%
Native American/American Indian	4%
Free/Reduced Lunch	80%
English Language Learners	35%
Students with Special Needs	12-15%

Demographic information based on Census data (2010) for Southeast Albuquerque, student demographics at schools in the 87018 and 87106 zip codes, and Albuquerque as a whole.

Educational proficiency upon enrollment at the school

Students in grades kindergarten through five in the 87108 and 87106 zip codes predominantly attend Bandelier Elementary, Emerson Elementary, Hawthorne Elementary, Kirtland Elementary, La Mesa Elementary, Lowell Elementary, Sandia Base Elementary, Wherry Elementary, Whittier Elementary and Zia Elementary.

In reading, the average proficiency of all students in grades K-5 in all schools from 2016 is 33.85%. In math, the average proficiency of all students in grades K-5 in all schools from 2016 is 19.09%.
However, if we remove the scores from Sandia Base Elementary, the reading proficiency falls to 30.76% and math proficiency falls to 16.83%. Regardless, it is highly likely that over 66% of incoming Altura Prep students in grades 1 and 2 will be below grade level in reading and over 81% will be below grade level in math.

According to the 2015 report from the National Institute for Early Education Research (NIEER), 30% of 4 year olds in New Mexico are enrolled in public Pre-Kindergarten programs funded through the Public Education Department and the Children, Youth and Families Department and administered via school districts, community-based organizations, and other eligible providers. Though this number does not include the number of students served in private or tuition-based pre-kindergarten programs, it is likely that this is an accurate measurement of the pre-kindergarten experience of our anticipated kindergarten student population, particularly the students we serve from the International District. It is worth noting, however, that key partners in student recruitment are the Head Start centers in our local community. Thus we may anticipate a slightly higher percentage of students who have attended a pre-kindergarten program in our initial years.

Elementary School Achievement Outcomes in the 87106 and 87108 zip codes

Schools	Enrollment	% Reading Proficiency		% Math Proficiency		State Account-ability Grade	% Economically Disadvantaged	% English Language Learners
Bandelier Elementary		'14	72%	'14	71.4%	B		
		'15	62%	'15	48.1%	C		
	578	'16	60%	'16	49.8%	D	39	5.4
Emerson Elementary		'14	29%	'14	24.9%	C		
		'15	19%	'15	9%	D		
	492	'16	23%	'16	11.3%	D	99.4	43.5
Hawthorne Elementary		'14	23%	'14	17.5%	F		
		'15	21%	'15	14.1%	F		
	497	'16	27.8%	'16	9.8%	F	99.4	40.6
Kirtland Elementary		'14	43%	'14	29.1%	D		
		'15	31%	'15	8.5%	D		
	351	'16	22%	'16	15.3%	D	99.1	34.5
La Mesa Elementary		'14	35%	'14	32.2%	D		
		'15	25%	'15	17.8%	D		
	700	'16	34.5%	'16	13%	D	99.6	62.7
Lowell Elementary		'14	21%	'14	7.1%	F		
		'15	9%	'15	2%	D		
	379	'16	22.8%	'16	4.8%	D	99.4	50.1
Sandia Base Elementary		'14	59%	'14	56%	B		
		'15	56%	'15	40.4%	A		
	463	'16	61.6%	'16	39.4%	B	50	6.7
Wherry Elementary		'14	21%	'14	15.8%	F		
		'15	16%	'15	4.8%	D		
	547	'16	20.4%	'16	10.7%	F	99.5	55.6
Whittier Elementary		'14	26%	'14	16%	F		
		'15	24%	'15	2.9%	F		
	465	'16	27.1%	'16	8.4%	F	99.5	40.2
Zia Elementary		'14	53%	'14	51%	B		
		'15	43%	'15	25%	C		
	423	'16	39.7%	'16	28.4%	D	58.4	19.4
Alice King Community Charter		'14	74%	'14	69.5%	A		
		'15	55%	'15	38.1%	B		
	328	'16	36.6%	'16	31.5%	D	24.80	2.1

Source: New Mexico Public Education Department School Grading (http://aae.ped.state.nm.us/)

Attendance and truancy trends

Attendance rates in the Highland High School Cluster decrease as students progress from elementary to middle to high school.

Elementary School Attendance: 87108 and 87106 Zip Codes

Bandelier Elementary	99
Emerson Elementary	97
Hawthorne Elementary	96
Kirtland Elementary	98
La Mesa Elementary	98
Lowell Elementary	97
Sandia Base Elementary	98
Wherry Elementary	96
Whittier Elementary	97
Zia Elementary	99

Source: NM Public Education Department School Grading (http://aae.ped.state.nm.us/)

Average School Attendance: Elementary, Middle, High in 87108 and 87106 Zip Codes

Elementary	97.5%
MIddle	95.3%
Highland High	86%

Source: NM Public Education Department School Grading (http://aae.ped.state.nm.us/)

Analysis

At the ten elementary schools in our focus area, the average attendance rate in the 2015-16 school year was 97.5%. Rates ranged from 96% at Hawthorne Elementary to 99% at Bandelier Elementary and Zia Elementary. Unsurprisingly, these schools also demonstrated the highest proficiency percentages of the ten schools for ELA and two of the three highest proficiency percentages for Math. In Highland Cluster middle schools (Hayes Middle, Wilson Middle, and Van Buren Middle), attendance rates drop to an average of 95.3%, with Wilson at 97%, Van Buren at 95%, and Hayes at 94%. At Highland High, attendance rates drop further, to 86%. These data are clear indications that an educational program must include supports for attendance and engagement, so that students continue to attend elementary school at high rates, *and* so that they persist in attending school (should they attend district middle and high schools) through middle and high school.

English Language Proficiency

The International District is home to communities speaking approximately 27 languages. As a whole, according to Office of Civil Rights reports from 2013 (the most recent data available), Albuquerque Public Schools serves approximately 17% English Language Learners (ELLs) across the district. The elementary schools in our proposed community serve 36% English Language Learners.

Elementary School English Language Percentages: 87108 and 87106 Zip Codes

Bandelier Elementary	5.4
Emerson Elementary	43.5
Hawthorne Elementary	40.6
Kirtland Elementary	34.5
La Mesa Elementary	62.7
Lowell Elementary	50.1
Sandia Base Elementary	6.7
Wherry Elementary	55.6
Whittier Elementary	40.2
Zia Elementary	19.4

Source: New Mexico Public Education School Grading (http://aae.ped.state.nm.us/)

Students included in this percentage are students *currently* classified as Limited English Proficient (LEP) (in the 2015-2016 school year, which is the most recent year data). The numbers do not include students who may speak a language other than English at home but who have been Reclassified Fluent English Proficient (RFEP). Similar to LEP students, RFEP students require progress monitoring to ensure that they are meeting academic goals in English and that they receive the necessary and adequate supports in the school environment. We anticipate serving a population of ELLs that parallels the average of the community in which we locate. This population, however, may vary based on the specific location of our facility, when finalized. For example, 63% of students attending La Mesa Elementary and living in the area close to the school are classified LEP while 5-6% of students attending Bandelier Elementary and Sandia Base Elementary are classified as LEP. We anticipate a high population of English Learning students (both LEP and RFEP classified) that we will serve through a combination of explicit academic language development, small group instruction in literacy, and individualized support structures. For more detail regarding Altura Prep's English Language Learner support structures, please see Section F. 2.A and F.2.B.)

Other special educational needs
On average, schools in the Albuquerque Public School district serve a population of 15% students receiving special education services under IDEA. In elementary schools in the 87106 and 87108 zip codes, slightly more than 12% of students, on average receive special education services.

Elementary School Special Education (IDEA) Percentages: 87108 and 87106 Zip Codes

Bandelier Elementary	8.1
Emerson Elementary	8.9
Hawthorne Elementary	14.3
Kirtland Elementary	16.8
La Mesa Elementary	10.1
Lowell Elementary	10
Sandia Base Elementary	9.5
Wherry Elementary	13.5
Whittier Elementary	13.3
Zia Elementary	18.2

Source: ocr.data.ed.gov

At Hayes, Van Buren, and Wilson Middle Schools, that average is over 23%. As part of our planning process, we have planned to support a population with 15% special education needs through a combination of support services. For more on Altura Preparatory School's Special Education Program, please see Section F.1.A and F.1.B)

Special factors influencing the makeup of the anticipated student population:
Altura Preparatory School's mission is to create an intentionally diverse student body. We will serve students from the International District as well as students who have parents working at Sandia National Laboratories or on Kirtland Air Force Base. This mission to create an intentionally diverse learning environment influences the makeup of the anticipated student population.

How the educational philosophy and instructional methods have been designed to meet students' needs:
Altura Prep's educational philosophy is based on eight core beliefs about the school environment, teaching, and learning. We aim to create an excellent, high quality education for every student at Altura Prep. We believe learning should be joyful and even our youngest students should have the ability and opportunity to grapple with complex questions and problems in their day-to-day education. Many students in Albuquerque, including those in the 87108 and 87106 zip codes, have access to educational opportunities that do not graduate students prepared for success in high school, college, and beyond.

We know there are specific challenges associated with students who live in areas with low socio-economic levels, high rates of crime and childhood trauma, and low levels of English proficiency. Our educational philosophy, core beliefs and instructional philosophy have been designed to reflect practices that have been shown to be effective

in other schools in order to meet the needs of all Altura Prep students.

Quality Teachers Deliver Quality Results

In a 2012 publication, the RAND Corporation revealed that being taught by an effective teacher has important consequences for student achievement. (RAND, 2012) At Altura Prep, we believe that great teachers are key components of ensuring all our students are prepared for a future full of opportunity, regardless of their background or income level. Bill Sanders, formerly at the University of Tennessee's Value-Added Research and Assessment Center, studied what happened to students whose teachers produced high achievement versus those whose teachers produced low achievement. When students were placed with three high performing teachers in a row beginning in 3rd grade, students scored on average at the 96th percentile on Tennessee's statewide mathematics assessment in 5th grade. When students with comparable achievement histories were placed with three low-performing teachers in a row, their average score on the same assessment was at the 44th percentile. (Sanders and Rivers, 1996) An effective teacher, it is important to note, was found to be effective regardless of the level of heterogeneity in their classrooms. We anticipate a wide variance in initial student background academic skills, particularly in our first year of operation. Focusing on effective teaching and instruction is a key lever in ensuring all of our students have access to an education that prepares them to achieve strong academic outcomes.

According to Harvard University studies, the impact of a great teacher goes well beyond one to three school years. In fact, "students assigned to such high value added teachers are more likely to go to college, earn higher incomes, and less likely to be teenage mothers." (Chetty, Friedman, and Rockoff, 2011)   By recruiting, hiring and retaining high quality teachers, we ensure that every Altura Prep student has access to a key component of quality education- great teachers. We will invest heavily in equipping teachers with the tools (curriculum and professional resources) and training necessary to deliver high quality instruction. In order to build a strong and consistent team, we will begin the year with 13 full and 2 half days of professional development and practice, 4 additional days throughout the year, and continue throughout the year with 3+hours per week of individual and team development. We know that the quality of teachers delivering daily instruction to our students will directly impact how successful they will be and that this high level of achievement is a factor that will positively impact their lives beyond elementary school.

Teacher Specialization Delivers the Most Effective Instruction

At schools in the 87106 and 87108 zip codes, one third of students (33.8%) on average achieve at or above grade level in reading and less than one fifth (19%) of students achieve at or above grade level in math. Clear academic gaps in students' current educational levels illustrate a need to create academic programs that allow teachers to design lessons that meet a wide range of needs and that sufficiently meet the level of rigor required by the Common Core State Standards. A 2011 *American Educator* article embracing the Common Core math standards indicates that "[r]ight now professional development in K12 mathematics is urgently needed." (Wu, 2011) As we continue to prepare students to meet more rigorous standards, the need for teachers to become more familiar with and expert in their content areas and to receive additional, targeted support in teaching conceptual mathematics and implementing close reading strategies is increasing. To support teachers in becoming subject matter experts, and to provide students with the most effective teachers possible, teachers at Altura Prep will specialize in a core instructional area. Because teachers are deeply focused on one core area, they have a broad range of strategies and a deep resource toolkit to use to differentiate instruction, tailor student learning activities, and effectively meet the needs of a range of English Learners and students with IEPs. In traditional classrooms, teachers must plan and execute up to four content areas *and* serve a range of learners in each content area. This means that teachers must have both a broad knowledge of all the various content they teach *and* the deep expertise needed to support students with rigorous content and skills at a wide range of student levels. For example, a teacher in 4th grade must teach literacy, math, social studies, and science at the level of rigor required by the Common Core Standards *and* must be prepared to support students with high skill levels and mastery, medium skill levels and mastery, and low skill levels and mastery.

Specialized teachers are able to focus on one content area, mastering that content, common student misconceptions, and are able to dive deeply into the best practices in supporting a range of learners in that specific content area. Students are more supported with academic needs by teachers who are well prepared to support students in the content they need. Altura Prep uses a teacher specialization model in order to provide the best

possible instruction and support to the diverse student population we anticipate serving.

By providing elementary teachers with the ability to become experts instead of generalists, we will be uniquely positioned to reach the rigors of the Common Core and, most importantly, to increase student achievement and teacher satisfaction.

In addition to academic benefits of teacher specialization, the structure also supports students' social-emotional well-being. In *Helping Traumatized Children Learn,* Cole et al. recommend that schools implement key structures to support students to reach their academic and socio-emotional potential. School environments should help students: (1) build secure attachments, (2) enhance self-regulatory capacities and (3) increase competencies across multiple domains. (Cole, et. al. 2005) A teacher specialization model means that a student has an opportunity to build close relationships with multiple teachers, and to have a number of trusted adults on campus with whom that student can talk. A student also has one of those teachers as a "homeroom" teacher, which means that they spend more time with that teacher- this can become another way to build a trusting relationship with one teacher. Teachers support students with developing secure attachment through classroom culture building morning meeting activities, school-wide Town Hall, and the overall caring environment created at Altura Prep.

All Students Deserve a Personalized Learning Environment

We know and research supports that students from low-income homes enroll in school at a significant disadvantage due to their exposure to approximately 30 million fewer words than their more affluent peers. (Hart and Risely, 2003) As we strive to create a diverse learning environment, we know that many Altura Prep students will arrive with highly diverse needs. Each student deserves an education that will meet them at their level, and push them to high levels of achievement. The recent Supreme Court decision in Endrew F. v. Douglas County School District, Justice Roberts wrote that in order to meet the requirements of IDEA, each child must be offered "specially designed instruction that meets his or her unique needs." (Endrew v Douglas County, 2017) At Altura Prep, we believe that this tenet must hold true for all students, even those who do not specifically qualify for special education services. Each child must have a personalized instructional program linked to "measurable annual goals…designed to…enable the child to be involved in and make progress in the general education curriculum." (Endrew v Douglas County, 2017) Though the specific language applies only to students with disabilities, we believe that each child should have access to curriculum, instruction, and supports that enable them to make progress toward mastery of the standards and to leave Altura Prep prepared for success in middle school, high school, college, and beyond.

Character Development is Critical

In his 2012 book, *How Children Succeed,* Paul Tough argues that non-cognitive skills and the development of character are critical components for making children successful in the long term. Likewise, a team of researchers from The University of Chicago Consortium on Chicago School Research found that academic behaviors (e.g. attendance, participation, organization, and other highly regarded academic skills that support academic performance) are shaped by academic behaviors related to perseverance (e.g. grit, self-discipline, and self control) that are in turn generated by academic mindsets (e.g. I belong in this academic community, my skill and competence grow with my effort, I can succeed at this, and this work has value for me) The beliefs that students have about themselves in relation to the academic work and school environment shape the way a student engages with his or her learning environment, and ultimately, his or her educational outcomes. (Farrington et. al, 2012) We must do more than provide the environment in which children can thrive academically and social-emotionally. In zip codes where students have not reached their potential in recent years, we must reconfigure students' mindsets and self-perceptions. Students will embody the REACH core values, and beginning on the first day of kindergarten, they will be taught what it looks like to exhibit these qualities, be recognized and encouraged to keep growing in each. Students will set personal goals in these areas so that when each matriculating class leaves Altura Prep, they will let these values shine in everything they do.

Integrating core value instruction that is consistent with building academic mindsets and academic perseverance helps all students develop the academic habits and skills needed to be successful at all educational levels. Developing these core non-academic skills and habits supports students not just in elementary school, but in middle and high school where many of our anticipated students may flounder if not properly equipped. Though graduation rates across New Mexico and Albuquerque have increased, low-income students, minority students,

and English Language Learners still graduate at lower rates than their affluent, white, native English speaking peers. (Burgess, 2017) Graduation rates also differ based on high school cluster in Albuquerque. La Cueva High School in the Northeast heights, graduated over 81% of students. Highland High School in Southeast Albuquerque graduated just over 53%, up from 49% the in the 2014-15 school year. In order for our students to persist through a difficult system, all Altura Prep students will be equipped with the mindsets, beliefs, and habits that will help them seek opportunities to continue to excel to reach college and prepare for the future beyond.

Families are Our Most Important Partners

Engaging families in their children's education is a critical piece of both short-term and long-term success. In their 2002 study, Henderson and Mapp (2002) found similarities between students with high family engagement in high poverty schools and neighborhoods. These qualities include building a foundation of trust and respect, linking parent-engagement strategies to learning objectives, and reaching out to engage parents beyond the school. Family engagement must be comprehensive in order to affect student outcomes. (Henderson and Mapp, 2002) Soon after this study, researchers at the Harvard Family Research Project published a study on the Effects of Comprehensive Parent Engagement on Student Learning Outcomes that examined the effects of a set of comprehensive parent engagement strategies on student achievement at a large sample of high poverty elementary schools. The similarities in student demographics at the focus schools and our anticipated student population are clear, and allow us to base our family engagement strategies on proven practices. Altura Prep parents will be invited to participate in decision-making and feedback through monthly Coffee with the Principal (School Director(s)), and attend family math, STEAM, Literacy, and Genius Hour evenings, learn strategies to support their students at home. We also know that home visits are a key activity of many successful schools working with historically underserved populations. By positively and purposefully reaching out to and working with families in our school community, we create engagement in our school program that encourages and leads to higher attendance and engagement in the learning processes, which ultimately lead to improved outcomes for students. Sustained family engagement not only supports our students and their achievement, but also builds collaboration and mutual trust between the school and the community we work in.

Data Drives All Decisions

The Board, staff, families, and students look at data (1) to ensure students are reaching the ambitious goals we have set for them, and (2) to identify areas of growth and strength upon which to build. We collect, analyze, and plan from data gathered through implementing research-based, nationally-normed assessments, frequent internal formative assessments, and external state assessments aligned to the Common Core State Standards. We use all of these data points together to make the best-informed decisions for staff development and student achievement. Altura Prep students are wonderfully diverse, and each student has individual needs that can only be met if we have a clear picture of their strengths and growth areas. Teachers use data to identify learning gaps, create strategic and flexible groupings of students, and to provide updates to families about their child's progress. We use data continuously to ensure that all students have access to the instruction they need in the time that they need it. Data driven decision-making allows us to specifically meet the needs of our student population, and implement thoughtful interventions and supplements in order to prepare all students to succeed upon graduating from Altura Prep.

A Diverse Learning Environment Fosters a Strong Community

Sixty- three years ago, *Brown vs. Board of Education* held that separate schools for black children and white children are inherently unequal. Thirteen years after the landmark decision, the Coleman Report (a congressionally authorized study) suggested that socioeconomic school integration could increase student academic achievement more than any other school improvement strategy. (Wells, Fox, and Cordova-Cobo, 2016) Research has shown that in various educational settings, students who are exposed to other students who are different from themselves and the ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving. In addition to cognitive benefits, students also experience increased abilities to exhibit intercultural and interracial understanding, empathy, and an ability to learn with and from people from diverse backgrounds. (Wells, Fox, Cordova-Cobo, 2016) Our mission states that Altura Prep is an intentionally diverse learning environment, and through recruiting a diverse population, we create an environment that supports students with learning skills that are crucial for success in diverse colleges and universities and in workplaces that increasingly require interpersonal and cross-cultural skills. Our anticipated student population comes from one of

the most diverse communities in the city *and* includes students from higher income parents working on the Kirtland Air Force Base or Sandia National Labs, and it is important that we intentionally integrate instruction on empathy and collaboration. In order for all Altura Prep students, regardless of background, to be successful in their futures, they must be equipped with the skills to lead, collaborate, and participate in diverse environments.

Structure and Joy Make Achievement Possible

By creating an environment where students know what is expected of them, we create a predictable, safe space in which to learn, grow, and celebrate. In *Helping Children Learn,* Cole et. al. state that a key to supporting high need students achieve is creating predictable environments with structures that support students with understanding and meeting/exceeding expectations. Students in Albuquerque live in a state that ranks in the top three states in the country for crime rates. In 2015, New Mexico had the third highest crime rate in the country, and the violent crime rate rose by nearly 10% in 2015. (Kaplan and Perez, 2016) Students in the 87108 zip code live in a neighborhood with the highest crime rates in the city. (citymapping.org and crimereports.org) In order to create an environment in which our students meet the high expectations we have for them, we know we must creating a safe and joy-filled environment focused on learning. To do this, teachers at Altura Prep will (1) time lessons and activities and communicate timing and activities, (2) transition smoothly by previewing transitions and new activities or people, and (3) create safe spaces, physically and psychologically by preparing bright classrooms that welcome all ideas and perspectives. We operate with the belief that every minute matters, and it is necessary to maintain high expectations (both academically and behaviorally) for all individuals at Altura Prep. We will create the structure necessary for focused learning in a positive, joyful school community where every child feels safe to take risks.

Highlighting students who succeed, grow, and make the right choices will be a cornerstone of our school culture. At the end of each class, teachers will review which REACH points were earned by the whole class (i.e. "We had a lot of risk-takers today, we all earn a Curiosity point"), when students move up on the classroom clip chart, teachers will use the language of our REACH values to highlight the moment (i.e. "Marialena is showing agency when she asks for help, great work Marialena!") and weekly, students will be recognized by their teachers and their peers during Town Hall. By celebrating students and encouraging them to demonstrate our REACH values, we create an environment that encourages attendance and participation as well as hard work and collaboration. When students feel welcome and encouraged to participate in their school, positive academic and social outcomes follow. Creating structured, safe, and joyful opportunities for all students (including language learners and students with disabilities) is a crucial component in ensuring that all students have access to a high quality education.

Instructional Methods and Strategies

As a mission-driven organization, all curricular and instructional decisions and strategies are informed first by the proven ability of those programs, materials, and approaches to propel our students to a high level of achievement. Our mission to serve a diverse student body, and we propose to locate in one of the highest need areas of Albuquerque. Accordingly, we have designed our instructional program to meet the needs of the students we anticipate in Altura Prep classrooms.

We believe that mastery in all core subjects is a necessity for our students, and we believe that literacy is a gateway to academic success and opportunity. We also know that our students come to Altura Prep with a variety of past academic histories and current academic needs, and that a personalized learning environment that focuses on rigorous engagement across all content areas provides our students with an opportunity to have a future in which they can make real choices about their academic and professional endeavors.

Provide Personalized Focus on Literacy

The foundation of any opportunity-generating educational program is literacy. Altura Prep provides a balanced literacy approach that provides access to a wide variety of texts, a curriculum that ensures fluency, comprehension, and written expression through the Common Core State Standards, and a 21st Century focus on critical thinking and cross-content vocabulary for success in middle-school, high school, college, and beyond.

Literacy

Knowing that many in our target population will likely arrive at school not ready to read or reading far below grade

level, we believe that structured and individualized literacy instruction as part of an extended school day is critical in kindergarten through third grade, and we continue to extend literacy instruction in the upper grades to ensure that gains are not lost and acceleration becomes the norm. Research has repeatedly demonstrated that reading skills impact the academic success in every subject and throughout their academic journey. (Stanovich, 2000) Stanovich and Cunningham's research demonstrates that the level of ability to read in younger years serves as a predictor for reading comprehension throughout the entirety of a students' academic career. (Stanovich and Cunningham, 1997) Given the same reading assessment, students who scored in the top five percent of participants read 144 times than that of the students who scored in the bottom five percent. (Honig, 1997)

A teacher to student ratio of no more than 8 to 1 in small group reading during literacy rotations provides three major benefits for student success. First, teachers will be able to plan small group instruction based on flexible grouping needs. For example, if a group is struggling with vowel blends, the teacher can spend additional time in Reading Horizons focusing on the specific blends that are proving difficult and slow down the instructional pace to improve student mastery. Second, small group size allows for additional practice and high levels of engagement, particularly beneficial to students who are learning English as a second language or who have special needs and who might benefit from previewing of vocabulary or repetition of key phrases. Finally, small group instruction allows for additional teaching moments for developing accountability in learning and ensures 100% participation for all students.

Kamps et al. (2007) compared outcomes for native English speakers and English language learners at risk for reading difficulties when provided with supplemental reading intervention in Grades 1 and/or 2 consisting of either (a) highly explicit decoding and fluency instruction, followed by balanced literacy instruction that incorporated Guided Reading, or (b) balanced literacy instruction only. Students in the explicit instruction plus balanced literacy group had significantly better outcomes than those in the balanced literacy only group. At the end of Grade 1, the group performed better on measures of decoding at the end of Grade 1 and in oral reading fluency at the end of Grade 2.

Blended Learning

Altura Prep teachers leverage technology in service of blended learning. Technology is used intentionally for adaptive online learning platforms to provide students with skill-based instruction in math and literacy at students' levels and in STEAM/Social Studies in problem-based settings to support research and exploration.

Using technology, math and literacy classes are redesigned and re-structured to provide students the most possible time engaged with content. STEAM and Social Studies classes likewise offer higher levels of cognitive engagement through purposeful integration of technology. When technology is used to support students in engaging with meaningful tasks, learner motivation increases. (Jeffrey, Milne, Suddaby, & Higgens, 2014)

Mathematics

Altura Prep believes that literacy is a skill that opens the doors to opportunities throughout life. In order to prepare our students for bright futures with a variety of post-secondary and career opportunities, we believe we must also prepare them with skills in critical thinking, problem solving, technology, science, engineering, and math. Ten of the fourteen fastest growing industries today require STEM training, and there will likely be more as our elementary students prepare to attend college and begin a career. At elementary schools in the 87108 and 87106 zip codes in the 2015-2016 school year (the most recent year for which there is data), 19% of students performed at or above grade level in Math. Our anticipated student population needs a strategic approach to mathematics that includes foundational skills, acceleration, and problem-based learning that supports students with applying mathematical concepts across disciplines.

To support all students with building skills in mathematical fluency and problem-solving, math at Altura Prep takes place in both Mathematics class with station-based rotations and small group guided instruction, and in STEAM class, which integrates cross-disciplinary fields and requires students to apply mathematical concepts to science, technology, and engineering tasks and show mathematical concepts using different modalities including art. By purposefully integrating mathematics in a variety of contexts, we will support students to build mathematical fluency and problem-solving skills that they will build on after they leave Altura Prep.

STEAM Education

STEAM education supports students to understand the world in a cross-disciplined way, and cultivates their ability

to solve problems. STEAM education is based on project-based learning, and problem-based learning is the main approach to guide students through cooperation and practice, to complete the theme of the project and solve problems encountered in life. (Chen, 2016) Project-based learning and problem-based learning have been shown to increase diverse groups of students' abilities to understand, problem solve, and think critically. Horan, Lavaroni, and Beldon (1996) found that when students of both high and low-ability engaged in project- based learning, the high ability students increased their social participation skills at more significant rates than the low ability students, and the low ability students demonstrated a gain in critical thinking skills that was 446%, compared to their higher ability peers who increased by 76%. Stanford University researcher Jo Boaler (1997) looked at two groups of girls: one taught using a traditional method and one using a project-based learning approach. She found that the girls did better when taught with methods that stressed understanding rather than memorization-based learning procedures (Goodwill, 2016).

STEAM education can enhance students' abilities to think logically, flexibly, and adaptively. STEAM instruction is problem based, and collaborative: in a diverse environment, this also requires that they develop cross-cultural communication skills (Chen, 2016). Altura Prep's diverse student body will learn to bridge gaps of experience and culture early in their educational careers. STEAM-based learning will support students' abilities to work as a team and learn from the experiences of those different from them.

Enrichment and Physical Education
In our community-based action research about the supports that our future students may need to be successful at Altura Prep, we learned from various pre-kindergarten directors that many students living in the 87108 zip code experience gross motor delays because children live in places where it may be unsafe for them to play for extended periods of time outside their homes. Physical education, recess, and mind-body activities like yoga will play a critical role in supporting our students' physical and developmental growth through active learning. Other enrichment classes, are also focused on active learning such as Dance, Art, and Health. Coding class, while not active, gives all students access to a skill that is becoming increasingly important for college and career preparation.

Consistent Spiraled Instruction
Students growing up in poverty often lack an educationally rich environment outside of school, and therefore may not have opportunities outside of school to practice and apply skills learned in school. Thus, Altura Prep revisits previously taught and mastered concepts through morning brain work (which students do when they arrive to school in the morning, prior to Morning Meeting), Town Halls, and at stations during Math and Literacy to provide opportunities to reengage with curriculum and practice previously learned material. With the support of the School Directors and other leaders, teachers determine skills that need to be spiraled, using classroom data and other information regarding key skills.

Word Walls and Anchor Charts: Vocabulary word walls and academic anchor charts provide students visual cues to support language acquisition. This is an especially important instructional strategy as students learn language (whether as a first or second language), and these are strategies that are a part of English Language Learner programs such as GLAD and SDAIE. We know that a large portion of our anticipated student population will most likely enter school with less developed vocabulary than their ore affluent peers (Hart and Risley, 2003). Accordingly, we know that it is crucial that we develop a text rich and vocabulary rich environment that specifically focuses on closing the vocabulary gap for all of our students.

Habits of Discussion: Students will be expected to speak and write in complete sentences with correct grammar. This expectation helps language learners use language conventions throughout their day, which helps students develop competence and confidence in their English speaking abilities.

Small Group and One-on-One Personalization: Every day, there are opportunities for staff to engage in one-on-one and small group targeted tutoring acceleration *and* intervention to increase the extent to which we meet students' needs, including increasing opportunities for understanding for our most struggling students. The hiring process for every staff member includes screening for their abilities to work with students, and operational and leadership staff take on roles during literacy blocks throughout the year to provide additional opportunities for small group intervention.

Modified Instructional Strategies
Differentiation at all levels (to accelerate and support) allows students to access the same instructional content with scaffolds and challenges in place to ensure every student is held to a high level of rigor. Altura Prep designs instructional materials with all students in mind and provides professional development to teachers to support personalization of instruction for students' needs and interests. As we anticipate a diverse student population, this is a critical component of ensuring we provide each student with the instruction they need and deserve. Throughout the school year, we provide specific professional development to ensure the strategic instruction of students who are learning English, those who have special education requirements, and students who are identified as gifted learners. These strategies and practices allow us to teach with struggling *and* high achieving students in mind to ensure we are meeting every student at their instructional level while pushing them toward the same rigorous bar of mastery and critical thinking.

Instructional strategies that inform our practice of personalization and differentiation include:
- Posted outlines of lessons and time breakdowns
- Selection of key problems for students who need additional time
- Providing clear copies of notes and study outlines
- Previewing questions for students who need additional processing time
- Logical and concise instructions with reinforcement of gestures and cue words
- Verbal and picture cues of posted information
- Repeat and reword complicated directions
- Eliminate classroom distractions (excessive noise, flickering lights, etc.)
- Review key assignments in verbal or written form
- Additional practice assignments available
- Use of highlighters, stickers, post-its, and other materials to code work
- Increase or decrease the pace of instruction
- Use of rhymes, motions, or mnemonic devices
- Posted word walls and/or individual vocabulary sheets
- Procedural charts for students who need processes broken down into smaller steps
- Summarize important segments of each lesson at the end of class
- Clear, legible charts and notes
- Access to videos or recordings to preview or review lesson materials
- Encourage students to practice using technical words in exchanges among peers

(Lombardi, 1992)

The design of Altura Prep's instructional program provides support to students whose typical performance might put them at risk of academic failure *and* to students who need additional academic challenges in order to reach their full potential. Through beginning of the year assessments in reading and math, staff will be able to diagnose and address student needs from the first weeks of school and incorporate instructional strategies to meet the needs of every student.

Data Driven Instruction
We believe that data is a powerful tool in the hands of families, teachers, and students. We make every effort to collect data, triangulate it (with other data sources), and make decisions driven by data rather than personal preference.

Data informs our instruction every day. Our baseline data, daily online adaptive learning data, daily exit tickets, end-of-unit and interim assessments build upon one another to ensure long term student progress and attainment of long-term goals. Teachers are trained on how to use regular assessments and checks for understanding in real time, building reteach opportunities into small groups and the next days' lesson. Teachers script checks for understanding into their lessons, circulate during independent learning to gather information in the moment regarding student work, and to incorporate that data immediately to address misconceptions, share exemplars, and/or reteach. Teachers group students strategically for rotations in Math and Literacy to ensure effective reteaching and remediation.

We believe that students should be agents of their own education, and that ownership over their data is a key component of empowering students to drive their learning. Student assessments are shared in various ways: grade level data, class level data, and individual student data. Students are taught to analyze their mastery to determine strengths and key areas of growth. Students learn to create next steps for their own academic plan, and they work with their teacher to determine what support they may need.

The instructional leadership team can also look at class, grade, and school-wide data to effectively coach teachers around instructional practices. For example, in a math class, the Director of Academics (or in later years, the Dean of Curriculum and Instruction) might notice that a teacher is taking hands to check for understanding, and three girls in the back of the room have not been called on or engaged with the material during CGI. Looking at the Student Information System, the leader might find that the three students had the lowest score for that related standard, which is directly related to the day's lesson. Standing behind two of the girls, the leader might give a non-verbal signal to the teacher to call on the students to engage them in the lesson, and address a misconception.

As a follow up, the leaders would check in with the teacher to share the data and information regarding why s/he provided the non-verbal cue. Working together, the two might look at the most recent data and work together to determine which students to call on for the next lesson.

Along with instructional data, the leadership team collects daily data to consider the impact of school operations and school-wide systems on student achievement. For example, the team might track uniform compliance, attendance, tardiness, and discipline referrals. Interpreting this data, we might consider the impact of uniform compliance on the number of discipline referrals daily. By ensuring that students are following the uniform policy, more students have a seamless and strong start to the day, which supports their behavior in class. Fewer out –of – class discipline referrals means more time spent on learning and additional leadership support in classrooms, which may lead to higher academic success. By focusing on operations and academics together, Altura Prep is able to provide a supportive environment in which all systems support student achievement.

How the yearly calendar and daily schedule have been designed to meet students' needs:

Extended Time: Altura Prep provides 183 days of instruction from 8:00am to 4:00pm daily due to research demonstrating that extended time in learning has a positive impact on low-income and minority student outcomes. (Hoxby, Murkara, and Kang, 2009) Conversations with community stakeholders, parents, and current school leaders emphasized the importance of providing extended hours for students with families who work into the evening.

Kindergarten Academy: Our school calendar includes two half days reserved exclusively for welcoming our newest grade of students to Altura Prep. "Kinder Academy" is an all-hands-on-deck approach to teaching kindergarteners some of the critical routines of school. The kindergarten teachers lead instruction, and other grade level teachers support the kindergarten students or administer one-on-one assessments so that we have clear baseline data for our incoming students. During Kindergarten Academy, we welcome all parents to a "Parent Academy" in which one of the school leaders introduces parents to the program, answers questions, and provides parents with resources to use to help their child be successful as they acclimate to a full, rigorous school day.

Professional Development: The extension of our learning schedule also provides opportunities for extended development for teachers, including a two and a half week summer institute. In *Ten Steps to Doubling Student Performance,* Odden outlines Importance of extended development time before the start of school and during the school year. The author argues for the importance of professional development hours *and* strategic placement of those hours as critical components of teacher performance in high need schools. We have strategically placed two and a half weeks of professional development at the beginning of the school year to prepare teachers for the year. We have also placed two days at the end of the year for data analysis and planning for the upcoming year. There are also two full days placed strategically during the school year that allow teachers and leaders to reflect and plan to best meet student needs during key phases of the academic year. Additionally, teachers have two and a half hours of dedicated content PD each week and one hour each day (Monday-Thursday) for grade level team

collaboration (planning and data analysis). We believe that quality teachers deliver quality results and have aligned resources, including time, per our calendars and schedules, to prioritize actions aligned to this belief.

Family Engagement: We believe that families are our most important partners, and research shows that family engagement increases student achievement. (Henderson and Mapp, 2002) We are committed to providing ongoing tools, resources, and experiences to support family involvement in school, so that students have role models dedicated to continuous and life-long learning. In order to best support our families to support their children, Altura Prep will use the following to engage families:

- **Communication:** Families will attend orientation sessions prior to the start of the school year. These will be framed as "Meet and Greet" opportunities to get to know students' future teachers and tour the school. Families will also have the option for "home visits" in which school staff (teachers and leaders) visits families to discuss their hopes for their students and learn more about how the family can support the student during the year. Parents will have regular updates sent home (with translation, if appropriate) regarding students' academic and character development.
- **Tools:** At all school events (these family events occur at least monthly), we provide families with ideas and resources to use at home to support students' academic and social-emotional growth. We will use the Great Schools series of parent videos to support families with engaging children in conversation about what they are learning and about difficult topics such as bullying.
- **Experiences:** Our yearly calendar includes dates for parent conferences and events such as Family Literacy Night, Family Math Night, Family STEAM Night, Genius Hour Exhibitions, Families as Partners Community Meetings, and Google University Nights. These events occur monthly, and are structured to provide strategies and tools to support all families with working with their children at home. We also have monthly Coffee with School Director(s), which is an open event at the school during the week. Parents and other family members are invited to come enjoy coffee and food with the School Director, hear about the school, and give feedback or share ideas. Through a partnership with Explora Science Center in Albuquerque, families will have access to Explora memberships, and we will take trips on Saturdays (at least two per year) as a school community. We anticipate many of our families lack access to reliable transit, and thus school-wide family field trips support all Altura families with accessing partnership activities throughout the city.

We know that including all Altura Prep families in the process of teaching and learning is crucial for the long-term success of all our students, and critical for building a cohesive school community. We make learning a hands-on process for both students and families.

We want Altura Prep families to feel like the essential part of the team that they are. Below is a sample Parent/Family Event schedule for the year, demonstrating our plan to provide families with multiple opportunities for school engagement and access to resources for their children. For a sample Family Event Calendar, please see Appendix M.

Parent Academy and Conferences: We cultivate positive and productive relationships with families and engage them in the life of the school. Following the lottery, or the close of our enrollment process, we invite all families to Parent Academy and a Welcome Meet and Greet event. These orientation events provide families with an overview of the school's design, including our mission, program, and expectations, as well as opportunities for family involvement. In the students' first year at Altura Prep, Parent Academy coincides with Kindergarten Academy, two half days in which students are welcomed by all Altura staff and have their first (abbreviated days) on campus. Parent Academy takes place on the first morning if Kindergarten Academy, and provides parents an opportunity to be at school with their child on their first day, though both groups are engaged in different activities.

Teachers send home regular (bi-weekly) data reports based on academic and character development. School-wide monthly newsletters celebrate students and share school-wide events and logistical information, and they inform parents of the monthly community meetings and school events that are led by teachers and outside community

organizations to support families in helping students achieve academic success. Teachers hold conferences in November and April to meet with each family in the teacher's homeroom, and optional conferences are held more frequently for students who are struggling or at risk for retention due to academics or attendance.

A key feature of Altura Prep's mission and philosophy is a dedication to intentionally preparing our students to be successful in college and life. We believe this requires a robust approach to educating students both academically and social-emotionally, so that they can be agents of their own education. Our approach focuses on developing the capacity of our students and their families to pursue and engage in opportunities that can foster their passions even after they graduate from Altura Prep. Our students must be capable, motivated, and curious individuals, and we have designed our program to develop the crucial habits, skills, and mindsets to make this possible for each child educated at Altura Prep.

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Total Points Available	Expectations

4	A complete response must:
	• Identify the anticipated student population, including:
	  o Demographic information based on the local community population
	  o Educational proficiency upon enrollment at the school
	  o Attendance and truancy trends
	  o English Language Proficiency
	  o Other special educational needs
	• Explain any special factors influencing the makeup of the anticipated student population
	• Explain how the educational philosophy has been designed to meet students' needs
	• Explain how the instructional methods have been designed to meet students' needs
	• Explain how the yearly calendar and daily schedule have been designed to meet students' needs

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response provides a clear and comprehensive description of the community APS intends to serve. The target population includes a mix of families from different socioeconomic levels because its desired area also borders Kirtland Air Force Base and Sandia National Laboratories. The applicant compiled sufficient data on the demographics for the zip code areas 87106 and 87108 that provide academic achievement outcomes for the surrounding schools. The data shows that most schools receiving a letter grade of D or F also have the higher subgroup student populations. It seems apparent that APS is ensured to enroll students that may be both academically behind and from a low socio-economic status which will benefit from the program it will offer.

As the educational program is supported by the eight beliefs outlined in the curriculum section of this application, the applicant has purposefully adapted practices that "have been shown to be effective in other schools in order to meet the needs of all Altura Prep students." The narrative summarizes the instructional methods that will be used to fulfill the beliefs and provides the research as evidence to support the effective practices for the target population.

F. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

F. (1) Special Education.

F. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

Identification of Students with Special Needs

Altura Preparatory Academy will identify and provide instructional supports and services to students with disabilities who have IEPs or who are eligible for an IEP in a variety of ways.

Spectrum of Needs

Altura Preparatory School will strive to achieve a student population that is comparable to the Albuquerque Public Schools community in which it is located. Altura Prep realizes the great level of need that our students will bring as they enroll and we are committed to early identification of students, supporting students who need acceleration or remediation.

All students entering Altura Prep with Individualized Education Plans (I.E.P.s) will have their IEPs implemented within 30 days of enrollment. All teachers will have access to their students' goals and objectives, as well as their accommodations and modifications for the general education classrooms.

Child Find

A free, appropriate public education (FAPE) must be available to all children with disabilities residing in Albuquerque, including children with disabilities who have been suspended or expelled from school.   The process of identifying, locating and evaluating these children is referred to in New Mexico as a Child Find. In order to comply with Child Find requirements, Altura Prep will have identification procedures in place to ensure that all children with disabilities that enroll in Altura Prep, including children with disabilities who are homeless children or are wards of the state, and who are in need of special education and related services, are identified and evaluated upon enrollment. The procedures that Altura Preparatory School will include, but are not limited to, the following:

- Asking specific questions on the registration card about IEP or ancillary services
- Providing brochures and other print media in a variety of languages about community health screenings and other services to families to support families with finding services outside of the school that can then assist the school staff with providing supports in the school building
- Referring families with children ages 0-3 to local Early Childhood Intervention (ECI) programs for evaluation, as well as to the Department of Health's Family Infant Toddler (FIT) Program
- Partnerships with YDI Head Start programs in the neighborhood to build connections to the school
- Reviewing this process on a yearly basis and updating staff about current, on-going "Child Find" activities implemented in the community that can support the school with early identification and support

Altura Prep understands that for special education purposes and as a potential state-chartered school, that we can choose to serve as our own Local Education Agency (LEA). Altura Prep prefers to serve as its own LEA with no linkage to another LEA.   Altura Prep is familiar with the LEA's obligation to serve all students with disabilities as required by the Individuals with Disabilities Education Act (IDEA) and as an LEA, and Altura Prep assumes responsibility to conduct Child Find, provide compliant evaluations, reevaluations, and to deliver a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Response to Intervention (RtI) and Student Assistance Team (SAT) Process

The Response to Intervention (RtI) process in New Mexico is a continuum of school-wide support that seeks to maximize the odds of student success and contributes to overall comprehensive school improvement efforts (A Guidance and Resource Manual for New Mexico 's Response to Intervention Framework, 2009). Using the New

Mexico Public Education Department's Technical Evaluation and Assessment Manual (T.E.A.M.) as our guide, Altura Preparatory School will implement the New Mexico three-tier RtI framework as outlined in subsection D of 6.29.1.9 of New Mexico Administrative Code.
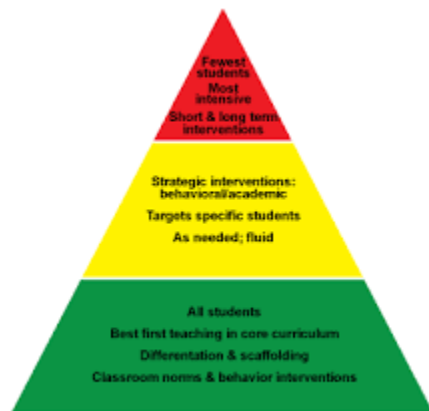
Additionally, the RtI process at Altura Prep has been expanded and intentionally designed as a system of interventions that are closely aligned to our personalized learning model and small group instructional practices and heavily guided by student outcome data.

The focus of Tier 1, as indicated by the graphic, is universal screening, appropriate delivery of core instruction with differentiated instructional supports, data-based targeted interventions to support the acquisition of core content, and positive behavioral interventions and supports to address the social-emotional needs of all our students.

The focus of Tier 2 supports is to provide strategic and individualized supports for students who are struggling or who are significantly advanced, for whom Tier 1 instruction and universal supports are insufficient. The Student Assistance Team (SAT) will gather all the available data regarding a student who is not progressing with Tier 1 supports, and designs an individualized Student Assistance (SAT) intervention plan or a Behavioral Intervention Plan (BIP). Students who are receiving Tier 2 services will continue to receive Tier 1 instruction, but with the benefit of more targeted, intensive interventions that are recommended by the Altura Prep's Student Assistance Team (SAT) or a student's Behavioral Intervention Plan (BIP). Frequent and specific progress monitoring of interventions is also provided in Tier 2, allowing for adjustments to be made for the struggling student.

Tier 3 supports are for students who are identified as needing Special Education and Gifted Education services as defined under the federal Individuals with Disabilities Education Act (IDEA) and special education services in accordance with the state criteria for students identified as gifted (NMPED Technical Evaluation and Assessment Manual, 2017). Students receiving Tier 3 supports and services will also have access to appropriate supports at Tiers 1 and 2. These students must also demonstrate a need for intensive programming and specially designed instruction in order to be involved in and make progress in the general education setting and with the general education curriculum.

All Altura Pre staff will receive intensive training prior to the opening of school on Child Find responsibilities and activities, which will include RtI processes and procedures, including a checklist of requirements during the screening process, and the SAT process. This training will also include how to manage referrals by parents, agency representatives, medical personnel, and other qualified professionals. All verbal and written requests for evaluation of a student will be honored as appropriate, in order to determine next steps and to develop an assessment plan in all areas of the suspected disability/disabilities and to secure permission from the parent/guardian to begin the evaluation process.

Because we believe that families are our most important partners, we also believe that parent outreach and participation in all elements of the RtI and SAT processes is imperative when providing additional supports to their students and that including parents as equal partners in all phases of these intervention practices leads to a robust educational triage plan for the target student. The Elementary and Secondary Education Act (ESEA), Section 9101(32), also expects schools to engage parents "in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring" that parents are included, as appropriate in decision making "to assist in the education of their child."

Altura Prep's Student Assistance Team (SAT) will employ early intervention services to students who appear to be struggling academically or socially-emotionally. This team will be chaired by a general education teacher, who has a track-record of reaching struggling students, and will include as appropriate, a school administrator, mathematics and humanities teachers, parent, student and other agency representatives as needed. The SAT team will work

together to support the student in school using meaningful interventions and teaching strategies through the RtI processes, as well as addressing any social-emotional, physical, or mental health concerns that may be impeding student learning. Special attention to cultural considerations and factors will also be noted.

The SAT team monitors all Tier I interventions; develops and manages documentation of all Tier II interventions, and will recommend and monitor Tier III interventions for students who are not making expected gains after the more intensive strategies found in Tiers I and II. The Altura Preparatory model for academic RtI begins with daily interventions, such as small group instruction in mathematics, targeted guided reading groups, Reader's and Writer's Workshop, and an intensive focus on the building blocks of literacy.   Essential to this is the ongoing use of assessments and data to help with progress monitoring and identification of struggling, teacher analysis of the data students who might need more intensive instruction to help accelerate their progress. These practices inform the need for Tier II interventions, which include consultation and support from specialists, more intensive small group and individualized interventions, changes in classroom practices and additional research-based, multisensory tools and materials, including changes in methodology and delivery of instruction. All Tier II interventions are documented and managed by the school SAT team and specific interventions will be chosen based on student needs and data, as well as the results of Tier I strategies attempted.

The Altura Preparatory model for Tier I behavioral interventions begin with our thoughtfully crafted, school-wide culture plan, school-wide behavior management plan and support system, complementary individual classroom management plans, and REACH core values and character education program. Our attention to social-emotional health and well-being is also a significant part of the supports we provide to all students, though we know that it is critical for students with special needs to receive more intensive support in these areas. In being deliberately thoughtful and assuring that all of our children have access to mental and physical health interventions at the school site, Altura Prep will apply to become a Medicaid eligible provider and plan for provisions to have nursing services supporting immunizations for students, in-school medical treatment, medication disbursement and monitoring, and annual vision and hearing screenings. Altura Preparatory school will develop and monitor student's individualized health plans and be prepared to identify and school and community-wide health concerns through partnerships with health clinics and medical providers in the area.

When RtI interventions are not effective after the designated amount of time for Tier II interventions (usually 6 weeks), Altura Preparatory Academy will provide the parent(s) and/or caregiver(s) written notice that their student has not made adequate or expected progress despite additional, documented supports that have been put into place to assist their student. The parent(s) or caregiver(s) will then be asked for their consent so that a comprehensive, educational diagnostic evaluation may be conducted. Once written consent is provided, the school's multidisciplinary team (MDT) members will conduct a comprehensive, educational evaluation of the student within 60 days from the date that parental consent was given, in accordance with IDEA and NMAC regulations. The SAT team will provide the Eligibility/Evaluation Disciplinary Team with all requisite screenings, academic, health and behavioral information, as well as data from all Tier I and Tier II interventions and outcomes.

Eligibility/Evaluation Disciplinary Team (EDT)
The Eligibility/Evaluation Disciplinary Team (EDT), which will be chaired by one of the school administrators, will help to facilitate the management of a student's educational evaluation, which will include, at a minimum, cognitive, language and academic diagnostic measures. In the first year of Altura Prep, an educational diagnostician and clinical providers will be employed/contracted to help serve on the EDT and will conduct all necessary assessments. Other required members of the EDT, as mandated by IDEA(2004), include parent(s) or guardian(s) with educational rights, a special education teacher, a general education teacher, a representative from the LEA and an individual who has the ability to interpret the evaluation results, and others who may have specific knowledge of the student relevant and process. Members of the EDT will actively listen to information from all team members, be thoughtful about problem solving and keep the student's best interest at heart.

Individualized Education Plan (IEP) Team
If the student is found eligible for special education and related services, an Individualized Education Plan (IEP) Team meeting would follow the eligibility determination team's decision. This meeting will take place within 30 days of the determination eligibility. At this initial IEP Team meeting and subsequent meetings to follow, it will be

incumbent upon the Altura Preparatory staff present to make the student's parent(s)/guardian(s) feel welcome, comfortable and acknowledged as partners during the process and help to develop a meaningful IEP tailored with the student in mind.

The IEP Team will always consist of the special education resource specialist/teacher, the general education teachers who work directly with the student, the student's parent(s)/guardian(s), the student (when appropriate), and clinicians or service providers relevant to the student's identified exceptionality. Measurable, quantifiable IEP goals and objectives will be written according to curriculum standards and content.

The Altura Prep Service Model
Altura Preparatory founders firmly believe that to the extent possible, students with identified exceptionalities should receive as many educational services as they possibly can within the general education setting. This integrated service delivery model, often referred to as "pushing in", requires Altura Preparatory faculty members to thoughtfully align services for exceptional students within the structures that exist at the school, rather than relying entirely on a segregated program where students are "pulled out" throughout the day. The special education and general education teachers at Altura Prep will prioritize a collaborative working relationship in order to provide each child, to the extent possible, with instructional supports in his/her general education classroom setting and Least Restrictive Environment (LRE).

At Altura Prep, integrated special education services can be provided in the following ways:
- Special Education teacher/resource teacher support during ELA and/or Math Power Hour to conduct additional small group reading lessons and individual tutoring
- Special Education teacher/resource teacher support during STEAM/Social Studies to conduct small group lessons and provide individual support
- Team teaching in any core content class
- Collaborative planning between Special Education teachers and general education teachers during weekly shared planning periods

The special education teacher is directly responsible for ensuring that adequate academic progress, progress towards a student's individualized goals and objectives are being met, and that each student on his/her caseload is provided with a Free and Appropriate Public Education (FAPE). By "pushing in" and providing wrap-around supports to students in their LRE, special education teachers and can help to remove any obstacles that may be preventing the student from achieving success in his/her least restrictive setting, and allow for natural adjustment and as students become more proficient with the content. Given that the primary role of all teachers is to shape the learning based on the needs of their students, this model lends itself to effectively matching the instructional resources and practices to the needs of their students.

Culturally and Linguistically Diverse Students
There has been a disproportionate amount of culturally and linguistically diverse students represented in special education programs across the country and New Mexico is no exception to this issue. The founding team is cognizant that all stakeholders at Altura Prep- teachers, parents, and community members- have an integral role in decreasing the disproportionality of culturally and linguistically diverse students being misidentified and referred for special education services.   The Altura Preparatory faculty will use the January 2017 (or most recent) version of the New Mexico Technical Evaluation and Assessment Manual (T.E.A.M.), as a guide to determine whether there has been any bias during the assessment and evaluation process for a student. This process includes using English Language Learner WIDA scores as a cross-reference for other assessments to ensure that all students are receiving appropriate and meaningful support.

All specialized instruction and supports for our diverse, exceptional students at Altura Prep will be based on culturally relevant pedagogy and teaching and use of Guided Language Acquisition Design (GLAD) strategies. For more information about Altura Preparatory School's approach to English Language Learner identification, supports, and monitoring processes, please see Section! . F 2a and F 2b.

Gifted Students

Altura Preparatory School's model to address gifted students is based on our core belief that all students deserve a personalized learning environment. We believe that this is possible to do when students are in their classroom participating in thoughtfully designed learning activities that have been designed with purposeful differentiation strategies. We believe that this is a particularly effective approach for students who are identified with a generalized need for advanced material.

Using the New Mexico Public Education Department's (PED) Gifted Education in New Mexico Technical Assistance Manual (2011) as our guidebook, we have developed an integrated system for differentiation so that students who are gifted have the opportunity to be challenged in their curriculum each day, in every class period rather than rely on the traditional pullout model, which only serves students for a short time during the day. The traditional pull out model, according to the New Mexico Public Education Department's (PED) Gifted Education in New Mexico Technical Assistance Manual (2011), identifies the fundamental difficulties of this model, which include fragmentation of instruction; isolation of special program instruction; problem of student missing other classroom activities; failure to meet individualized needs and lack of connection to the general curriculum. (p. 91) Carol Tomlinson, author of The Differentiated Classroom: Responding to the Needs of All Learners (2014), instead recommends that "…greater emphasis is placed on facilitating differentiation in the regular education classroom for students who are gifted."

According to an article titled, "What if Means to Teach Gifted Learners Well," published by The National Association for Gifted Children:

Good curriculum and instruction for gifted learners begins with good curriculum and instruction. It's difficult, if not impossible, to develop the talent of a highly able student with insipid curriculum and instruction. Like all students, gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there.

Altura Preparatory School's program for gifted instruction uses these best practices and recommendations from leading experts in gifted education, including compacting the curriculum, designing alternative learning experiences, allowing for differentiated pacing, and agreement on expectations for these students to evaluate productivity, behavior and differentiated products. (Gifted Education in New Mexico Technical Assistance Manual, p. 91-92)

Dr. Tomlinson further defines inappropriate gifted instruction as "instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time" as it "violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development." Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at a desk in the back of the room and move through the math book alone ignores a child's need for affiliation, and overlooks the fact that a teacher should be a crucial factor in all children's learning. It also violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development. Thus, we believe that it is incumbent upon Altura Prep to use our personalized learning model to embed support, differentiation, and acceleration into all classrooms so that all students are able to benefit from integrated, inclusive, and diverse educational experiences.

Professional Development, Training, and Support

The founding team at Altura Preparatory Academy understands that teacher training and support are critical in the success of its' students, especially those students who are diverse with special needs. Carefully crafted professional development sessions promoting the GLAD language and acquisition strategies, as well as coaching sessions with a lens toward implementation of culturally responsive instructional strategies and teaching techniques, will also be integral in order for the Altura Prep faculty meeting the needs of their culturally and linguistically diverse learners. In addition, our instructional professional development plan contains explicit development in implementing Tier I

instructional strategies in each classroom.

Part of our training and support for teachers will be around promoting a school-wide understanding that the vast majority of special education students have the same cognitive potential as their general education peers and should meet and exceed the same academic standards as their grade-level peers.

Responsibilities for Special Education Staff, Classroom Teachers and School Staff
A student's Individualized Educational Plan (IEP) will drive the kind of support required from each one of our faculty members at Altura Preparatory School. Students with IEPs that mandate intensive services, will have skilled special educators and capable paraprofessionals working as a team to provide them with the intensive support they need. Altura Preparatory will contract with an external service provider to provide our students with speech and language therapy services, occupational therapy services, physical therapy services, counseling services, and vision and hearing services to address and meet their IEP goals for related services. Students who need in-class behavior support and/or who have social-emotional goals on their IEP, will have access to a licensed, certified social worker.

Certified Educational Diagnosticians will also be hired through a verified and experienced service provider to determine initial eligibility and to conduct mandated three-year reevaluations as required by IDEA, unless an early reevaluation is deemed necessary by the parent and IEP team (34 CFR Sec. 300.303-300.311).

As much as possible and to the extent that a student's IEP will allow, it is the expectation of Altura Preparatory 's contracted clinicians and social workers to work within Altura Prep's departmentalized instruction structure, ensuring that students' may flourish in the least restrictive environment. This means that service providers will, to the extent possible, deliver services during individualized time so that students receive individualized learning time at the same time that their peers do. For example, during Math transitions to small-group instruction and rotation, a social worker may pull a small group of students to work on social skill development while other students work with their teacher or on independent leveled work. It is the expectation that these service providers will help the families of exceptional students to identify needed community supports and connect them to child welfare and court agencies that will provide them with outreach and mental health supports. Altura Prep's clinical providers are also encouraged to use student performance data and provide parent(s)/guardian(s) with portfolio samples of the progress the student is making toward his/her IEP goals.

The special education resource specialist is expected to begin his/her year with a home visit to all of his/her students. We believe that parents and families are integral to the academic and social-emotional success of every child and the more ways that we can convey that to families, the better. Altura Prep's Resource Specialists are also expected to maintain regular contact with parents via email, phone and home/school communication notebooks that can travel to and from home and school with a student. Resource specialists are also expected to maintain accurate records, use benchmark assessments to assess a student's progress towards goals, and track academic growth and progress toward proficiency of grade level curriculum and standards.

Total Points Available	Expectations
4	A complete response must: • Describe how the proposed school will identify and provide instructional supports and services to students with disabilities who have IEPs or are eligible for an IEP. • Describe how the proposed school will ensure students who are ELs are not over identified as students with disabilities. • Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP.

- Describe how the school will address the spectrum of needs that students with IEPs may present.
- Identify specific responsibilities for school staff, classroom teachers and special education staff.
- Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response provides a clear and comprehensive plan for identifying students that may have special needs and providing these services. The narrative begins with a process for Child Find, in order to identify students with special needs prior to their entry into school. Next, the applicant describes a well-developed Response to Intervention plan, including the process for identifying gifted students. The applicant describes methods for servicing students, special needs and gifted, with the regular classroom being the primary place for instruction, and then individualized supports as needed and per the Individualized Education Plan ("IEP"), including best practices for gifted education (compacting and project based).

Lastly, the narrative describes the responsibilities of the instructional staff and the special education provider and the support that each will provide.

F. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE:

Three of Altura Preparatory School's core beliefs (data drives all decisions, all students deserve a personalized learning environment, and families are our most important partners) guide our approach to monitoring, evaluating, and reporting the progress of our students with special education needs.

Creating IEP Goals

All students receiving special education services at Altura Preparatory School will have measurable annual IEP goals. All students receiving special education services in a particular academic area will also have corresponding, standards-based annual goals that are linked to his/her enrolled grade-level content standards. A student's present levels of academic achievement and functional performance (PLAAFP) are the basis for a student's annual IEP goals. The student's PLAAFP inform the manner of the specially designed instruction that the student needs in order to progress toward enrolled grade-level standards. The IEP Team will then develop measurable annual goals (consisting of standards based and/or functional goals) based on a student's PLAAFP. Altura Prep will report a student's progress toward mastery of all of his/her IEP goals to coincide with every report card period. The reporting of progress towards goals is distinctly different than the issuing of grades in the courses in which the student is enrolled. Best practice dictates that teachers should report a student's progress in the same manner in which the student's goals and associated objectives (if applicable) are measured and this will be the standard at Altura Prep.

Communicating IEP Goals with Teachers

Altura Preparatory School has many systems built into its program to communicate and monitor a student's progress towards his/her IEP goals.

At the beginning of each academic year, the RSP (resource support provider) teacher who manages the student's IEP will create a document for each student that has an IEP. The document titled "IEP-At-A Glance" highlights the student's accommodations and strategies that support the student, as well as other pertinent information necessary to support the student in making meaningful progress academically and personally. The one-page documents also provide ways for the general education teacher to work in tandem with the RSP teacher toward helping the student make progress toward achieving the goals in the IEP. As the students' IEP is updated, the "IEP-At-A-Glance" will be updated and shared with teachers. Teachers are responsible for implementing the accommodations and modifications listed in the IEP-At-A-Glance, and for communicating openly and proactively with the RSP teacher. The School Director(s) will provide opportunities during Wednesday Professional Development for grade teams to meet with RSP teachers to focus on supporting all students in the grade level to meet their individualized goals.

Communicating IEP Goals and Progress with Parents

Parents are involved throughout the IEP process, and are present in the meeting when the IEP team creates IEP goals. Each year, the RSP teacher reminds parents of the goals at the beginning of the year in person and in writing. The special education resource specialist is expected to begin his/her year with a home visit to all of his/her students. We believe that parents and families are integral to the academic and social-emotional success of every child and the more ways that we can convey that to families, the better. Altura Prep's Resource specialists are also expected to maintain regular contact with parents via email, phone and home/school communication notebooks that can travel to and from home and school with a student. Resource specialists are also expected to maintain accurate records, use benchmark assessments to assess a student's progress towards goals, and track academic growth and progress toward proficiency of grade level curriculum and standards.

The RSP teacher provides specific written progress reports titled "Progress Towards Goals" to a student's parent(s) or guardian(s) every marking period, and participates in the parent/family conferences of each student on his/her caseload.

Ongoing Monitoring of Student Progress toward IEP Goals

Students with IEPs will participate, to the extent possible according to their Least Restrictive Environment, in

regular formative and summative assessments. In addition, students may also participate in specific assessments related to IEP goals (for example, the DIBELS Literacy assessment may support the RSP teacher with measuring and monitoring students' progress toward fluency and phonemic awareness goals). Assessment progress from both types of assessments will support the RSP teacher and general education teacher in monitoring student progress toward individualized goals.

After any in-class assessment, teachers are expected to analyze data no more than 5 working days after the assessment administration. As part of this data analysis, classroom teachers disaggregate data of students with IEPs to review the extent to which each student with an IEP is progressing toward his/her goals. This information will also be shared with the RSP teacher.

Every 8-10 weeks (depending on the students' IEP), the RSP teacher may implement other goal-specific assessments to track the students' progress toward achieving the goals in the student's IEP. In regular coaching meetings, the RSP teacher shares his/her student data with the School Director(s) and the two individuals can create action plans and additional support opportunities to support both the students and the teacher.

Student results and progress are documented and shared with parents via phone or an in person meeting. Progress is also shared with classroom teachers, and the teachers together may brainstorm additional steps necessary to support the student with both achieving his/her individual goals and accessing grade level content and skills.

Action Steps Related to Students' Progress Toward IEP Goals

If a student fails to maintain progress or fails to make progress toward an IEP goal for two consecutive reporting periods, the IEP team will meet and consider the need to evaluate the current supports and services that are not currently resulting in "progress." For example, to better explain when there would be a need to re-evaluate a student's services based on lack of progress, consider the following scenario:

A student in 2nd grade student has a goal to increase reading fluency on a 2nd grade level text to 65 wpm with no more than four errors. (Baseline: student is reading 2nd grade leveled text at 35 wpm with eight errors)

	1st Reporting Period/Progress Report	2nd Reporting Period/Progress Report	3rd Reporting Period/Progress Report	4th Reporting Period/Progress Report
Scenario #1	Student is reading at 45 wpm with seven errors	... 45 wpm with seven errors	... 50 wpm with four errors	.... 58 wpm with four errors
	Student maintained and continued to make progress toward IEP goal. No need to call an IEP Team meeting based on progress towards goal. Continue supporting student in this area in order to maintain the progress gained in this area.			
Scenario #2	Student is reading at 45 wpm with seven errors	…43 wpm with seven errors	...43 wpm with seven errors	…45 wpm with five errors
	Student failed to maintain progress after 1st reporting period and failed to progress after 2nd reporting period. The IEP Team should meet after 2nd reporting period to re-evaluate specially designed instruction and supports needed for student to make progress towards goal.			
Scenario #3	Student is reading at 45 wpm with seven errors	...56 wpm with five errors	...56 wpm with five errors	...52 wpm with six errors
	Student made progress after 1st reporting period but failed to maintain progress during the next reporting period and failed to progress between the 3rd and 4th reporting periods. The IEP Team should meet to re-evaluate specially designed instruction and supports needed for student to make progress towards goal.			

Supporting Teachers with Supporting Students

As previously stated in Section F.1 (A), we believe teacher training and support are critical to the success of its' students, especially those students who may be culturally and linguistically diverse with special needs. Carefully crafted professional development sessions promoting the GLAD language and acquisition strategies, as well as coaching sessions with a lens toward implementation of cultural responsive instructional strategies and teaching techniques, will also be integral in order for the Altura Prep faculty meeting the needs of their culturally and linguistically diverse and exceptional learners. Another part of our training and support for teachers will be around promoting a school-wide understanding that the vast majority of special education students have the same cognitive potential as their general education peers and should meet and exceed the same academic standards as their grade-level peers.

Wednesday Professional Development time and weekly Grade Level Team Data meetings also provide specific time for grade teams and RSP teachers to collaborate to review student progress and individualized education plans.

Evaluating Special Education Program Effectiveness

Altura Preparatory School will evaluate the effectiveness of its special education program each year at the end of the year using multiple metrics.

The School Director(s) will review student IEPs and support provider and teacher minutes to ensure that all students' IEPs are being implemented with fidelity according to the plans created by the IEP team.

The school leadership team will also review student performance data for each one of our students being served in the special education program to evaluate students' progress toward IEP goals. If fewer than 80% of students are on track to meet their IEP goals, the school will create an action plan to review and revise Special Education Program implementation, teacher training, and other supports necessary to ensure all students make meaningful progress.

The School Director(s) will also review how many students we are able to exit from special education each year. We believe that one goal for the majority of students with IEPs is to develop the skills and knowledge necessary to exit special education services. Thus, when applicable, this metric will be used as one measure (among many) of success of the special education program.

Total Points Available	Expectations
4	A complete response must: • Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals • Identify specific responsibilities for school staff, classroom teachers and special education staff • Identify the regular intervals at which progress will be monitored and success will be evaluated • Identify specific actions/reporting that will engage students and or families • Describe how the school will evaluate the effectiveness of its special education program and services
REVIEW TEAM EVALUATION: Meets the Criteria	

The applicant's process for evaluating and monitoring the progress of special education students is a comprehensive plan that addresses: creating the IEP, communicating to teachers and families, ongoing monitoring, action plan to support the student, support for teachers, and evaluating the effectiveness of the process.

Key elements of the plan include creating an "IEP At-a-Glance" one pager for each student with special needs that is given to the teacher. Steps are described to regularly disaggregate data of students with special needs, in order to determine progress towards the student's goals. Every 8-10 weeks, student progress will be evaluated. Additionally, there's a clear plan of progress for students with special needs, with examples of what constitutes progress and what does not. In order to evaluate the plan itself, APS will use multiple metrics that will be compiled at the end of the year. The following data will be reviewed: support provider and teacher minutes to ensure fidelity to the student's IEP, student performance data, and the number of students that have exited the special education program.

F. (2) English Language Learner (ELLs):

F.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

APPLICANT RESPONSE:

Altura Preparatory School will follow the federal and state mandates under Title Vi of the Civil Rights Act of 1964 to screen, identify and provide services to its English Learners (ELs). The New Mexico Language Usage Survey (LUS) will be used to identify potential English Learners and will be administered to a child's parents or guardians when a student initially enrolls in school. Altura Prep will administer the LUS to all enrolling kindergarten students, and students who have not yet been enrolled in a public school in New Mexico. For students coming to Altura Prep from other public (district or charter) schools in New Mexico, the Altura Prep team will request the students' LUS from the prior school, in addition to the student cumulative file. After three documented attempts, if unable to acquire the student's LUS from the prior school, Altura Prep will administer the LUS to the family. Questions on the LUS are carefully worded in a variety of ways in order to indicate whether the student and the student's parents or guardians use a language other than English in their home.

Once a child is identified as having a home language other than English, the student will be tested within the first 30 calendar days of the start of the school year, or within two weeks of placement if the student had not been identified prior to the beginning of the school year. Altura Preparatory School will use the State approved WIDA™ W-APT screener test, to determine whether the student is an English Learner, and the level at which the student begins the year. If a student is determined to be an English Learner, the parents or guardians of the student must be notified of services available to their child within those first 30 calendar days in order for the school to be compliant under the Title I Parent Notification Requirements. The ACCESS/WIDA™ test will also be administered annually, during the state-aligned window, until the student scores a 5.0 or above.

We anticipate that at least 35% of our students will be English Learners at Altura Preparatory School. In analyzing research and best practices, as well as examining the highest performing urban elementary schools across the nation serving similar student populations, Structured English Immersion (SEI) programs have shown to be the most effective for ensuring short and long term academic success for English Learners. Altura Prep will also use a designated ELD approach to learning English for students who are at Levels 1 and 2 as assessed by the ACCESS/WIDA™ test or the WIDA-APT screener, and an integrated ELD approach to teaching English in all content areas, ensuring that there is a focus on academic discourse as an ELD strategy throughout the day.

Altura Preparatory School English Language Arts teachers will all have a TESOL endorsement or submit the necessary paperwork to receive a waiver to teachers English Learners through the New Mexico Public Education Department, and receive the requisite training to effectively teach English Learners. The school will also provide an additional bonus to all teachers with a TESOL endorsement. English Learners will be provided with equal access and full participation in all aspects of the school; studying the same content and being held to the same rigorous standards as their peers. Differentiation strategies by teachers who are highly qualified to teach English learners will allow for stronger comprehension of new material by the students.

Altura Preparatory School's curriculum selection is the result of a thoughtful process to intentionally choose curriculum that will effectively support students at all levels and with a variety of language development needs. For example, Reading Horizons teaches phonics in an explicit, systematic, and multisensory manner that explains to English Learners exactly what they need to do to learn to read, write, and communicate in English. We will limit the separation of our English Learners from the mainstream classroom, recognizing that the immersion method of language acquisition is the most expedited and effective manner to educate EL students. This strategy allows Altura Prep teachers to ensure that language learners receive access to grade level content. Altura Prep's small group instruction with personalized learning allows English Language Learners to receive explicit instruction in English Language Development that will accelerate their ability to master the language skills at the same level as their peers. That being said, our English Learners will remain in their mainstream classes for all core academic subjects, and will receive additional English Language Development instruction and support within the foundational skills block of English Language Arts instruction. English Language Development will take place in small groups of similarly leveled English Language Learning students within their English Language Arts class by the

ELA teacher (who is TESOL endorsed). Altura Prep Resource Specialists will provide additional support for newcomer or Level 1 students in order to accelerate language acquisition with specifically targeted lessons using research based and practice based strategies. If there are students across classes that need additional support, there will be time set aside in the STEAM/Social Studies block for students to receive additional pull out services to work with skills at their level.

Sample English Language Arts/Literacy Block for grades K-2

Time	Instructional Method	Curriculum/Resources
15 minutes	Read Aloud	Reading Horizons The Columbia Teachers' Reading and Writing Project
20 minutes small group	Phonics/Phonemic Awareness	Reading Horizons IStation Supplemental Lessons
20 minutes small group	Guided Reading/Comprehension	Fountas & Pinnell strategies, Great Habits Great Readers, leveled texts IStation Supplemental Lessons
20 minutes small group	Word Study/Vocabulary	Reading Horizons IStation
30 minutes	Writing	Lucy Calkins Units of Study, Keyboarding without Tears, Writing without Tears
30 minutes (integrated and small group)	Academic English Development/English Language Development	Reading Horizons Discovery WIDA Standards for Language Development

Sample English Language Arts/Literacy Block for grades 3-5

Time	Activity	Curriculum/Resources
10 minutes	Read Aloud/Group Read	The Columbia Teachers' Reading and Writing Project
20 minutes, small group	Book Club	The Columbia Teachers' Reading and Writing Project, leveled texts
20 minutes, small group	Vocabulary/Word Study	Words Their Way Reading Horizons
20 minutes, small group	Grammar/Conventions	IStation Reading Horizons
35 minutes	Writers' Workshop	Lucy Calkins Units of Study, The Columbia Teachers' Reading and Writing Project
30 minutes (integrated and small group)	Academic English Development /English Language Development	Reading Horizons Discovery WIDA Standards for Language Development

We believe that it is critical that it is critical that the Altura Prep ELD program include access to grade level content *and* specific- targeted instruction to ensure that students are making progress in language acquisition. One of our core beliefs is also that all students deserve personalized instruction, and Altura Prep's ELA blocks are specifically organized to ensure that *all* students have opportunities to practice the specific content and skills that they need in order to progress toward mastery of rigorous grade level and above grade level content. Thus, integrating ELD services specifically into students personalized learning rotations and small groups allows students to receive targeted instruction throughout the day. For our EL students, ELA goals will include language acquisition and this will be monitored regularly (See Section I. F2b for information on monitoring EL progress).

The English Development block will be an embedded part of the foundational skills block in English Language Arts, and language development will be addressed during small group instruction, so that students in Levels 1 and 2 will benefit from the explicit skills instruction without feeling as though they are being singled out by receiving

instruction in another room. Students in Levels 3, 4, and 5 will also participate in specific English Language Development support within the classroom setting. The reason for this instructional decision is that students at levels 3,4, and 5 need rich examples of target language use and peer modeling and supported discussion. For this reason, ELD in the upper levels will focus on vocabulary acquisition and use as they relate to grade level content with specific supports through language objectives and language lessons build from the English Language Development Standards. Language lessons will focus on New Mexico English Language Development Standards, with opportunities embedded for speaking, listening, reading and writing throughout theses targeted language sessions.

The U.S. Department of Education Institute of Education Sciences (IES), brings the best available evidence and expertise to various systemic challenges within the field of education that cannot currently be addressed by single interventions or programs. Their publications are subjected to a rigorous external peer review process, thus enabling them to be able to formulate specific and coherent evidence-based recommendations to educators.   One of the challenges they lent their expertise to was effective literacy instruction for English learners in the elementary grades. The U.S. Department of Education Institute of Education Sciences (IES) recommends five strategies that have been proven to be highly effective for supporting English Learners, and Altura Preparatory School will incorporate these strategies throughout all core content classes during the school day:

Strategy 1- Screen for reading problems and monitor progress: Screening assessments to measure individual students' reading progress are part of Altura Preparatory School's data-driven instructional practices. Consistent and automatic assessments with our Reading Horizons software program ensures proficiency by assessing students after each lesson, chapter, and comprehension exercise. English Language Arts teachers also use IStation assessments to monitor progress more frequently than required by the state of New Mexico as part of the academic performance framework.

Strategy 2- Provide intensive small-group reading interventions: Because we continuously assess our students and adjust instruction to meet their needs, our English Language Learners will receive instruction that will be tailored to their needs and provides them intensive, small-group reading intervention that will help them to develop English. Intensive small group reading interventions focused on fluency, vocabulary, and comprehension will especially help our English Learners make the transition from "learning to read" to "reading to learn" (Francis et al., 2006).

Strategy 3- Provide extensive and varied vocabulary instruction: Research shows that readers need to know 90% to 95% of vocabulary in a text in order to be able to fully comprehend what they are reading. College-bound seniors must also have working vocabularies of 60,000- 100,000 words in order to be successful with accessing the required texts (Beck, McKeown, and Kucan, 2002). With this in mind, explicit vocabulary instruction and frontloading of academic vocabulary is critical for our students. Frontloading or pre-teaching vocabulary will be a powerful pre-reading instructional strategy that will take place during small group instruction for our English Learners. This will help not only to facilitate comprehension of various reading passages, but support their learning during critical thinking activities that are embedded in lessons.

Strategy 4- Develop academic English: For every EL student to have academic success, they must develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes content area vocabulary and the sophisticated use of language necessary to carry out higher order academic tasks such as comparing, synthesizing, and inferring. Vocabulary instruction is integrated into each content classroom at all times. Although language acquisition experts predict that it can take five years or longer to become truly proficient in CALP, our extended school day and high number of TESOL endorsed faculty members with help accelerate this learning process. The use of sentence and summary frames to support our students' development of academic English will be prevalent in all of our classrooms and weaved into all parts of our instructional practice.

Strategy 5- Schedule regular peer-assisted learning opportunities: Improving a student's mastery of language, includes a recommended minimum of 90 minutes per week of activities that are dedicated to students working together on the practice and extension of language skills. One of the ways that we will do this at Altura Prep is

through the "turn and talk" process, in which the class is given a question/prompt and instructed to discuss the topic with a partner, provides a significant cumulative increase in authentic language practice over the course of the school week. Additionally, cooperative learning opportunities in all core subjects will help to maximize time spent in engaging in academic English discussions with more fluent peers. Students will learn "Habits of Discussion" and partner discourse that will assist them with practicing language academically and socially.

As part of our integrated English Language Development model, every teacher at Altura Preparatory School will need to provide English Learners with access to grade level content as well as helping them to develop their English Language skills. Teachers at Altura Preparatory School will create and post language objectives for their lessons each and every day. Implementation of language objectives will help to ensure that English learners have equal access to the curriculum, even if they are not fully proficient in the English language. Learning a second language requires cognitively planned opportunities for English Learners to exposed to, practice with, and then be assessed on their English language skills (Echevarria, Short, & Vogt, 2008). These language objectives do not only benefit the English language learners, but all students in the classroom, as everyone profits from the clarity that comes with a teacher outlining the requisite academic language to be learned and mastered in each lesson. The following would be an example from a fourth-grade mathematics lesson on two-dimensional figures:

Content Area Standard	Content Area Objective	Content Area Language Objective
NM Common Core Standard: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Students will be able to classify triangles based on their angles.	Students will be able to read descriptions of triangles and their angles and orally describe the type of shape with evidence.

We will place a priority on hiring teachers who have a TESOL endorsement and who can provide strong instruction within a Structured English Immersion classroom. Teachers will receive extensive professional development on appropriate support for students designated as English Learners through GLAD training and ongoing professional development in best practices for English Learners. Outside experts will be hired to provide PD during our teacher summer training and throughout the year as appropriate, and school-based personnel will provide ongoing support and coaching for all teachers in implementing the practices and strategies necessary to provide our English Learning students with access to grade level content and specific supports in language acquisition.

Beck, I.L., McKeown, M.G. & Kucan, L. (2002), Bringing words to life: robust vocabulary instruction. New York: The Guilford Press. p. 80.

Echevarria, J., Vogt, M.E. & Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP® Model, Third Edition*. Boston: Allyn & Bacon.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from http://centeroninstruction.org/files/ELL1-Interventions.pdf

Total Points Available	Expectations
4	A complete response must: • Describe how the proposed school will identify English Learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs • Identify how the school will implement the English Language Development

	Standards for ELs in its school • Identify how the school will provide ELs with instruction and support to develop English language proficiency • Identify how the school will provide ELs with access to grade level content • Describe how the school will address the spectrum of needs that ELs may present • Identify specific responsibilities for school staff and classroom teachers • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant provides a clear process for identifying English Learners ("EL") within the first 30 calendars days and meets the requirements of state statute. In the narrative, the applicant anticipates the school will have at least 35% EL students which makes it very important to have a comprehensive plan to support the needs of English acquisition to the EL students, which the applicant has done. The process begins with having a TESOL endorsed English Language Teacher and providing the necessary training to teach EL. Additionally, a bonus is included for teachers that have TESOL endorsement. As English language support is embedded in the classroom, the applicant has thoroughly selected curriculum to effectively support all students with a variety of language development needs and ensures EL will have access to grade level content daily. The narrative continues to summarize the research-based curricular resources chosen and their effectiveness with EL. Furthermore, the daily instructional schedule includes a block of time for the EL to receive additional English Language Development instruction in a small group setting.

F. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.

APPLICANT RESPONSE:

Goals for English Language Learners:
It is our goal that Altura Prep English Language Learner students grow at least one level per academic year, according to the WIDA ACCESS assessment (administered annually). Further, it is our goal to reclassify all English Language Learners before they leave Altura Prep at the end of fifth grade.

Summary of Supports:
To this end, Altura Preparatory School will provide both integrated and targeted English Language Development for our EL students in alignment with the New Mexico English Language Development (ELD) Standards. Targeted English Language Development will occur for students at Levels 1 and 2 and in accordance to their individual English language needs in small group instruction and with additional services provided by the RSP teacher. Language development for students in levels 3-5 will occur in small reading groups in English Language Arts, and both the ELA teacher and the RSP teacher will give students additional support as necessary according to assessment and observational data.

Altura Preparatory School teachers will be responsible for providing integrated English Language Development lessons using the NM ELD Framework, as well as providing for differentiated, targeted ELD instruction in alignment with the students' English proficiency levels and areas of need throughout the school day. Our teachers will use the strategies outlined the NM ELD Framework, as well as other curriculum resources that have differentiated sentence frames linked to language structures and tiered academic vocabulary lessons. The focus of this integrated ELD approach for students in levels 1-5, in addition to the "stand-alone" ELD instruction for students who are at Levels 1 and 2, are to help teachers make sound instructional decisions daily about students who are not achieving proficiency on benchmark assessments. By helping our teachers to increase the academic achievement of all their students across all subject areas, and developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote English language proficiency and academic success, we will ensure success for all learners.

Monitoring English Language Learner Students:
One of Altura Prep's core instructional beliefs is that data drives all decisions. Thus, it is critical for all instructional staff to regularly review student data. Teachers will review all student data after each assessment, and each week as part of a regular grade level team meeting. In these data analysis meetings, teachers will disaggregate student performance by demographic (race/ethnicity, socio-economic status, and by EL status – including RFEP), and analyze the trends among subgroups and with specific students.

Altura Prep's instructional model hinges on making decisions about student grouping and content needs based on data. Monitoring EL students fits squarely within this paradigm, and allows us to maintain a clear picture of each student's levels and progress over the course of the year. Quarterly, teachers will complete a Content Monitoring Form (attached in Appendix N) for each student in the grade level that is classified as an English Learner. This process assists teachers with identifying and documenting trends, and teachers share this form with parents as the student progresses, at the very least at parent/family conferences each semester.

Teachers will regularly submit student progress to the School Director of Academics, who will support teachers with adjusting their practice to better meet the needs of their students. When concerns arise about a student and his/her lack of progress, the teacher and the Director of Academics will schedule a time to meet with the students' family about the situation and create a plan to address student gaps moving forward.

Each year, EL students will take the WIDA ACCESS assessment to measure their progress toward English Language proficiency. As these results are available to the school, grade level teams (and school administrators) will review student progress on the WIDA assessment as well as in relation to state-required assessments. The school must consider:

1. Did EL students grow at least one level, according to the WIDA ACCESS assessment?
2. Did EL students demonstrate proficiency on par with their peers, according to the state-aligned assessment?
3. Did EL students demonstrate Tier I achievement according to the IStation monitoring assessments?

These questions will help the school review the instructional supports and access provided to our English Learners. Further analysis into subgroups of skills and strands on each assessment will assist the academic team with designing interventions for students, teachers, or school-wide for the coming year to support students to acquire language skills and participate successfully in the grade level curriculum.

Monitoring Reclassified Students:
Students who are reclassified as RFEP will be monitored for at least two years in accordance with New Mexico's Serving English Learners Manual, which was revised by the State of New Mexico's Public Education Department's Bilingual and Multicultural Education Bureau in the fall of 2016. For each assessment given, teachers will be expected to analyze a breakdown of student data by both demographic category and language status. As a part of our school-wide data analysis protocol, teachers will review the progress of current EL students *and* students who have been reclassified RFEP.

If a teacher notices that a student did not make progress on a given assessment, s/he will remediate and support the student in the classroom to provide additional language development. If this trend continues, and the student who has been exited is not making progress academically as expected, and the student would benefit from continued supports in the English Language, an SAT team meeting must be assembled. This SAT team must have a teacher who holds a TESOL or bilingual endorsement or a second language acquisition specialist. The SAT team will gather all available data on the student and work as a team to understand why the student is not making expected academic progress. Based on the data and input from all stakeholders, the team will create a plan. If the interventions and progress monitoring demonstrate that the difficulties are related to the student's lack of English language proficiency the team can administer the WIDA screener again. If the screener indicates that the student is an English Learner, parental consent will be needed to reclassify the students as an English Learner and English Learner programming and support will need to be offered to help support the student with his/her academic language learning needs.

Specific Actions and Reporting to Engage Families:
Altura Preparatory School is planning to use a school-wide student information and management system that also has the capacity to track progress for individual English Learners, groups of English Learners, and former English Learners; however, we have also developed a Content Monitoring Form for English Language Learners, which is included in Appendix N. This form, whether electronic or paper-pencil, will assist our team in monitoring our students' progress towards achieving English Language proficiency at least four times a year (quarterly), using regular school progress monitoring assessments (IStation assessments, STEP Assessments, and Mathematics benchmarks). These forms will be reviewed with a child's parent(s)/guardian(s) at every scheduled parent-teacher conference over the course of the academic year. These forms will travel with each student to his/her next grade level, so that his/her teachers are able to familiarize themselves with each student's academic strengths and weaknesses as an English Learner.

We anticipate that it may be the case many of our parents/guardians who have a home language other than English may not be able to directly support their child in developing and learning English, they can support their child's English development by keeping tabs on their child's academics, making sure he/she is finishing his/her homework, providing their child with a designated workspace for learning at home, and ensuring that their child attends school each and every day.
As with all Altura Prep families, families of English Language Learners will have access to parent support materials in home languages, and frequent communication with their child's teachers.

Annual Evaluation of English Language Program:
Altura Preparatory School will evaluate the school's EL program and services by monitoring and comparing, yearly and over time, the academic performance of our English Learner students who are receiving English Learner services as well as those who have exited the program, relative to the performance of their non-English Learner

peers. We also expect at least 90% of our English Learners to grow at least one overall proficiency level on the WIDA ACCESS each year with the overall goal for our students who have been with us from kindergarten to 5th grade to be reclassified and exited from the program as an RFEP student prior to leaving Altura Prep. Throughout the year, Altura Prep's School Director of Academics will regularly monitor and disaggregate student data according to English Learner status. This data will inform professional development topics and workshops for teachers as well as coaching conversations and direct feedback to individual teachers.

Overall growth (or lack thereof will also be reported to the Board of Trustees as part of the academic reports at regular board meetings. Analyzing student growth data, internal assessments of the effectiveness of our core instructional program as well as the implementation of the instructional program, identifying strengths and gaps in practice and programming and alignment of professional development will all need to be taken into consideration as we monitor our EL program each year. At the end of each academic year and upon receiving the WIDA Assessment reports, the School Directors will conduct an overall investigation into the results and growth of EL students as measured by this assessment (and informed by other assessments). This will allow the team to determine the extent to which we met our school wide goal and the steps we must take in the coming academic year to put all EL students firmly on the path to reclassification and language proficiency.

Total Points Available	Expectations
4	A complete response must: • Describe how the proposed school will monitor the progress of ELs toward English language proficiency both annually and within the school year • Identify specific responsibilities for school staff and classroom teachers • Identify the regular intervals at which progress will be monitored • Identify specific actions/reporting that will engage students and or families • Describe how the school will evaluate the effectiveness of its EL program and services • Describe how the school will monitor exited EL students (reclassified fluent English proficient students – RFEPs) for two years for academic progress

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response begins with its goal for the EL to "grow at least one level per academic year, according to the WIDA ACCESS assessment (administered annually). Further, it is our goal to reclassify all English Language Learners before they leave Altura Prep at the end of fifth grade." The plan described in the application is guided by APS' belief that "data drives all decisions." Steps towards monitoring progress begin with reviewing data weekly that will be disaggregated by demographics to analyze trends among subgroups. Quarterly teachers will complete a Content Monitoring form for each student to assess progress and this form will be shared with parents at least each semester. On an annual basis, the EL will be administered the WIDA and its results will be analyzed by the school to determine if goals have been met and if revisions need to be considered for the curricular resources for the upcoming school year. At the same time of this annual review, the School Directors plan to conduct an overall investigation that includes analyzing the regular reviews of: student growth data, internal assessments to measure effectiveness of the program, and effectiveness of the professional development. These regular reviews will be reported to the Board of Trustees at regular board meetings.

G. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the proposed school's student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent) assessments to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to a variety of testing requirements including the PARCC Assessments (for English Language Arts— ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards. For more information on NM Assessment requirements, please see:
 http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/Test%20Graph%202016.pdf

G.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE:

We believe that student and school data should drive decision-making throughout the year to best inform instruction and operations that meet student needs and accelerate student progress, putting each student on the path to success in middle school, high school and post-secondary pursuits.

One quality common to all high performing schools that successfully educate low income populations is the frequent assessments of student progress, targeted data analysis, and thoughtful instructional planning to meet identified student needs. Frequent formative assessment and review of student progress used to drive instruction is a hallmark of responsive, personalized learning that increases student achievement at all levels. In "The Impact of Formative Assessment and Learning Intentions on Student Achievement", Hanover Research found that not only did teachers' use of formative assessment improve student learning, but that students who received formative assessment results performed better on a variety of achievement indicators. The research also shows that linking learning intentions to assessments (e.g. why students are learning what they are learning and how this connects to their end goals) positively impact student outcomes (Hanover Research, 2014) Thus, we believe that an assessment plan that is aligned with rigorous, standards-based learning outcomes is beneficial to all our students and their success.

Plans for Evaluating Student Performance:

Each lesson and task is designed with clear end-of-year student goals, a comprehensive view of student learning, and strategic benchmarks that connect the two in mind. For students with special needs or for English Language Learners, our detailed assessment program supports the rapid identification of areas where students may need more support and where learning strengths can be leveraged. Regular data from assessments and computer adaptive software will be used to (1) place students in small groups for targeted instruction and (2) develop tailored lessons or individualized learning plans.

In the first week of the school year, we will conduct a diagnostic assessment of each student using the Strategic Teaching and Evaluation of Progress (STEP) Assessment to measure instructional and independent reading levels and the nationally normed IStation Indicators of Progress (ISIP) assessment to measure initial literacy and Math proficiency. These results will be used as a baseline against which we will measure student progress and inform instructional planning. We will send home information to parents every six to eight weeks and we present information to the Board of Trustees every ten weeks.

Below is a detailed list of assessments we plan to use at Altura Prep:

Assessment Type	Description	Frequency
Exit Tickets /Embedded software checks for understanding	Grades K-5 A short quiz covering a daily class objective. This will most frequently be used to check student understanding in math class and in whole group and small group instructional settings. Exit tickets help teachers to determine lesson effectiveness and whether or not students need additional supports on that content/skill. This is also used in conjunction with online software data to determine whether whole group, small group, or individual reteach is necessary.	Daily

Interim Assessments	Grades K-5 Internally created interim tests aligned to Common Core Standards and Next Generation Science Standards and to which curriculum and lessons are aligned. Interim assessments can be performance - based or in a more standardized test format. These assessments are used to evaluate whether students are keeping pace for promotion, as well as mastery of key skills and content, per NM Common Core standards, for the grade level. These are also used to determine longer-term grouping and other intervention strategies.	Every 6-8 weeks
On Demand Writing	Grades K-5 All grades formally assess writing in different genres at the end of each unit of study. Writing is graded on rubrics that students have access to at the beginning of each unit. Data is used to modify instruction in whole groups or small groups as well as to support interventions for individual writers.	At the end of each writing unit (every 4-8 weeks)
Character Value Rubric Evaluations	Grades K-5 All grades complete self and teacher- evaluations of students' progress toward demonstrating the REACH core values and key mindsets and habits that students need to be successful in school and in life. Students complete rubric self-ratings, and teachers give feedback. In grades 3-5 at the Semester evaluation, students provide evidence to support their self-ratings.	Every 6-8 weeks (with evidence provided in grades 3-5 at Semester evaluations)
Strategic Teaching and Evaluation of Progress (STEP)	Grades K-3 (or until a student masters STEP 12) STEP is a reading diagnostic that provides information on a student's skills in fluency, decoding, phonemic awareness, reading comprehension, and concepts of print. STEP offers clear intervention strategies, professional development, and includes a data management system that informs teachers of student strengths and weaknesses.	4 times annually
IStation Indicators of Progress (ISIP)*	Grades K-5 Students in all grades (K-5) take the ISIP assessment three times per year in alignment with state mandates, in order to identify students at risk of developing reading difficulties and continuously monitor student progress in early grades reading. The assessment also serves to compare student progress statewide.	3 times annually, and more regularly for progress monitoring of intervention strategies
Kindergarten Observation Tool/Kindergarten Entry Assessment	All incoming Kindergarten students will be assessed using the Kindergarten Observation Tool during the first 15 days of school. Teachers will use the observation tool to measure students' skills upon entering Altura Prep to support instruction and ensure that all students receive support tailored to their needs.	1 time annually
New Mexico	Grade 4 students will take the New Mexico SBA for	

Standards Based Assessment (SBA) Science*	Science in alignment with state mandates. The SBA provides information about the effectiveness of our K-4 science program and provides statewide points of comparison.	1 time annually
PARCC *	Grades 3-5 Students annually participate in the PARCC assessment (or other state-defined standardized test) in alignment with state mandates to determine curricular and instructional effectiveness, and provide local and national points of comparison.	1 time annually
WIDA Screener Placement Test (WIDA-Screener) And WIDA ACCESS	Grades K-5 The WIDA Screener is an English Language Proficiency screener given to incoming students and Identified English Language Learners to determine English language learning level and the necessary supports needed for instruction. ACCESS is an assessment given to students already identified as English Language Learners (ELLs) that measures students' social and academic English language proficiency The test provides information to help teachers enhance instruction for ELLs, and gives information about the level of readiness of a student to exit English language support programs.	1 time annually (Beginning of the year for WIDA Screener placement test, middle of year for WIDA ACCESS)
NMAPA * (Alternative Performance Assessment)	Grades 3-5 Students with Individualized Education Plans (IEPs) for documented special needs may take the NMAPA, based on the Alternate Achievement Standards in alignment with state mandates. This assessment determines curricular and instructional effectiveness for the student, and provides a comparison point for students with documented special needs across the state.	1 time annually

 * Altura Prep students will take whatever state level assessment is instituted.

Altura Prep has designed its assessment program and calendar to align with state and federally mandated assessments and windows. State mandated assessments that Altura Prep students will take are: the iStation Indicators of Progress (ISIP) in grades K-2, the PARCC assessment in grades 3-5, the NM Standards Based Assessment in Science in grade 4, and the NM Alternative Performance Assessment in grades 3-5 for students with documented special needs per an Individualized Education Plan (IEP). Students who are identified as Limited English Proficient (LEP) English Language Learners (ELLs) will take the annual WIDA ACCESS 2.0 assessment to monitor their language acquisition progress and eventually, determine their eligibility to be promoted from specialized language support programs. Incoming students who qualify through entrance surveys will take the WIDA Screener to determine their level of language proficiency and necessary supports.

In addition to the state required assessments listed above, Altura Prep maintains our own robust data-gathering and analysis process to ensure that we are continuously using student data to improve outcomes. These school-based assessments include regular classroom-level exit tickets aligned to daily instruction on key content and skills, regular standards-aligned interim assessments, the IStation Indicators of Progress Assessment, and the STEP Literacy Assessment.

Assessment Type	Grades	Frequency	Administration	Data Analysis

			Window	**Window**	
Exit Tickets/ Embedded software checks for understanding	Grades K-5	Daily	Daily	Daily	
Interim Assessments	Grades K-5	Every 6-8 weeks	1 day, every 6-8 weeks	Week following assessment	
On Demand Writing	Grades K-5	At the end of each writing unit (every 4-8 weeks)	1 day, every 4-8 weeks	Week following assessment	
Character Value Rubric Evaluations	Grades K-5	Every 6-8 weeks	1 day, every 6-8 weeks (with evidence provided in grades 3-5 at Semester evaluations)	Week following evaluations	
Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment	Grades K-3 (or until a student masters STEP 12)	4 times annually	Baseline: August 9-24 Window 1: November 12 - 23 Window 2: February 11- 22 Window 3: May 13- 24	Within 2 weeks following assessment	
IStation Indicators of Progress (ISIP)*	Grades K-5 .	3 times annually	Window 1: August 20-31 Window 2: January 7-18 Window 3: May 6-17	Within 2 weeks following assessment	
Kindergarten Observation Tool/Kindergarten Entry Assessment	Grade K	1 time annually	Window: August 9 – September 1 (Data submitted by October 15)	Upon compilation of data as teachers enter: September	
New Mexico Standards Based Assessment (SBA) Science*	Grade 4	1 time annually	February 25- March 13 *Will align to NM state required window	Reports issued in June	
PARCC *	Grades 3-5	1 time annually	April 8-26 *Will align to NM state required window	Reports issued in June	
WIDA Screener Placement Test	Grades K-5 (for specific incoming students)	1 time annually	August 20- 31		
WIDA ACCESS	Grades K-5 (Identified ELLs)	1 time annually	January 14- February 8	Reports issued in May	

NMAPA * (Alternative Performance Assessment)	Grades 3-5	1 time annually	March 11- 29 *Will align to NM state required window	Reports issued in June	

Altura Prep's assessment calendar is attached in Appendix O. The calendar includes windows for planning, administration, and analysis for each assessment throughout the year. The calendar is aligned to the assessment windows illustrated above, and to the assessment windows that are shown as a part of the yearly calendar in Appendix K.

Data Collection, Analysis, Reporting, Evaluation, and Use:
The Altura Prep assessment calendar provides clarification as to when assessment data will be collected and analyzed, and in general, data analysis and planning using data takes place as soon after the assessment as possible to be able to capitalize on a recent picture of what students know and are able to do.

We have selected valid, research-based, and practice proven assessments to supplement our use of state mandated assessments. We will use the STEP literacy assessment to support literacy instruction in grades K-3, or until students reach STEP level 12. School, class, and individual level academic data are gathered throughout the year, corresponding with assessment administration windows and data report availability. For state mandated assessments (iStation, PARCC, SBA (Science), NMAPA, WIDA, WIDA Screener), we have planned data analysis windows to review our school, grade level, class, and student performance.

Altura Prep will invest time and considerable resources to identify and purchase a Student Information System (SIS) capable of housing data that is most relevant to our day-to-day work. A system that meets our needs with integrate student information with student data to use to inform instruction as well as provide reporting functions that can streamline the three key parts of using data at school: collection, analysis, and reporting Beyond an SIS, we will build internal databases to support tracking important information such as regular exit tickets or checks for understanding, parent involvement, and other important data points that allow us to evaluate the effectiveness of our instructional programs and school systems.

Assessment data will be collected on a daily, weekly, and monthly basis, and will include results from interim assessments (including performance-based tasks), diagnostic testing, and state and nationally normed testing. Collecting this data will allow us to measure student progress on an ongoing basis and will greatly increase the ability of the School Director(s) and teachers to analyze particular students, specific lessons, and overall cohort growth, and improve teaching techniques and student supports. Ongoing assessment data will be entered into the necessary student information/tracking systems during the week the assessments are administered, and analyzed during the most immediate grade level meeting/instructional coach meeting following data entry.

In order to ensure quality data, teachers will receive support from both the School Director of Academics and the Director of Operations to ensure grading integrity and support in uploading data to our internal systems. Results of daily and weekly assessments will be reviewed closely during weekly grade team or staff meetings, and the School Director(s) will lead teachers in the development and review of internal assessments that identify specific skills and content knowledge students must develop at specific points in time for each subject and grade level. We will have ongoing training with our staff on how to use data as tools for tailoring teaching skills to meet student needs most effectively.

Our practices of data collection, analysis, and use are part of an ongoing process that takes place at the classroom, grade, and school levels that begins from before the first day of school at Altura Prep. We believe that our students are capable of achieving outstanding results, rivaling their peers at schools across Albuquerque, and their peers nationally. In order for this to happen, we need to provide students with a rigorous and personalized academic program taught by talented educators who are informed regularly about student progress through informal and formal data collection. Our process of curriculum creation begins, first, with the New Mexico Common Core State Standards, the New Mexico Standards for Social Studies, and Next Generation Science Standards. These standards

tell us what students should know and be able to do at every grade level.

The next step in our process is identifying and creating assessments that will give teachers actionable data about student progress toward standard mastery for their grade level. (See above for information about specific selected assessments). With these assessments in mind, we can begin backwards planning our curriculum towards achieving outstanding results on these assessments. At the beginning of each year, grade level teams identify ambitious goals for their grade level. (During the planning year, School Director(s) will draft initial goals for each grade level in the 2018- 19 school year, and will collaborate to draft goals for each incoming class). For example, 90% of Kindergarten students will achieve a STEP 3 or higher and 60% of Kindergarten students will achieve a STEP 4 or higher. These goals are then broken down in to semester benchmarks that we use to track students' progress toward achieving the goals we set for them. For example, in order to achieve a STEP 3 by the end of May, students need to be at least a STEP 1 by January.

We have designed our academic calendar with regular windows for assessments that will provide teachers with relevant and timely information about student learning based on STEP literacy assessments and IStation assessments in Reading, Language, and Math. Results of these assessments will be captured in our SIS or other achievement databases, and teachers will analyze results with their team and/or coach to determine possible next steps. Next steps may include re-teaching content, providing additional time on specific content, and changing small groups for targeted instruction. The School Director(s), and later, the Dean of Curriculum and Instruction will use grade and class level data to identify areas to support with additional small group instruction and/or teacher coaching. We believe, however, that personalized learning means that data analysis and data driven instruction should not be limited to 6-8week windows. Teachers have regular access to student performance on adaptive and online software, and use regular data-meetings in their grade level teams to review student progress and make adjustments based on data.

Altura Prep participates in the NMTEACH Teacher Evaluation process, in which state mandated assessments play a role. We intend for student performance to play a role in the teacher and school evaluation process, and our assessment results will be uploaded, in alignment with state requirements, to the Student Teacher Accountability Reporting System during the appropriate data entry windows. (STARS Training Volume, 2016) A teacher who struggles to achieve the goals set for the grade level will be provided with additional instructional coaching and support, as we believe accountability to our students is one of the most important responsibilities we have as educators. Families have chosen Altura Prep because they want the type of future for their child that a solid educational foundation can provide, and we must hold ourselves accountable to the outcomes that make futures full of opportunity possible.

The school Student Achievement Committee and the school's Board of Trustees will both review achievement data at regular meetings to ask questions and provide strategic direction about how Altura Prep can become more effective with realizing our mission for every student. An Academic Dashboard will be shared with the Board in advance of each meeting so that they can review outcomes and come to the meeting prepared to discuss as a group. School and grade level progress towards goals will be shared with families at monthly intervals through our newsletters and monthly meetings. We set goals publicly, as we believe that responsibility for these goals is critical to the success of our mission and our students, and we believe we must model for our students what it looks like to be people of integrity.

Data Driven Instruction:
In *Driven By Data,* Paul Bambrick-Santoyo lays out four key principles of data-driven instruction:
- Assessment: create rigorous, aligned interim assessments that provide meaningful data
- Analysis: examine the results of assessments to identify the causes of strengths and shortcomings
- Action: teach effectively what students most need to learn
- Culture: create an environment where data-driven instruction can both survive and thrive
(Bambrick-Santoyo, 2010)
Bambrick-Santoyo argues that the four principles are critical to sustaining a data-driven school, and they are key considerations in Altura Prep's data-driven model.

Gathering Data:
Student data will be gathered regularly throughout the year. As part of our personalized learning model, student performance and progress on online and/or computer adaptive software is regularly and readily available through teacher and leader dashboards.

Assessment results from IStation, WIDA ACCESS and WIDA Screener, PARCC and SBA (in applicable years), and STEP assessments will be gathered at the earliest window available to use in analysis at the school, grade, classroom, and individual level. We believe that formative assessments (STEP, IStation, and school-created interim assessments are key to our abilities to diagnose student needs and adjust instruction to meet them.

Data will be gathered and synthesized into the school-wide SIS system, or into a school-selected platform that allows teachers to regularly track and view student progress toward mastering standards.

Analyzing Data:
Staff at Altura Prep will regularly and consistently use data to make decisions- we use the facts to focus on what is important, rather than merely relying on what we "feel" may be the best decision. Data analysis will become a part of the culture at Altura Prep, a key part of the fabric of the organization at all levels. However, there will be intentional ways that we develop this approach to instruction.
In teacher coaching meetings, instructional coaches (and school leaders) will review student data as a standing agenda item. Coaches will support teachers in making instructional decisions about flexible student groupings and about student individualized learning plans to best meet the needs of all learners.

Data analysis also occurs weekly in grade level teams during weekly collaboration periods. Teachers who share students will look at academic data in conjunction with student behavioral data. In addition to the aforementioned data analysis opportunities, analysis is built into meetings of content level teams during minimum Wednesday professional development.
In *Driven By Data,* Paul Bambrick-Santoyo argues that the best data analysis is the most immediate data analysis. Thus, our instructional program integrates ongoing and regular formative assessments and data analysis. For assessment analysis to be most impactful, assessment data will be compiled, reviewed, and planned with within 5 days of the end of the assessment.
For example, in August, students take their first baseline STEP Assessment. The last day for teachers to administer the test is Friday, August 17. Teachers will compile and enter their data into the school's STEP data platform before the end of the school day on Monday. The next Wednesday afternoon professional development session is a staff-wide workshop on analyzing student data and planning using data. At this time, students will also have taken the IStation Mathematics assessment, and so math teachers will review the IStation data and adjust instructional groups and instructional plans based on students' results. In November, ELA teachers will give the first re-administration of the STEP literacy assessment. This assessment period ends on November 16th. When students return from Thanksgiving Break, teachers will implement shifts to small group composition, individual focus areas during personalized learning, and possibly whole group instruction. Instructional coaches will support individual teachers and teams with implementing data-driven instruction, and gathering continuous data is a school-wide expectation because of the demonstrated positive impact on student learning.

Using Data:
Teachers, leaders, families, and students at Altura Prep use data daily to support students and families to receive personalized instruction that best meets individual needs and supports students to achieve the rigorous goals we have set for them.
As a school, we recognize that progress comes from an ongoing dedication to continuous improvement. Increasing our effectiveness requires that we have clear goals in mind and clear benchmarks on the path toward achieving those goals. To this end, we commit to regularly reviewing student data and using the data to inform the following practices in each classroom:
- Track student progress toward mastering grade level skills and content
- Create flexible groupings
- Adjust student assignments on individual online and computer based software
- Adjust learning objectives for reteach or review objectives

- Integrate concepts across disciplines
- Communicate with families
- Create individual intervention plans
- Improve execution of instructional strategies and level of rigor

Student data will also be used to inform the Response to intervention process detailed in Section F of this application and to support the identification of students with special learning needs to ensure that we provide the most meaningful support to each student.

The School Director(s), with support from the Board of Trustees, will regularly review organizational goals and benchmarks, including attendance, uniform, discipline referrals, student enrollment and retention, staff retention, audit reports, and parent, staff, and student satisfaction. These data points will be used to address practices such as teacher recruitment and development, parent and family communication, school approaches to engagement and school culture, and student recruitment and family outreach.

Alignment with Reporting Requirements:
As stated above, teacher and student data will be entered, per recommendations and requirements from the New Mexico Public Education Department and our authorizer, within appropriate windows of time and with correct identifiers for both teachers and students in STARS (Student Teacher Accountability Reporting System). This process ensures that our data are appropriately reported and included in statewide measurements of school and teacher effectiveness.

Alignment to Needs of Population:
Students who will attend Altura Prep are diverse in terms of background, socio-economic status, ethnicity, and race. They are also diverse in terms of the academic and social-emotional strengths and needs that they bring to school each day. In order to fully meet each student where they are and provide an excellent education that prepares them for academic and live opportunities after they leave Altura Prep, we must have a consistently clear picture of where students are in their path toward academic mastery in each grade level *and* a cohesive plan to close gaps and move all students forward.

Students, particularly those from low-income background (a significant portion of whom will make up Altura Prep's student population) benefit from transparent instruction and assessments and from clear links between the two. In a review of the literature on assessment, Hanover Research argued that explicit learning objectives and assessment criteria improve students' self- assessment abilities, and as a result, learning outcomes. (Hanover Research, 2014) By carefully aligning our interim assessments to Common Core Standards (and by extension, the PARCC assessment), we will be able to support students through error analysis and data reflection exercises. Students' reviewing their own data and setting goals is core activity aligned to our mission to prepare students for success in academics and in life, teaching them how to persevere through challenges and the foundational academic skills and habits needed to succeed beyond elementary school.

Aligning Altura Prep's assessment plan to the state requirements for measuring and reporting student performance allows us to compare our student outcomes to those of elementary schools across Albuquerque and New Mexico. We believe that sharing results of students across the state and city is important, not only to support parents with information to make a decision regarding the best school for their child, but also to support schools with sharing data-based instructional practices that improve student achievement, particularly with subgroups that have historically low academic and school-based performance, such as Native American students, low-income students, and English Language Learners.

Alignment to Mission:
Our mission states that students will leave Altura Prep prepared to be agents of their own education, prepared to seek opportunities, persevere through challenges, and succeed at high academic levels in middle school, high school, and post-secondary pursuits.
Our assessment plan includes measurements for key components of this mission. We measure student literacy and math content, and provide opportunities for students to demonstrate mastery in a variety of ways. Altura Prep interim assessments may be project or performance-based, allowing teachers and students to review student

progress toward academic and character development goals in multiple modalities.

Alignment to Performance Evaluation and Contract:
The state of New Mexico's academic performance framework allows the Public Education Commission to evaluate a charter school's performance and outcomes including "indicators, measures, and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups." (Academic Performance Template, February 2015) In order to answer the question about whether or not Altura Prep is successful as a school, we must gather and submit accurate and robust data on our student's performance, as compared to their peers across the city, and state.

The assessments that are a part of Altura Prep's assessment plan are either 1) components of the framework calculating school grades (part of the Performance Evaluation) or 2) key formative assessments supporting both teachers and students in measuring and making progress toward successfully demonstrating that the school is indeed creating students who are prepared, academically, to succeed in middle school, high school, and post secondary pursuits.

Altura Prep's Monitoring Dashboard is attached to this application as Appendix Z.

Bambrick-Santoyo, Paul. *Driven By Data: A Practical Guide to Improve Instruction.* San Francisco, CA: Jossey-Bass, 2010.
The Impact of Formative Assessment and Learning Intentions on Student Achievement. Hanover Research, August 2014.

Total Points Available	Expectations
6	A complete response must: • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction o Include assessments/progress monitoring for special populations • Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered • Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated and utilized to inform instruction • Describe how the data identified will be used to inform instruction • Align with all state assessment and data reporting requirements • Describe how the assessment plan meets the specific needs of the proposed school's projected student population • Describe how the assessment plan aligns to the proposed school's mission • Include any assessments that may be negotiated as part of the performance framework and contract
REVIEW TEAM EVALUATION: Meets the Criteria The applicant has outlined a detailed assessment plan with clear connections between the analysis and application of the information. The application includes a table which details the list of assessments by type, frequency and grade level. In line with the school mission, students will also be assessed on	

character development, in addition to state-mandated assessments.

It is the intent of the applicant to focus on immediate processing of student data with the teachers, in order to be able to individualize student learning based on the information revealed. This is evidenced by its plan to conduct a diagnostic assessment during the first week of school and the frequency of data analysis sequenced in the table demonstrating the school's "robust" data-gathering and analysis process.

The assessment calendar meets their mission by using the data for individual instruction and small grouping.

G.(2) Provides a **clear, comprehensive and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

We believe that accountability for performance is an essential component of being a successful public charter school. Annual student achievement goals will be set and reviewed before the school year begins, communicated to all relevant stakeholders, and progress towards goals will be communicated to students, staff, families, and the Board of Directors. The Board has an Academic Dashboard that is reviewed regularly to ensure leading indicators of larger goals are trending positively. Over the course of the planning year, our proposed School Director(s) will create the Academic Dashboard in conjunction with the Academic Excellence committee, informed by our contract with the Public Education Commission.

Our regular staff newsletter will contain a similar dashboard that will be used to share data and explain strategic site-level decisions. This dashboard will include non-instructional data like student attendance that has a huge impact on our ability to be successful in achieving student outcomes. In weekly coaching sessions, teachers will review their data with their coach and plan strategically to address students who have been unsuccessful thus far at realizing their goals.

How Data will be Analyzed:
Data reports must include key information that allows teachers and school leaders to effectively analyze assessments. Across the school, we analyze student performance at multiple levels:
- Question level
- Standard level (all questions/tasks measuring the same standard)
- Individual student level
- Whole class level
- Grade level

The online and computer based programs that Altura Prep will use generate data reports in various templates and formats. We know that an important part of using data is compiling all the entries into a readable, usable format that can then be reviewed and used to inform instruction. For this reason, one step that the leadership team will take prior to the summer of 2018 is to select a Student Information System that has the capability of merging with as many of our programs as possible to generate seamless academic data reports. Where this is not possible because of computer programs and systems, the team will create templates for data tracking and analysis that allow teachers to see student results for question types, skills, content, and standards. However, we also know that "test in hand analysis" (where school leaders and teachers review each student test by looking at the student test, and not just to assign a grade) is one of the most powerful drivers of student achievement, and a strategy that allows teachers to dig deeply into how students understand the material. This type of analysis does not require fancy data reports, just the *right* data. We provide time and space for teachers to review student tests and conduct item and group analysis, and action plan based off of each students' data.
At Altura Prep, data analysis takes place regularly and throughout the school in multiple ways:
- Interim assessment item analysis conducted by individual teachers after the assessment
- Assessment analysis meetings in grade levels and content teams
- Data review leadership team meetings
- Regular Academic Dashboard and Organizational Dashboard review at Board of Trustees Meetings

Data review will encompass the following steps:
- *Global analysis:* teachers will ask how the class (and grade) did as a whole on an assessment/task. Teachers should ask: What are strengths and weaknesses across standards and skills? Are there differences in performance on older standards versus newer standards? How was performance on

different types of questions or tasks (multiple choice vs. open response)? Who are the stronger and weaker students?

- *Question-level analysis and standard level analysis side by side:* teachers constantly ask why students did not understand certain tasks/questions. Did all students reach the same incorrect conclusion? Why or why not? Comparing similar standards and examining trends within standards, teachers can identify trends in student errors.
- *Search for separators:* teachers will seek out questions on which relatively stronger academic students outperform peers. These questions reveal areas where smaller focus groups or flexible small groups will be highly effective at targeting instruction.
- *Scan by student:* teachers will look for anomalies in student performance to pinpoint specific reasons that a student struggled on specific questions or portions of an assessment or task.

Data analysis is a key tool in creating the conditions for all students to receive the instruction they need at the time they need it. The best analysis, however, is ineffective unless followed by a timely action plan that is quickly implemented.

After each interim assessment (STEP, IStation or teacher-created interim assessments), teachers use the following professional development day to analyze data and create action plans. This ensures that assessments are put to instructional use within three academic days of the assessment completion. Paul Bambrick-Santoyo advocates for this approach stating, "by keeping this process under a week, school scan ensure that information gained from data-driven analysis is quickly applied to the classroom and that re-teaching targets weaknesses while material is still fresh in students' minds." (Bambrick-Santoyo, 2010)

Specific Individual/At-Risk Student Performance Triggers:
In order to ensure that each Altura Prep student makes progress toward school achievement goals, we continuously review and monitor student progress toward those goals. As part of our ongoing data review process, we specifically track and monitor individual student progress.

If a student performs below 60% mastery on any assessment, s/he is automatically flagged for teacher and/or school leader review. When we review this student at an individual level, we look first at the students' overall performance. We also review student achievement from a variety of perspectives and with multiple other data points. These data sources include, but are not limited to:

- *Historical performance:* to analyze his/her growth (if applicable). We do this because if a student is low achieving, as measured by his/her assessment scores yet is demonstrating growth from baseline scores, we approach this differently from a situation in which a student is achieving at a lower level *and* not demonstrating growth.
- *Attendance history*: to analyze the extent to which gaps in academics may be related to absence from school. We do this because students who miss days of instruction are academically behind, which require an intervention different from one that is strictly academic.
- *Behavioral data*: to analyze other factors inside the classroom that may adversely affect student academic progress
- *Class/grade-level/school-wide data:* to analyze if this individual student result is a part of a larger trend. Perhaps there is a need to supplement instruction in a specific area of the curriculum in order to ensure we close gaps in knowledge or skill.

This data review will lead to one in a number of possible interventions to support the student with making meaningful academic progress. Interventions include, but are not limited to:
1. Increased small group or individual instruction time during station rotations in Math and English Language Arts
2. Increased individual instruction during STEAM/Social Studies
3. Adjusting small groups to include different students and adjust content for remediation and re-teaching
4. Revised individual learning plan targets through computer adaptive software

5.   A family meeting in which an individual Home/School plan is drafted and implemented with specific supports at school and at home
6.   Other interventions as designated by the RtI team and process (See section F.2 for more information about Altura Prep's Response to Intervention process)

Teachers and school leaders will actively monitor students in this category for improved progress in terms of proficiency levels and growth. If a student is not making progress, teachers and a school leader will hold a meeting with the family to learn more about potential challenges the student is facing and to communicate the students' current levels of performance and growth. In the event that student performance does not improve, despite documented interventions lasting at least 6 weeks, our Special Education Coordinator will be formally involved and the school may begin the process of assessing the student for a documented special need that may involve creation of an Individualized Education Plan (IEP). For more information about IEPs at Altura Prep, please see section F.1a. Special Populations.

Altura Prep believes that families are our most important partners, and that working with families to ensure all students are making meaningful progress is a crucial part of preparing all of our students for futures that are bright with opportunity.
We believe that a robust communication strategy, especially with families of students who are not demonstrating growth at the rate we believe sets them up for the next grade level, is critical for creating a plan to support that child to succeed.

Initial family conferences to discuss concerns about a students' preparedness for promotion will occur at the earliest indication that a student is not making appropriate progress. The first STEP literacy assessment benchmark occurs in November, just prior to Family Conferences. At the conferences following this first assessment window, teachers will review student progress with families, and highlight strengths and areas for continued support. This is also an opportunity for teachers to highlight concerns if a student is significantly below his or her peers and/or the benchmark for achievement. At this meeting, the teacher will provide examples of in-class intervention strategies that we use at Altura Prep to support students with making accelerated progress toward achieving grade level goals. The teacher will also solicit family input and provide ways that the family can support the child at home.
In conjunction with Spring Family Conferences, teachers and families, and if necessary, the School Director(s) will meet to discuss student progress since the initial family meeting in November. If a student has made improved progress, the teacher and family will discuss the supports that worked best for the student and create a plan of continued and/or decreased support to ensure that the student continues to make progress toward meeting grade level goals. If the student has not improved in terms of progress toward goals, the family, teacher, and School Director(s) will discuss the menu of options for supporting that student.
Options include, but are not limited to:
1.   A referral for the Student Assistance Team and Student Supports Coordinator (or Director of Operations, depending on the year of operation) to conduct a robust assessment of the student's strengths and needs
2.   Increased individual tutoring during and after school
3.   Remediation programs over the summer, and promotion contingent on making academic progress
4.   Promotion for the upcoming school year, conditional on creating a robust plan of academic support
5.   Retention for the upcoming school year, conditional on creating a robust plan of academic support

Between the initial conference, the benchmark spring conference, and the end of the school year, parents and teachers will work to ensure that the student has meaningful access to interventions and agreed upon strategies to support the student with making progress. We believe that it is of vital importance that families are a part of the process of making the best decisions possible for their child's education. For this reason, if a grade level team is concerned about a student's progress, we prioritize communicating with a family early and often to provide ongoing support and communication about the student and his/her progress.

In May, the grade level teams and School Director(s) will review all student progress, including students who have, to that point, not made progress toward grade level goals. The school will then schedule meetings with families of students who are at risk of not making progress that is adequate enough to be successful in the upcoming grade

level. Decisions about student grade level placement are not taken lightly, and are made by looking at a variety of data points (including academics, character development, teacher observation, and parent input) and at a meeting at which members of both the school and family are present.

Upon review of all data, the school can recommend that a student be retained in the same grade for the upcoming school year with an academic support plan in place. In the meeting, the family has the right to waive the retention recommendation if they sign a waiver of retention recommendation. This waiver is kept in the student file and the student is promoted to the subsequent grade level with an academic support plan in place. If a student promoted because of a waived retention recommendation and does not make adequate progress to grade level standards the following year, the student can be retained without an option to waive the second recommendation.

Student remediation plans, retention policies, and family communication protocols have been developed per NMSA 22-2C-6.

Specific School Performance Triggers:
We are confident that Altura Prep's data-driven culture and ongoing progress monitoring allows the school to identify areas for improvement in a timely manner that allows for swift remediation and adjustment to ensure that our school generates positive outcomes for all students.

Per NMSA 22-2E-4, Altura Prep will be externally evaluated based on:
(a) student proficiency, including achievement on the New Mexico standards-based assessments;
(b) student growth in reading and mathematics; and
(c) growth of the lowest twenty-fifth percentile of students in the public school in reading and mathematics.

Reporting a school's grade, the department shall include student data disaggregated by ethnicity, race, limited English proficiency, students with disabilities, poverty and gender; provided that ethnicity and race shall be reported using the following categories: (1) Caucasian, non-Hispanic; (2) Hispanic; (3) African American; (4) American Indian or Alaska Native; (5) Native Hawaiian or other Pacific Islander; (6) Asian; (7) two or more races; and (8) other; provided that if the sample of students in any category enumerated in Paragraphs (1) through (7) of this subsection is so small that a student in the sample may be personally identifiable in violation of the federal Family Educational Rights and Privacy Act of 1974, the report may combine that sample into the "other" category. (NM Stat § 22-2E-4 (2016))

School Director(s) monitor attendance, safety, discipline, and grade level academic data that is disaggregated to support analysis based on grade, gender, race/ethnicity, language, and socio-economic status.

Attendance Concerns
If school-wide attendance falls below 96%, the school will take several steps to support students and families with regular school attendance.
1. School Director(s), with support of the leadership team, conduct an assessment of the reasons for students' attendance
2. The School Director(s), with the student's homeroom teacher, hold a family meeting at the school or at the student's home to create an action plan that directly addresses the student-specific challenge that involves support and accountability for all parties involved (school, teachers, family, student) to ensure that the student is able to attend school daily.
3. The School Director(s), with staff input, create school-wide programs to support students with attendance challenges. For example, the "A-Team" meets weekly with a teacher/staff sponsor who mentors students, creates a strong relationship, and reinforces the importance of attendance and the impacts of school absences
4. The School Director(s), with grade level teachers, develop a school morning-meeting unit about the importance of attendance and the impact of absences
5. The School Director(s), with support from the Board of Trustees, review current discipline and behavior management strategies for their impact on students with low attendance, and Review current instructional and engagement strategies to ensure that we create a welcoming environment for all students

Uniform Concerns

Altura Prep students wear the school uniform daily to create the sense of a team and to provide all students (despite socio-economic status and background) with a clear expectation of how to dress for success at school. When students arrive at school, multiple adults are there to greet them, and help students correct any uniform infractions prior to entering the building. If a student arrives to school without a uniform, the student is assisted at the front office to ensure that s/he is ready for the day, and in uniform. The assistance is noted, and the student goes about his/her day. However, if the uniform compliance data illustrate that uniform compliance falls below 98%:

1. The School Director(s) and leadership team conduct an assessment of the reasons for students' uniform non-compliance
2. The School Director(s) and team address needs found in the above needs assessment (opportunities for uniform discounts, laundry, etc), and create action plans with individual students' families to address uniform compliance challenges
3. The School Director(s), with grade level teams, develop a school morning-meeting unit about the importance of uniform expectations
4. The School Director(s), with support from the Board of Trustees, review current policy, availability, cost, and other aspects of Altura Prep uniforms to ensure that we support families to meet the expectation.

Safety and Discipline Concerns

If a disproportionate number of discipline incidents occur in relation to a particular student or teacher, or if there are a disproportionate number of a certain type of discipline incidents, the School Director(s) will work directly with the teacher(s) and/or student(s) involved.

1. The School Director(s), in collaboration with the leadership team, will consider the needs of individual students and examine any trends occurring in sub-sections, specific classrooms, by grade level, or school-wide. If individual students are not meeting behavioral expectations, we will begin a behavioral RtI process as appropriate to ensure that students have access to appropriate interventions. For larger trends, we will begin a larger analysis to determine interventions and training for individual teachers or school-wide staffs, inform small group supports, as well as begin a process to analyze our student support system, behavior management system, and discipline structures.
2. The School Director(s), with support from the Board of Trustees, will analyze student data trends to inform next steps for training, instructional staff support, or purchasing additional resources.
3. The School Director(s) will plan professional development, hire additional staff, and/or oversee the purchasing and implementation of additional programs and school-wide interventions.
4. The School Director(s) will re-assess student behavior to determine improvement and implement additional interventions as necessary.
5. The School Director(s) and Board of Trustees will determine if additional outside support and auditing would benefit the student body to ensure appropriate use of intervention strategies.

School Director(s) conduct daily observations and walkthroughs of classrooms: this allows for regular feedback to teachers regarding instructional practices, student achievement, classroom culture, behavior management, and strategies for continually increasing effectiveness.

Student Performance Concerns

If any students are not on track to meet the accountability measures set out in Section G.1 of the charter document, the following steps will be taken:

1. The School Director(s), in collaboration with the leadership team, will consider the needs of individual students and examine any trends occurring in sub-sections, specific classrooms, by grade level, or school-wide. If individual students are not meeting accountability measures, we will begin the RtI process as appropriate to ensure that students have access to appropriate interventions. For larger trends, we will begin a larger analysis to determine interventions and training for individual teachers or school-wide staffs, inform small group supports, as well as begin a process to analyze our curriculum and

    alignment to assessments.

2. The School Director(s), with support from the Board of Trustees, will analyze student data trends to inform next steps for training, instructional staff support, or purchasing additional resources.
3. The School Director(s) will plan professional development, hire additional staff, and/or oversee the purchasing and implementation of additional programs and school-wide interventions.
4. The School Director(s) will re-assess student achievement to determine improvement and implement additional interventions as necessary.
5. The School Director(s) and Board of Trustees will determine if additional outside support and auditing would benefit the student body to ensure appropriate use of intervention strategies.

If student achievement data in one classroom reveals that as a whole group, students are not on track to meet end of year goals, the School Director(s) will increase the amount of support the teacher receives:

1. Increased number or length of observations by instructional coaches
2. Increased number of collaborative planning meetings with instructional coaches
3. Side-by-side data analysis meetings with teacher and instructional coach
4. Teacher observes model teaching by a peer or instructional coach

If student achievement data in multiple classrooms reveals that students are not on track to meet end of year goals, the School Director(s) will conduct a deeper analysis of the data and possible contributing factors. Possible follow up actions include, but are not limited to:

1. The School Director (s), with support from the leadership team will determine and conduct Interventions and training for groups of teachers or school-wide staff.
2. The School Director(s) with support from the leadership team will conduct an analysis of our curriculum and alignment to assessments.
  a. If there is a misalignment between curriculum and assessments, the School Director(s) and leadership team will propose a plan to the Board of Trustees for how to re-align standards, assessments, and curriculum.
  b. If it is determined that additional resources must be procured in order to properly execute the academic program in alignment with standards and assessments, the School Director(s), depending on the cost of the materials, will either procure the appropriate resources, or submit a request for approval to the Board of Trustees.
3. The School Director(s), with support from the Board of Trustees, will analyze student data trends to inform next steps for training, instructional staff support, or purchasing additional resources.
4. The School Director(s) will plan professional development, hire additional staff, and/or oversee the purchasing and implementation of additional programs and school-wide interventions.
5. The School Director(s) will re-assess student achievement to determine improvement and implement additional interventions as necessary.
6. The School Director(s) and Board of Trustees will determine if additional outside support and auditing would benefit the student body to ensure appropriate use of intervention strategies.

School performance improvement action triggers, improvement plan strategies and communication protocols have been developed per NMSA 22-2E-4E.

How the school will regularly evaluate the effectiveness of the academic program and effectiveness of corrective action plans:
Individual student academic improvement: after each interim assessment and after each benchmark STEP and IStation assessment, teachers, grade level teams, and School Director(s) will analyze student data to evaluate the effectiveness of the academic program and the effectiveness of corrective action plans implemented thus far. Analysis will result in the creation of an action plan to improve outcomes based on the results of the most recent round of assessments. In order to align our internal evaluation of the effectiveness of our program and corrective action plans, Altura Prep will analyze data for the same subgroups that are measured by the NM Public Education Department when evaluating all public schools in the state:

- School wide Mathematics performance and school wide literacy performance

- Student performance by class and grade level
- Student growth overall in Mathematics and literacy
- Student growth of highest performing students
- Student growth of lowest performing students
- Performance and growth of English Language Learning (LEP) students
- Performance and growth of students with Individualized Education Plans (IEPs)
- Performance and growth of students receiving Free and Reduced Priced Lunch (FRL)

School wide improvement and individual improvement will be measured based on baseline data and goals set as part of the school improvement/corrective action plan for a particular data point. School Director(s) will review these corrective action plans every 4-6 weeks to determine the effectiveness of each plan. If the data show improvement, then the plan will be continued. If the data do not show sufficient meaningful improvement, the School Director(s) will, based on the data, create additional research-based interventions designed to meet the needs of the school and students.

In order to align school improvement strategies with NM Public Education Department systems for school improvement, Altura Prep School Director(s) will oversee the development and implementation of the school Educational Plan for Student Success (EPSS) that will support the school with documenting and tracking implementation of the above mentioned action steps related to improving school achievement and student outcomes.

Total Points Available	Expectations

4	A complete response must:
	• Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to:
	    o monitor academic performance and
	    o take appropriate corrective action if the school is not on track to or does not meet academic performance expectations
	• Address specific responsibilities related to:
	    o meeting student academic achievement or growth expectations <u>at the school-wide level</u>
	    o meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student)
	• Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.
	• Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and(B) and 22-2E-4(E)

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant has developed a very thorough process by which the teachers and instructional leaders will break down student data and cross reference it with other information. The school plans to analyze data at the individual student and group levels, as well as, by individual teachers. Part of the data analysis process describes a clear progression of data communication from teachers to the School Directors, and moving to the board through the creation of an Academic Dashboard.

It is the intent of the applicant to focus on immediate processing of student data with the teachers, in order to be able to individualize student learning based on the information revealed. This is evidenced by its plan to conduct a diagnostic assessment during the first week of school and the frequency of data analysis sequenced in the table (provided in G.1) demonstrating the school's "robust" data-gathering and analysis process. The applicant's response in this section further supports the data-gathering and analysis process. For example, data review at APS will follow a series of steps that looks at the performance of a class or grade level, examines the level of questioning or tasks within an assessment tool, and reviews specific student performance. The applicant has included targeted questions to guide evaluation in those areas.

A strength of this plan is the data that will be used to inform decisions based on a student that is at-risk. Not only is academic data analyzed, the school will review a student's historical performance, attendance history, behavioral data, group level data. The plan proposes that these data sources will better inform the school what intervention is most appropriate. Examples of interventions are included in this narrative.

Lastly, the applicant has been concise in identifying steps within the assessment plan that correlate and satisfy state-mandated requirements.

G.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE:
Altura Prep believes that information is empowering, and that by communicating student data and progress towards goals, we empower all members of our community to seek opportunities to improve the educational options and resources available to all of our students.

Teachers and Staff
Classroom teachers gather daily anecdotal, computer-based, and assessment-related progress. This information is tracked individually, and then shared in both grade level meetings weekly and in content teams during professional development sessions on Wednesday afternoons. In addition to sharing and analyzing these data, teachers also receive school wide data and operational data related to non-academic factors. Weekly, the School Director(s) send a newsletter with data on attendance, uniform, REACH points, and reading and math progress. In the teacher workroom/office, we post class-level and grade-level progress toward goals (% of students reaching STEP goals, %of students mastering standards) so that teachers can celebrate students' progress and set goals for improving achievement. In *Driven By Data,* Paul Bambrick-Santoyo advocates for a similar approach to transparent goal setting and data use. The entire framework is based on standard-setting, high achieving schools nationwide. (Bambrick-Santoyo, 2010)

Students
 In order to teach students how to make decisions about their education and to support their ownership over their academic progress, we give students ongoing opportunities to review their goals, and their progress toward achieving those goals. Student goal setting and reflection occur in the context of data analysis after each assessment: students receive their assessment and/or score sheets, and track their progress. They note their areas of strength, and the questions or tasks in which they need additional support. The student creates a list of key steps to take both in school and at home in order to improve on the next opportunity. Students keep their reflections in a Goal Book that they return to as they continue to progress over the course of the year. Goal Books include student STEP goals and progress, NWEA and IStation yearly goals and progress, as well as REACH core-value related goals. At each semester, in upper grades students complete self-evaluations that accompany their progress reports. When students in grades 3-5 complete their REACH self-evaluations at the end of the year, they include evidence to support their rubric scores. We believe that data-driven learning is a school-wide approach to continually improving outcomes, and that giving students ownership of their education is a powerful way to ensure they are ready to persevere through middle school, high school, and various post-secondary pursuits. Hanover Research (2014) showed that regular communication with students regarding progress, using formative assessment, was related to higher levels of engagement *and* achievement in several schools with diverse populations.

Families
Families are our most important partners, and as such, it is critical that we provide ongoing and accurate data that support their understanding of how their student is progressing. We also believe it is important for us to provide ways that families can support students at home, and include their perspectives on supporting students in school.

Regular progress reports are sent home, and these that include both character development progress and academic progress, and can be accompanied by a teacher-placed follow-up call or translated note of explanation. Families are invited to monthly Coffee with the School Director(s) in which the School Director(s) present student data, school progress, and are able to respond to any family question/concerns. Altura Prep holds twice yearly parent conferences, in which all families have a scheduled time slot in an afternoon to come and speak with their child's teacher. Parent/Family Conferences take place in the afternoon of a span of a few days, and teachers accommodate parent schedules whenever possible. At each conference, the teacher and family (and, in many cases, the student as well) review student work and student data. The teacher helps the parents understand the grade level goals, and what those look like for a student to reach. Then, whilst looking at the current performance

of the student, the family and teacher create a list of specific steps that the student can take both at school and at home to continue to make progress toward achieving the rigorous goals at Altura Prep.

We pride ourselves on being an open and welcoming campus, and teachers and school leaders welcome parent requests for conferences and meetings regarding their student's progress. Parent/family meetings do not have to be limited to "Parent Conference" days, and the school staff takes it upon themselves to schedule family meetings proactively to address any concerns and engage families in supporting their student and the school.

During family evening events, such as Family Literacy Night and Family Math Night, teachers also have student data available to give to families in addition to resources and strategies for supporting their student to grow to the next level academically. We believe that information is empowering, and that by providing families a clear picture of where their student is achieving academically, we equip students and families to become agents of their own education.

In the event that a student is not making adequate yearly progress (see Section G.2 for additional information), the school will communicate with the student's parents at the earliest sign that a student needs additional support to reach grade level goals. Parents will be invited to review the students' data as a part of the Parent/Family conference in November, which occurs before the end of the second grading period. At this opportunity, the student's teacher and family member(s) will create an action plan for supporting the student to accelerate progress to reach grade level goals by the end of the year. Over the course of the next six weeks, the school will monitor and provide updates to the family. At the next data interval (STEP, for example, will be administered again in February), the student's family will meet with the teacher to review progress and, if necessary create additional steps to support the student. This notification and action plan timeline is created pursuant to NMSA 1978 § 22-2C-6 E, and designed to ensure that we communicate clearly and proactively with students and families regarding gaps in student progress and possible needs for remediation and intervention.

Board of Trustees
One key role of the Altura Prep Board of Trustees is to support the school in attaining its mission of preparing all students to succeed in middle school, high school, and in postsecondary pursuits. In order to do so, the Board of Trustees must have timely access to school academic and organizational data. The School Director(s) maintain school Academic and Operational Dashboards, and send these to the Board of Trustees Student Achievement Committee at regular intervals, and to the full board prior to regular board meetings. Board meetings include an agenda item that involves discussion of progress toward academic and organizational goals that are informed by these dashboards. In *Trusteeship Magazine,* Rick Legon asserts that effective governing boards provide appropriate academic oversight and focus on accountability. Though the Association of Governing Boards of Universities and Colleges is related to higher education, we believe the lessons no less critical for the Board of Trustees for Altura Prep. In order to govern a strong education institution, the Board of Trustees must have timely and accurate data to make supportive and informed decisions in the best interests of the school and students. The Altura Prep Board of Trustees has agreed that this method of data communication will serve the group well as it functions in its oversight and governing role.

Community
A significant of our founding process has been building relationships with community members in the International District, 87108 zip code, the City of Albuquerque, New Mexico, and the national level charter movement. We believe that sustaining these relationships depends on proactively communicating progress with the broader circle of support that surrounds us. Altura Prep will send out newsletters at regular intervals with high-level (i.e. not individual student, class, or grade level) data, stories, and photographs of student work (with permission). If applicable, we will issue press releases with important milestones and news stories to keep the community informed of and involved in our progress. Our school events, Coffee with the School Director(s) and Family Nights (Math, Literacy, STEAM, etc), are frequently open to the community and we plan to welcome participants from across the city.
We also plan to use our school website (www.alturaprep.org) and Facebook page (facebook.com/alturaprep) to post stories, news, data (without identifiers) and updates. The community in which we are proposing to locate is a relational area, and other community groups have used informal channels (such as social media) to share

information and events, as well as to spread the word about programs and opportunities.

Authorizer
As a public charter school, we commit to providing the requisite updates to our Authorizer according to required timelines and deadlines via the STARS reporting system. School Director(s) have responsibility for reporting student data after assessment windows in August, January, and May. In addition to online reporting, Altura Prep will have data and reports prepared for the New Mexico Public Education Commission monitoring plan, site visits, and renewal application process. Altura Prep is committed to being held accountable for providing a high-quality education to all Altura Prep students, and will provide the Public Education Commission with regular student and school data and information required for monitoring charter schools.

Total Points Available	Expectations

6	A complete response must:
	
	• Identify how student achievement and progress will be communicated to:
	   o Students
	   o Parents
	   o The governing body
	   o The authorizer
	   o The broader community
	• Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data
	• Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate
	• For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I)

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response describes a clear communication plan for providing "student data and progress towards goals" to its students, families, and communities. The applicant has sufficiently addressed how the data will be used and what data is communicated to: teachers and staff, students, families, Board of Trustees, community, and the authorizer.

Teachers will have access to all data and are responsible for gathering some elements of the data. Based on the ASP process for analyzing data, various intervals are included by when teachers would be communicating data to school staff.

As stated in the application, "We believe that data-driven learning is a school-wide approach..", with this in mind, students will participate in goal setting and reflection after receiving their assessment and/or score sheets.

Data will be communicated to parents through regular progress reports, phone calls by the teacher or written communications. Families may also participate in monthly "Coffee" meetings with the School Directors and APS will hold parent-teacher conferences twice per year. Additionally, APS will host family events where teachers have another opportunity to provide data to parents and relevant resources to

assist their child. For students that are at-risk, the communication plan includes earlier and more frequent communications with parents and meets the requirements of state statute.

The Board of Trustees will be updated monthly by the School Directors through the use of the Academic Dashboard and the targeted community will be informed of school events, important milestones and news stories through press releases, school newsletter, social media, and the school's website.

II. Organizational Framework

A. Governing Body Creation/Capacity.

> A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Altura Prep's founding Board of Trustees is comprised of individuals with strong professional skills sets and who have a deep commitment to the children in Albuquerque's Southeast Heights and the City of Albuquerque's children at large.   It is our belief that the Governing Board is a cornerstone of autonomy, and having highly-qualified, mission-aligned board members will ~~only~~ serve to continuously strengthen the school.

Initial Selection of Founding Board Members:

To create a diverse, mission-focused, and skilled Founding Board of Trustees, school representatives (including Board Members and proposed founders) met with interested individuals beginning in the fall of 2016. In these initial meetings, potential board members were informally assessed on many of the characteristics and qualities that we will look for in a more formalized process for ongoing recruitment and selection of board members. These include, but are not limited to: (1) mission alignment (does the individual firmly believe that all students can learn, and that all students deserve the opportunity to go to a school that prepares them for success in a postsecondary pursuit of their choice?) (2) Qualifications and applicable skillsets to perform the duties assigned to a Governing Body of a charter school (has the individual ever been a member of a charter school board before? To what outcome? Is the individual in good civic standing? Does their occupation or skillset add to the total composition and skill of the board?) (3) Time available and desire to participate in Governing Board activities (Will the individual prioritize Board meetings and trainings? Does the individual understand the gravity of the role on a governing Board of a school?) The team met with approximately 20 individuals to identify and select potential members of the Altura Prep Board of Trustees who had essential skillsets, time and were passionate about the mission of Altura Preparatory School.

Board of Trustees Composition:

A Founding Board of Trustees will govern Altura Preparatory School. The Board of Trustees will have no fewer than seven (7) and no more than thirteen (13) members, and will be responsible for upholding the charter of the Altura Preparatory School and ensuring that there is accountability to its mission, financial sustainability, and adherence to the provisions that are stated in the charter. The Board will always maintain an odd number for voting purposes.

Members of the Altura Preparatory School's Board of Trustees will serve a term of three years from the date of their appointments or until an identified successor has been approved and voted in by the Board. A Trustee will be considered to have served a full three-year term after the passing of three Annual meetings, as specified in the bylaws (See the Altura Preparatory School Bylaws in Appendix A). Trustees may not serve two consecutive terms.

Members of the Altura Preparatory Board of Trustees were selected specifically for their various skill set, belief and commitment to the mission and vision of the Altura Preparatory School, and their ability to be able to give the substantial time needed to ensure a successful opening in August of 2018. (A more detailed description of the recruitment and selection process for the Altura Preparatory Board of Trustees can be found in Section A(3) of this charter application.)

Removal:

The Board of Trustees may remove any officer or Trustee of the Board by a majority vote of the entire Board of Trustees at any regular of special meeting of the Board. This may only occur if the officer or Trustee has been provided with written notice of the reason(s) of proposed removal thirty (30) days prior to any action being taken by the Board, and that s/he has been given an opportunity to be heard on the actionable matter.

Officer Structure:
The officer structure within the Altura Preparatory School Board of Trustees consists of a Chairperson of the Board, a Vice Chairperson of the Board, a Secretary, and a Treasurer. Each of these officers will be appointed by the Board of Trustees. The election process for these positions is as follows: the Governance Committee will present a slate of proposed officers, drawn from members of the Board, to the entire Board of Trustees. This slate of officers of the Board of Trustees will then be voted upon by the entire membership. Officers shall be elected annually at the Annual Meeting of the Board of Trustees, which takes place during the last quarter of the fiscal year. The fiscal year at Altura Preparatory School begins on July 1st and ends on June 30th of the next year.

As described above, the full membership of the Board of Directors will elect the Chairperson of the Board, Vice Chairperson, Secretary, and Treasurer at the annual meeting of the Board of Directors. Each officer will hold office until his/her successor has been duly elected or until his/her prior death, resignation or removal, as specified in the Altura Preparatory School Bylaws (Appendix A).

Chairperson of the Board: The Chair of the Board is tasked with leading the Board of Trustees to carry out its functions as the Governing Body of Altura Prep. With the members of the Board, the Chairperson is responsible for ensuring that the board has approved policies to help ensure effective and compliant government of the organization, assessing the performance of the Board, assuring the ongoing recruitment, development, and participation of members of the Board, coordinating the annual performance review of the School Director(s), and collaborating with the School Director(s) and other board members to set agendas and priorities for Board meetings. The Chairperson will preside over all meetings of the Board of Directors and will have authority, responsibility and duties as assigned and granted to him/her by the Board of Directors.

Vice Chairperson of the Board: The Vice Chair of the Board will perform the duties of the Chair in his/her absence, or in the event of his/her death, or in any time in which the Chair is unable to perform his/her duties as the Chair. The Vice Chair is responsible for assisting the Chairperson in creating agendas and setting priorities for upcoming Board and Committee Meetings, and in organizing other specific Board or Committee related functions. The Vice Chair will also perform duties as assigned to him/her by the Board of Directors.

Secretary: The Secretary of the Altura Preparatory Board of Directors manages four core functions for the Board of Trustees: communication, scheduling and materials, minutes, and maintenance of records. The Secretary is an active conduit of information between the Board and school's management team (School Director(s)), specifically by giving proper notice of meetings and timely distribution of agendas, materials, and meeting minutes within the provisions of the by-laws or as required by law. The Secretary will keep the minutes of the meetings of the Board of Directors. To this end, the Secretary must be well equipped to take accurate records of meeting discussions and agenda items, and sensitive to confidential or special information discussed at a meeting. This person is also the custodian of all organizational records of Altura Prep, and should be well versed in the organizational documents and able to provide advice and resources related to these documents. The Secretary keep a current record of the name, address, phone number and electronic mail address of each Director; and perform all duties as assigned that may be delegated to him/her by the Chair or by the Board of Directors.

Treasurer: The treasurer is charged with overseeing the management and reporting of the school's finances and the management of the financial affairs of the organization. The Treasurer is responsible for preparing, or facilitating the preparation of an annual budget as well as monitoring and comparing the actual revenues and expenses incurred against the budget. The Treasurer should have thorough knowledge of the organization's financial reports and important financial ratios. The Treasurer should keep the board apprised of key financial events, trends, and concerns, and his/her assessments of the organization's fiscal health. A skilled Treasurer also translates financial concepts and information for board members who do not have financial backgrounds or substantial financial experience. The Treasurer also plays a key role as the Chair of the school's Finance Committee.

Committee Structure:
The committee structure for the Altura Preparatory School Board of Trustees will consist of both legally required committees as well as Altura Prep's school specific committees: Governance Committee, Finance Committee, an

Audit and Risk Management Committee, a Student Achievement Committee and a Social-Emotional Learning and Culture Committee.

The **Governance Committee** is a standing nominating committee. This committee will be made up of two (2) to four (4) people that have been recommended by the Chairperson and elected by the Board of Trustees at the Annual Meeting. The Governance Committee members will serve a term of two (2) years and terms that are staggered to ensure continuity of committee membership. This committee will elect its own chairperson. The responsibilities of this committee are to study the qualifications of potential Board of Trustees' candidates and to recommend candidates to the Board as vacancies arise.

This group is also responsible for providing ongoing orientation and professional development to all members of the Board of Trustees and to oversee an assessment process to ensure optimum performance of the Board. The Governance Committee is also responsible for making sure that a slate of nominees for officers of the Board of Trustees, as well as a slate of qualified nominees for vacant Board of Trustees is prepared for Annual Board Meetings.

The Finance Committee will consist of two members of the Board of Trustees that have been appointed to assist the Board in fulfilling all budget and financial obligations, thereby ensuring fiscal compliance with all federal and state regulations. Chaired by the Treasurer, this committee will ensure that the school's mission, vision, and policies are reflected in the annual budget. The Finance Committee will support the Board in financial planning, reviewing revenue and expenditure plans, looking over financial statements and monitoring revenue and expenses, preparing and overseeing the annual budget for the school and all other financial matters.

The **Audit and Risk Management Committee** members are appointed and will consist of two (2) members of the Board of Trustees who have experience in accounting or financial matters, one (1) volunteer member who also has experience in accounting or financial matters, and one (1) volunteer member who is a parent of student who attends Altura Preparatory School. The School Director of Culture, Operations, and Compliance and Business Manager of Altura Preparatory School will also serve as ex-officio members of this committee. The Audit and Risk Management Committee will oversee proposal requests for yearly financial services, which will also include making recommendations for the selection of a financial auditor, as well as attending all entrance and exit conferences for annual or special audits. This team will also be available to meet with any external auditors, if requested, and will be accessible to external auditors from beginning to end with any audits that occur for the school. The Audit and Risk Management Committee members will also advise the Board of Trustees on policy changes that are needed to address any findings that may be found during an audit, as well as providing any assistance as needed to the Board.

The **Student Achievement Committee** will review all achievement data and assessment policies and procedures; then reporting on the school's progress toward the accountability measures that have been specified in the school's charter. This committee will also oversee the annual survey of Altura Preparatory staff members and families, and will report their findings to the Board.

The **Social-Emotional Learning and Culture Committee** will be responsible for helping to ensure that Altura Preparatory School is successful in meeting the social-emotional needs of all students and maintaining the school culture needed for students to understand and manage their emotions, set and achieve goals, develop and demonstrate empathy for others, establish and maintain positive relationships, and make responsible choices. Members of the Social-Emotional Learning and Culture Committee will be a key mechanism for creating positive social norms, for reducing bullying, and for developing more respectful, caring children. It will also give students agency in creating positive social norms. Students on this committee gain leadership skills and work to strengthen relationships between students and between adults and students in the school community.

These committees, roles, and terms for Governing Body Members (Board of Trustees) are articulated in the Governing Bylaws for the Altura Preparatory School, which can be found in Appendix A of this charter application.

Board Member Discipline and Removal Process:
A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

A member of the Board of Trustees may also be removed for cause by a majority of the members of the Board of Trustees. Causes may include:

- Violation of the Conflict of Interest Policy, and failure to properly disclose Conflicts of Interest
- Illegal behavior
- Failure to notify an officer of the Board in advance of at least three consecutive absences
- Violation of the Board of Trustee's Code of Ethics
- Other grounds as deemed appropriate by the Governing Council, including a failure to abide by the Altura Prep mission or charter.

In the event that a member of the Board acts in such a way that warrants disciplinary action, the Chairperson of the Board will be called upon to intervene and conduct a meeting with the board member, addressing the causes for concern as well as any action steps that the board member must take to remedy the situation and avoid further repetition of the issue.

The procedure for governing removal of a member of the Altura Preparatory School Board of Trustees can be found in Section 2.5 of the Governing Body Bylaws attached in Appendix A.

Total Points Available	Expectations

8	A complete response must:
	• Include governing body bylaws in Appendix A
	• Summarize key governance components in the application response:
	   o Membership structure (number , roles, length of terms)
	   o Officer structure (roles, election process, responsibilities, length of terms)
	   o Committee structure that includes both legally required committees and school specific committees (selection process, responsibilities, membership, length of service terms)
	   o Member selection, discipline and removal processes

REVIEW TEAM EVALUATION: Meets the Criteria

The bylaws and narrative address all the components of this section and provide a clear picture of the governance structure for APS. The applicant's response provides a complete description for the initial selection of the founding board members and includes the characteristics and qualities the team is seeking for this board. These elements align with the mission and philosophy of ASP. The applicant states, "The team met with approximately 20 individuals to identify and select potential members of the Altura Prep Board of Trustees who had essential skillsets, time and were passionate about the mission of Altura Preparatory School."

The composition of the Board will have no fewer than 7 and no more than 13 members and will serve a three-year term. Currently the Board has 7 members. The description of the duties of each officer are clearly described. Additionally, the applicant has described the process for the removal, resignation and disciplinary action of a board member. Multiple committees will be developed for the various functions of the governing body that are legally required and those specific to the school.

Unique to this structure is the creation of a committee dedicated to providing social-emotional learning

and culture with the purpose of creating positive social norms, reducing bullying, and developing caring children. This will provide opportunities to empower students to create positive social norms. This committee supports the mission by providing the means for students to learn and practice self-advocacy skills, one of the student outcomes APS intends to fulfill.

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

Altura Preparatory School's founding governing body, also known as the Altura Preparatory School Board of Trustees, will work to ensure that the school leadership team (School Director(s)) is competent and prepared to operate a public charter school in the state of New Mexico, and that there are the necessary oversight policies and processes to ensure that the school delivers on its mission to prepare all students to succeed academically and personally upon leaving Altura Prep. The applicant team firmly believes that the governing board members come from all walks of life and that they should all have the following characteristics and qualifications:

Mindsets: Mission alignment and the dedication necessary to be a key member of a founding charter school team:
1. The ability to work as a member of a team with an open mind and can engage in give and take to arrive to a group consensus,
2. A willingness to spend the time required to become informed and do the work necessary to actively participate in an effective Board meeting and effectively govern the school,
3. The belief that **all** children have the potential to achieve at high levels and deserve access to a high quality, high-performing, successful school and that the school leader(s) should be held accountable for making this happen.

Background: Personal connections to the community, city, and state Altura Prep intends to serve:
1. Experience living and working in New Mexico (preferably Albuquerque) with diverse populations
2. Ties to New Mexico (family, education, business)

Skills: Professional or volunteer experience in, and/or significant connection to one or more of the following areas:
1. Organizational management
2. Community organizing, outreach or relationship building
3. Law
4. Real estate or facilities management
5. Science, Technology, and/or Engineering
6. Education
7. Development
8. Government or City Management
9. Finance
10. Marketing/Public Relations
11. Human Resources
12. Strategic Planning

It is imperative that the Board of Trustees represent a diverse group of individuals in terms of background and skillset, and that skill sets are balanced across members to ensure that the board is able to execute the core functions of a Governing Body, including but not limited to:
1. Ensuring student success and achievement
2. Stewardship of public funds
3. Compliance with legal obligations of government organizations and public schools
4. Hiring an effective school leader (or School Director(s))
5. Supporting the transition from applicant team to operational school and Governing Body

The Altura Preparatory School applicant team has been deliberate about seeking potential Board candidates with backgrounds in science, technology, engineering, design arts and mathematics (STEAM), as well as financial management, legal expertise, and education specialists. Actively seeking people of color and people from diverse backgrounds continues to remain a priority, as well as intentionally recruiting individuals who have demonstrated a genuine concern for community improvement in Albuquerque. We believe that having a diverse Board of Trustees not only increases the voices represented, but also encourages participation from various stakeholders around the city at large.

We believe our Founding Board of Directors has a depth of leadership experience and the professional capacity necessary for the strict oversight of Altura Preparatory School. Our Board includes a diverse array of Albuquerque's civic leadership. Their skills include educational leadership, operations, science/engineering, finance, community relations, law, finance, compliance, and marketing. The group began aligning the school mission, vision, and practices in January 2017, and has met throughout the Spring of 2017 in order to prepare the application to submit on June 1, 2017.

Proposed Governing Board of Trustees:
Altura Preparatory School's proposed Board of Trustees will include seven (7) initial members:

Patrick Barnes: Patrick Barnes was born and raised in Albuquerque, NM, attending public schools in Albuquerque Public Schools prior to earning his Bachelor's Degree in Mechanical Engineering from the University of New Mexico and Master's Degree in Mechanical Engineering from the University of California Berkeley. Patrick is currently a Senior Mechanical Engineer at Sandia National Laboratories, leading design and test efforts in support of National Security interests. Patrick believes all students deserve access to a great education with an emphasis in teaching students to take ownership of their futures and brings leadership and a perspective from outside the education field to the Altura Prep Board of Trustees.

Jacqueline Cusimano: Jackie Cusimano began her career in education 15 years ago when she became a tutor for a teen shelter in the International District of Albuquerque, New Mexico. From there, her passion for New Mexico's youth grew, and she has taught for both Albuquerque Public Schools and a state charter school. Her compassion for students on an individual level and the fact that New Mexico has the ability to give the best education possible drives her to continue her career in education. Currently, Jackie teaches a specialized work-study and life skills program at a local high school for students with significant cognitive disabilities. She is also a mother of two elementary school-aged children, and passionate about creating opportunities for all students, including her own to have a high quality education.

Casey Deraad: Casey Anglada DeRaad is the Special Assistant to the Air Force Nuclear Weapons Center Executive Director for Academic, Industry and Community Engagement. She supports the Nuclear Weapons Center as well as the Kirtland Air Force Base to reach out to the community to engage with Air Force partners for academic, job and contracting opportunities. Ms. DeRaad develops strategies to support the local academic and industrial community and help them to take advantage of the $3.8B/annual economic impact of KAFB to the state of New Mexico. Formerly Ms. DeRaad was the Director of the Phillips Technology Institute and led the Technology Engagement office for the Air Force Research Laboratory in New Mexico, leading the technology engagement with industry, academia and government stakeholders. Ms. DeRaad, a 10th generation New Mexican from Taos, New Mexico and having earned her Bachelor of Science and Master of Science in electrical engineering from the University of New Mexico in 1985 and 1992 respectively, is a 35-year employee of the Air Force as a student and an Electrical Engineer.

Chamiza Pacheco de Alas: Chamiza Pacheco de Alas is an Executive Project Director in the Office of the Chancellor at the UNM Health Sciences Center. In her role, she provides support to the Chancellor in formulating and executing the vision of the Health Sciences Center and is responsible for community outreach. She graduated from the Albuquerque Academy, the University of New Mexico with a Bachelor of Arts and from Yale Law School with a J.D. Since graduating law school, Ms. Pacheco de Alas has focused her practice on education and health law. She is passionate about children's issues and worked for some time as a guardian ad litem representing abused and

neglected children. Her passion for children, New Mexico, and the importance of obtaining a rigorous, high-quality education in a kind and loving environment has let her to the Altura Prep Board.

Christine Sargent: Christine Sargent started her career as an elementary school teacher in Houston and received a Master of Education degree in School Leadership from the Harvard Graduate School of Education. She currently serves as the Vice President of Program Delivery at New Classrooms Innovation Partners. New Classrooms partners with schools across the country to personalize Middle School Math instruction. Before joining New Classrooms in 2012, Christine worked as Vice President of Strategy and Development, New Teacher Effectiveness, at TNTP, a national non-profit that supports 30+ school districts in meeting their human capital and student achievement goals. Christine is a native New Mexican, born in Taos, and currently living with her husband and young children in Albuquerque.

Pamela Scanlon: As a member of the management team at Albuquerque Academy, an independent college-preparatory school for 1165 student in grades 6-12, Pam is responsible for the financial and administrative performance of various school functions, including budget, risk management, facilities operations, and human resources.   Pam is also directly responsible for the financial assistance program that allows promising students to enroll regardless of their economic status. During her 30-year tenure, Pam has met with hundreds of low-income families which has provided her with insight into the many obstacles and challenges these families face when seeking a better educational future for their children. Pam has an MBA from the University of New Mexico.

Robert Wilson: Robert Wilson graduated from high school at Albuquerque Academy in 1969, graduated from Stanford University with a B.A. in Human Biology in 1974, and graduated from medical school at UNM in 1980. He completed a residency in Family Medicine and entered the Indian Health Service at Zuni PHS Hospital where he worked for 8 years in general medicine and as Director of the Zuni Diabetes Project and Zuni Wellness Center. He completed a fellowship in sports medicine thereafter, and had a 25-year career in orthopedic medicine in Albuquerque before retiring in December 2016. He is also a sculptor and public artist. He is married to Holly Roberts, the artist, and they have two adult daughters.

The following table represents details the individuals and specific skillsets they each bring to creating the founding board of Altura Preparatory School, as well as the potential committees that each individual will serve on, pending charter approval and approval as a Governing Body:

Founding Board Member	Area of Expertise	Committee Assignment
Patrick Barnes	Data Analysis Compliance Technology and R&D	Facilities Governance
Jacqueline Cusimano	Education Community Relations	Student Achievement Social-Emotional Learning
Christine Sargent	Education Data Analysis	Student Achievement, Social-Emotional Learning Governance
Robert "Bob" Wilson	Governance Community Relations	Community Finance
Chamiza Pacheco de Alas	Human Resources Law	Governance, Community Audit
Casey Deraad	Technology Marketing/Public Relations	Facilities, Social-Emotional Learning Community
Pamela Scanlon	Finance Facilities	Finance, Audit, Facilities

How the Governing Body will ensure the school remains effective in executing the core functions:
As illustrated in the table and descriptions above, the Board of Trustees includes individuals with expertise in a variety of the core functions of the school. However, it is also imperative that all individuals operate as Trustees

with a solid understanding of each core function. To this end, all members of the Altura Preparatory Board of Trustees will participate in Governing Body training in alignment with requirements from the authorizing agency and the state of New Mexico.

In addition, individuals with areas of expertise in the five (5) abovementioned areas will serve as Board experts, and will support other board members in understanding their area of expertise.

Core Function 1: Ensuring Student Success and Achievement: The individuals that comprise the Student Achievement Committee likewise will work with the Director of Academics to monitor and present the inputs, outputs, and outcomes of the academic program to the rest of the board. Board Members, throughout their tenure, will attend academic-focused trainings to understand best practices to monitor school-wide and student-level performance. Having members with expertise *and* a training plan aligned to core function areas supports the whole board with making data-driven, knowledge-based decisions that guide the school to enact the mission responsibly and effectively.

The Altura Prep founding team has made it a priority to have at least two (2) individuals with significant educational experience as members of the Board of Trustees, and this will remain a priority as additional Board Members are selected and/or replaced in future years.

Core Function 2: Stewardship of public funds: Our Finance Committee Chair (Ms. Scanlon, tentatively) will work closely with the proposed Director of Culture, Compliance, and Operations and School Business Manager to assess the school's budget, make edits, and present to the Board. All Board members will have attended trainings on school finance and budget in order to understand the finances and make educated motions and decisions on matters pertaining to finances. Throughout the spring, the full proposed board has read and reviewed documents that explain school and public funding in New Mexico. As the board continues to develop, we prioritize maintaining multiple seats for individuals with finance-related expertise to ensure that the Finance Committee is a sound board structure. Part of the ongoing board selection process involves selecting potential candidates who are in good financial standing themselves, as an indicator of financial responsibility and capacity.

Core Function 3: Compliance with legal obligations of government organizations and public schools:
The proposed Governing Body of Altura Preparatory School is comprised of individuals in good legal standing who have a range of experiences working with governmental and/or public organizations, including schools. All board members also have references that have reinforced their ethical approach to work and life, as well as their desire to abide by the legal obligations of overseeing a public organization. With regards to ensuring compliance with legal obligations related to government organizations and public schools, the Board will function per New Mexico state law. All Board meetings, including the Annual Board meeting each June, will be announced and open to the public. The Board will meet at a minimum of ten (10) times per year. In October of each year, the Board of Trustees will have a retreat where members will be given trainings on governance and Board responsibilities, including our Conflict of Interest Policy and the New Mexico Open Meeting Act. The Governance Committee in concert with the board member(s) with legal expertise will be consulted in questions regarding compliance and legal obligations without fail. The proposed school has also begun to work with lawyers that are not a part of the governing council to ensure that we have non-partial consultants and representation, should the need for such consult arise.

Core Function 4: Hiring an effective school leader (or School Director(s)): The Board is fully responsible for hiring a School Director(s). The Altura Preparatory School Director(s) will be responsible for implementing and executing the policies and procedures issued by the Board of Trustees. The School Director(s) will be hired, supported, and evaluated by the Board of Trustees to whom the School Director(s) will report on all elements of the school's academic program and operations.

As the leader(s) of the school, the School Director(s), will be responsible for, but not limited to, the following:

- Managing all day-to-day operations for the school and staff
- Accounting to the Board of Trustees on the academic and financial progress of the school
- Implementing the educational program, ensuring alignment with the charter's mission and goals
- Hiring, supporting, evaluating and, when necessary, terminating teachers and staff

- Ensuring effective, long-term academic, business and organizational planning
- Engaging with students, staff, parents, and community members
- Providing information needed to the Board of Trustees to ensure that they can complete their duties

Multiple members of the proposed Board of Trustees are parents of school-aged children, and others have worked with various effective school leaders in the past. This board is capable of hiring School Director(s) in the founding year and in subsequent years, should the need arise.

Altura Preparatory School's Board of Trustees will convene a Search Committee for a School Director(s) of selected board members and other stakeholders, including at least one parent and one teacher in the years the school is operational. The Search Committee will use a job description and evaluation tool to ensure that each applicant meets the requirements of the position(s) and is committed to the mission and vision of Altura Preparatory School. The Altura Preparatory Search Committee will then post the position widely through various websites, such as Education Week, Association for Supervision of Curriculum Development (ASCD), Teach for America (TFA), LinkedIn, National Association of Elementary School Principals (NAESP), and other professional job sites for seeking high-quality educators.

The Search Committee will then collect the applications, including cover letters, resumes, short-answer questions, and references. The Search Committee will then continue to work through a multi-stage process including a phone interview, in-person or Skype interview, teaching and coaching session, and a series of case studies. The Finalists will appear before the entire Board of Trustees and a community event, in which they will have an opportunity to meet and speak with additional community stakeholders. The Search Committee will then issue a report to the Board of Trustees, which will include their recommendation, and will then be approved or rejected by the Board. The New Mexico Public Education Department's Office of Charter Schools will be notified immediately when there is a change in school leadership at Altura Prep.

Core Function 5: Supporting the transition from applicant team to operational school: Throughout the application process, the proposed Board of Trustees has operated as de facto committees to ensure the application is fully aligned to Altura Preparatory School's proposed mission, and that all parts are well-prepared and articulated in a way that can be implemented by the founding team. This structure, similar to a committee structure of an operating board, has prepared the proposed Board to operate as a governing body with oversight of the day-to-day activities of the school in operation. The Board has identified potential founding School Director(s) that will, upon completion of an interview and hiring process, will manage the operational and academic activities necessary to implement the programs and policies outlined in the charter. The Board of Trustees truly becomes a governing body upon certification as a financially responsible board.

In order to ensure both student success and academic achievement, as well as overseeing the stewardship and management of public funds and responsible government accounting, the Board of Trustees will help to support Altura Prep School Director(s) in efficaciously attaining their goals. At each Board Meeting of Trustees, the Board will review achievement and financial dashboards to ensure that progress is being made towards both short and long-term goals of the school. These dashboards, for example, will include data on student enrollment, the most recent student achievement data collected, cash flow projections, expenditures, etc., that will inform the Board of Trustees on both the organizational health and the progress toward achievement goals. Board members will receive dashboards and information in advance of all board meetings, so that they have time to prepare their thoughts, feedback, and questions regarding agenda items.

Altura Preparatory School's Founding Board looks forward to supporting the school in moving from an application to a fully operational school. As evidenced by their commitment to supporting the mission and vision of Altura Preparatory School, the members of the Board of Trustees will ensure that the school remains true to the terms of the charter and that they maintain overall organizational health.

Total Points	Expectations

Available	

4	A complete response must:
	• Identify all qualifications and skill sets the governing body will require and ensure are represented within its regular membership
	• Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school
	• Specifically address how the governing body will have the skills to:
	   o Ensure student success and academic achievement
	   o Oversee the stewardship and management of public funds and responsible government accounting
	   o Ensure compliance with legal obligations related to government organizations and public schools
	   o Select and oversee a qualified and highly effective school leader
	   o Support the applicant team in moving from an application to a fully operational school
	• Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant has provided clear descriptions of the qualifications it seeks in its board members. The applicant has established a set of key elements it looks for in a potential candidate. In summary, these elements include the ability to work as a team (open mind, engagement, consensus), to do the work (time, participation), and to believe that all students can learn. Furthermore, the applicant describes the diverse background and skillsets the board is seeking.

The applicant has identified seven initial board members and their skills range from law, finance, education, marketing and facilities. This is evidenced through the informal bios that are included in the narrative for each board member and a table that outlines their specific area of expertise and committee assignment.

Lastly, the applicant's response provides well-defined explanations that support how the board and its committees will ensure the school operates effectively and efficiently. This component of the narrative integrates how the selection of the initial board members and the committees they represent will allow them to implement their functions as a board. First, the board will ensure the members participate in required trainings, and second, the board will rely on five core functions to support the academics, finances, legal obligations, and transition from the applicant team to the implementation of the first year for APS.

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

The Altura Preparatory School founding team is committed to recruiting, retaining and continuously developing a Board of Trustees who are dedicated to the mission and vision of Altura Prep. We believe that a great board begins with great people and that recruiting talented individuals to help impact public education, and to ensure that the school stays true to its' mission is a top priority.

Upon charter approval, the Founding Board of Trustees will begin a regular and on-going governing body recruitment process that will be spearheaded by the Board's Governance Committee. The members of the Governance Committee will be the leaders in identifying, cultivating, and nominating new Board members to ensure a strategically composed Board. A strategically composed Board will include members with the diverse and necessary skill sets, including:

1. Organizational management
2. Community organizing, outreach or relationship building
3. Law
4. Real estate or facilities management
5. Science, Technology, and/or Engineering
6. Education
7. Development
8. Government or City Management
9. Finance
10. Marketing/Public Relations
11. Human Resources
12. Strategic Planning

The following seven-step action plan will be used as Altura Preparatory School's Board of Trustee's Recruitment Strategy:

1. **Ongoing Meetings of the Governance Committee & Preparation for Active Recruitment.** Altura Preparatory School's Governance Committee will formally guide the process in Board recruitment.   Each year, after reviewing the Altura Preparatory School Bylaws to make sure that the Board is in compliance regarding composition of the Board, length of terms, number of vacancies to be filled, etc., the Governance Committee will then conduct a needs assessment of the current Board of Trustees. The Governance Committee will collect data that includes a current, updated list of Trustees and length of time served on the Board, their expected date of term completion, a list of skills/areas of expertise of current Trustees, and personal information including their age, race/ethnic background, and gender. This needs assessment and analysis is the first step in making sure that the Governance Committee is strategically prioritizing their efforts on setting clear recruiting goals and timelines. Please see Appendix P for the Board of Trustees Skill Set and Experience Tool.

2. **Share Recruitment Priorities with the Board of Trustees.** The Board's Governance Committee will share the results of the needs assessment and recruitment priorities with the entire membership of the Board of Trustees. This process will also allow the entire Board to Trustees to begin to think about prospective candidates who might be a good fit for the organization.

3. **Develop an Initial List of Prospective Candidates.** The Board's Governance Committee will then work on developing an initial list of prospective candidates for the Altura Preparatory School Board of Trustees. Once the initial list has been developed, it should then be examined more closely to reflect recruitment priorities.

4. **First Round of Contact with Prospective Candidates.** The Governance Committee will reach out to prospective candidates via electronic mail and share the Board's interest in them, giving them an overview of the mission and vision of Altura Preparatory School and a brief description of the recruitment and nominations process. This email will also include attachments that have a position description outlining the Roles and Responsibilities of an Altura Preparatory School Board of Trustees member, an informational overview of Altura Preparatory School, and any additional material that the Governance Committee feels would be relevant for the potential candidate.

5. **Second Round of Contact with Prospective Candidates.** The Governance Committee will reach out to prospective candidates a second time through a personal phone call or an individual meeting to answer any questions that the candidates may have and to determine the individual candidate's level of interest in being considered for Board membership. Candidates who wish to be seriously considered for the Board of Trustees position will then be asked to provide a resume and fill out a personal background information form.

6. **Attending a Board Meeting.** Potential candidates who have met the requirements in the personal background information form will then be asked to attend a meeting of the Board of Trustees in order to get an idea of how the Board makes decisions and conducts business. Governance Committee members will then be able to individually fill out an evaluation rubric after the meeting that will assist the Governance Committee and full board in assessing the fit and capabilities of the potential board member:

   a. Question: What would you say are your primary areas of expertise as they relate to governing a charter School? (To assess: Does the candidate possess some of the key skills and needs identified in the initial needs assessment by the committee?)

   b. Question: In the event that you (or a relative) has a child that applies to and does not receive a spot in a class at Altura Prep, what would be your course of action? (To assess: Does the candidate appear to be able to place Altura Preparatory School's interests above their own professional and personal interests when making decisions as a Board member?)

   c. Question: To your understanding, what is Altura Prep's contribution to public education in Albuquerque? Why is that important? (To assess: Does the candidate appear to be committed to the mission and vision of Altura Preparatory School?)

   d. Question: What other priorities do you have, personally and professionally, and about how much time do those involve per week/month? If you had to reprioritize and fit Altura Prep into your priorities, where would the school fit? (To Assess: Does the candidate appear to be able to make the time commitment required of an Altura Preparatory School's Trustee?)

7. **Selecting Candidates/Presentation of Slate.** The Governance Committee will then meet to review and further evaluate all of the candidates who participated in the recruitment process. Using the Altura Preparatory School's Bylaws as a guide, the Governance Committee will then present a slate of the best-qualified candidates as nominees for vacant Trustee positions on the Board.

   a. In the event that there are not vacant positions on the board, the Governance Committee will designate a representative to reach out to the candidate and explain the status of Board seats, as well as a potential timeline for Board membership/placement. Candidates will then be added to an ongoing list of potential board members, and this "bench" of approved candidates can be called upon in the event of an unforeseen vacancy. See below for the five-step action plan regarding filling vacancies in 45 days)

   b. In the event that a vacancy occurs and there is a "bench" of approved candidates, the below plan may be abbreviated to include Steps 1, 3, and 5.

In addition to our regular and on-going Altura Preparatory School's Board of Trustees Recruitment Strategy, the

team also has invested time in developing a formal Altura Preparatory School Board of Trustees Potential Member Evaluation and Selection Process. This process differs from the ongoing recruitment strategy in that it will be put into place immediately if or when a vacancy is created by the removal or resignation of a Trustee and when the vacancy will cause the number of Trustees to be less than the minimum specified in the Altura Preparatory School's Bylaws. The Board would then have 45 days to fill this vacancy.

The following five-step action plan will be used as the Altura Preparatory School Board of Trustee's 45-Day Potential Member Evaluation and Selection Process:

1. **Identify Candidate(s) and Make the Call.** A member of the Altura Preparatory School's Governance Committee will formally assign a Trustee to reach out and make a personal, initial call to the potential member that has been identified as part of the ongoing recruitment process, and who has been vetted to ensure alignment and in possession of key skills important to maintain the composition of the Board. The Committee, keeping in mind that some Trustees will be better able to communicate their enthusiasm for the organization and that will need to be conveyed to the prospective new board Trustee, must carefully match this Trustee to the prospective candidate.

2. **Initial Informational Meeting and Handouts.** An initial meeting with the candidate must be planned, with the designated Trustee and/or Governance Committee member being able to articulate the skills and qualifications s/he possesses that would make the candidate an asset to the school's Board of Trustees. Responsibilities of being a member of the Altura Preparatory School's Board of Trustees will be shared and a copy of all obligations in writing will be given to the candidate. During the meeting, an informational package can also be shared, which may include a list of Board members, a brochure about Altura Prep, a brief history of the school, and a written statement about membership on the Board of Trustees. Again, this meeting is to discuss the possibility of being asked to serve, and is not a formal invitation for them to serve.

3. **Assess Interest.** The Trustee will need to assess the candidate's interest. A single meeting is not enough time to deduce a prospective candidate's interest and capacity to contribute to the Board. If the candidate expressed interest on serving on the Board, a time should be made for the candidate to meet with other Board members or the School's Director(s). However, If the candidate asks for more time to consider the request, the Trustee should follow up within 72 hours of the initial meeting. If any candidates decline, Trustees should suggest alternate ways in which the prospective member could contribute to the organization. S/he might be unable or unwilling to take on the responsibility of being a Board member, but could serve on a committee or make some other tangible contribution to the school. It is recommended that an email or personal letter thanking the candidate for his/her time should be sent to the prospective member regardless of whether s/he expresses interest in the Board.

4. **Meeting Other Members of the Board of Trustees.** This follow-up meeting, and additional meetings that may ensue, will allow the candidate to meet with other Board members and get a feel for the dynamics of the group and to ask any other questions s/he might still have about the structure of the organization, processes that are in place, upcoming meetings and/or events, etc. Candidates who wish to be seriously considered for the Board of Trustees position, will then be asked to provide a resume, and fill out a personal background information form. Board members will then be able to individually fill out an evaluation rubric after this meeting to determine whether the candidate should be slated for selection on the Board.

5. **Candidate Selection.** The Altura Preparatory School's Board of Trustees Governance Team will then meet to review and further evaluate the candidates. The Governance Committee will check the references of any potential member. Using the Altura Preparatory School's Bylaws as a guide, the Governance Committee will then present the candidate as a nominee for the vacant Trustee position on the Board.

We are confident that these processes that have been put into place for selecting and vetting Board Members will ensure that the members of Altura Preparatory School's Board of Trustees are vetted appropriately to ensure that all members are able to meet the obligations and fulfill the responsibilities of governing body service.

Total Points Available	Expectations
8	A complete response must: - Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties - Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties - Describe how the processes will ensure that all governing body vacancies are filled within 45 days - Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2) - Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response includes a clear and concise seven-step action plan for recruiting members. Each step has detailed actions, including those responsible for the action and a timeline for completion.

The seven-step process includes collecting relevant data and assessing the needs of the board. Next, a list is comprised of potential candidates that the board will reach out to introduce him/her to the board and its structure. Finally, the Governance Committee will meet to review and evaluate the candidates who have undergone the full process. For instances when a vacancy has occurred, the board has developed a five-step action plan for the evaluation and selection process of a board member with a timeline of completion of 45 days.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:
Altura Preparatory School believes that continuous learning and development is a key to developing and maintaining effectiveness at all levels of the school. For this reason, teachers participate in embedded professional development, the school leadership team seeks opportunities to learn from other practitioners and leaders, and the Board of Trustees participates in robust and ongoing training experiences that allow the group to effectively govern the school. The component phases of board training at Altura Prep include: Initial training for the founding board, onboarding for new board members to an established board, and ongoing training for the established board.

Initial Training for Founding Board of Trustees:
Onboarding members to the Board of Trustees in a systematic way allows new members to become engaged in the work of the School right away, and will allow new members to learn systems and processes quickly. Ensuring that our Board of Trustees are properly trained and are able to meet the obligations and responsibilities of Board service is critical in helping out membership to become committed advocates for Altura Prep.

All new members to the Altura Preparatory Board of Trustees must complete 10 hours of governing body training, or other designated amount, as required by Public Statute 22-8B-5.1 and New Mexico Administrative Code 6.80.4.20. This training, provided by the Public Education Department or other approved body, will focus on school governance, ethics and responsibilities, charter school fiscal requirements, understanding and evaluating academic data, open government requirements, and legal and organizational performance requirements. Prior to the beginning of the fiscal year on July 1, Board of Trustees members will be provided a calendar of training opportunities for the summer and fall. The Board Secretary will track Board Members' training completion in order to ensure that all new Altura Prep Trustees complete the required training. The Secretary will maintain spreadsheet documenting all hours and hours needed. S/he will give updates monthly to each Trustee so s/he is aware of the time needed to complete the required Public Education Department mandated training hours. Costs to support required trainings have a designated line item in the budget to support registration or travel costs only.

When operating at the highest possible level, a charter school governing board optimizes the school's mission, cultivates organizational sustainability, and achieves outstanding results. Altura Prep's Founding Team has sought expertise from charter management organizations and various independent charter schools around the country to ensure that Altura Preparatory School Board of Trustees accomplishes this goal. Our founding Board of Trustees has already attended extensive school-specific training sessions, which have included studies of effective governance, discussions of mission-aligned goals and measuring success quantitatively.

Upon approval of the Altura Preparatory School charter application, the Founding Board of Trustees will start the formal process to have strong Board training through the New Mexico Public Education Department, which helps charter schools in providing their Board members with strong professional development and training. The Founding Board will create a Board Meeting calendar and will also formalize procedures including:

- **Meeting dates:** review for government and religious holidays.

- **Meeting preparation:** time needed for preparation and distribution of material for consideration at the Board meetings. All materials will be sent our two weeks in advance.

- **Agendas:** clearly identifying issues in which actions need to be taken- all Board agendas will a contain a short-hand column that denotes whether an agenda item has an "action needed," what the item is, who proposed it, what materials are required, and the time allotted.

- **Record-keeping:** the Board of Trustee's secretary will promptly prepare meeting minutes, circulate for

review among Board members, and then post to the school's website.

- **Notice:** the Director(s) of Altura Preparatory School will post all Board Meetings on the school's website, in its monthly newsletters to the school's families, a bulletin board within the school's main office and a public advertisement at the start of each fiscal year.

- **Physical Layout:** all Board Meetings will contain a physical layout conducive to guests being present and be mindful of participants/guests with disabilities.

- **Open Meetings and Voting:** All Board Meetings will be open to the public and will comply with the state laws and the Altura Preparatory School Board of Trustees bylaws.

- **Training Topics:** some of the training topics that will be addressed will include the Open Meetings Act, a review of Robert's Rules of Order, parliamentary procedure, reviewing the strategic plan, Board member recruitment, "eduspeak"- learning the lingo of education, data analysis, organizational needs, and relevant articles that speak to the mission and vision of the school.

Onboarding New Members to the Established Board:
In addition to the New Board Member training required by Statute and the New Mexico Administrative Code, the Altura Preparatory School Board of Trustees will also have their own onboarding strategy for new members.

The following is the four-step process that the Altura Preparatory Board of Trustees will use to help onboard new members:

1. **New Trustees will attend an Orientation Meeting** and each will receive the Altura Preparatory School Board Playbook**.** The Orientation Meeting will provide each new Trustee with an overview of the following:

    A.   What each Trustee needs to know about Altura Prep, including the mission and vision of the school
    B.   Board member roles, responsibilities, relationships, including time expected or normal time commitments
    C.   Board processes, logistics, and management and leadership expectations
    D.   Calendar of Board meetings and activities
    E.   Organizational chart, including list of committees
    F.   An administrative calendar which schedules important Board activities
    G.   An organizational chart, including the list of current and planned committees

2. The **Altura Preparatory School Board Playbook** will provide each Trustee with an overview of the following:

    A.   Altura Preparatory School's mission, vision, and core values
    B.   Bios of Current Board of Trustees members and key staff, as well as their contact information
    C.   Board of Trustees Job Description and Expectations
    D.   Board of Trustees member agreement
    E.   Altura Preparatory School's Conflict of Interest policy
    F.   Altura Preparatory School's Bylaws
    G.   Altura Preparatory School's Charter
    H.   Calendar of Board meetings and Board activities for the year
    I.   Calendar of PED Board Professional Development Trainings
    J.   Calendar of Altura Preparatory Board meetings and activities
    K.   Board of Trustees' and Committee Officers' insurance coverage
    L.   Personnel policies relating to Altura Preparatory School Director(s)

    The Altura Preparatory School Board Playbook will allow each Trustee to have a resource manual in which

s/he can refer to from time to time. This will help to ensure efficient organization and access to all reference materials a Trustee might need.

3. **Each new Trustee will be assigned a Board Buddy Coach.** This will be another Trustee who the new member can go to have his/her questions answered.

4. **New Trustees will have the opportunity to visit the school with their Board Buddy Coach.** If this did not happen during the early recruitment process because of school breaks, this will need to happen as early as convenient after the new Trustee has joined the Board. All Trustees should have an understanding of what the school is doing and the impact of the Board level work in directly impacting students.

Ongoing Training for All Board Members:
Yearly, Altura Prep Board of Trustees members participate in the number of required hours of training, per the New Mexico Administrative Code. In the Spring of each year, the Board Secretary creates a list of current board members, training opportunities provided by the Public Education Department and other approved Governing Body trainers in the local area, and the number of training hours that each member must complete in order to meet his/her responsibility for Governing Body training. The Secretary then notifies the board members of their obligation for that year and of the list of opportunities available for training. Each board member is responsible for communicating their intended and completed training dates to the Board Secretary so that s/he can track board level compliance with Statute and Administrative Code. Should the requirements for training for board members change, the Secretary will also ensure that the updated calendar and tracking sheet will reflect any new changes.

Should it be necessary, the Board Chairperson may work with an external provider of Board Training that may best meet the needs of the Altura Preparatory School Board to become certified through the Public Education Department in order to provide targeted training to the current Board Members. Each year, the school budget accounts for board training, however, should more training be required to ensure that the board is effective in governing the school, adjustments may be made.

The Board will also ask each Board member to fill out an online survey, using a tool such as Survey Monkey, to evaluate Board Meetings. Great board meetings leave the group feeling focused and energized: the goal of the meeting is clear, the team is motivated, and processes run smoothly. This feedback will be instrumental as Board Meetings are being planned. An example of a meeting evaluation form follows:

Meeting Evaluation
1. What components of the meeting were particularly effective?
2. What components of the meeting were particularly ineffective?
3. What information did you want to learn that you didn't learn today?
4. What information did you receive that you thought wasn't particularly helpful?
5. What comments or suggestions do you have to improve the effectiveness of the next meeting?
6. What professional development/training needs do you have after today's meeting that will help you in continue to refine your skills as a Board member?

An annual self-evaluation will also occur towards the end of each fiscal year. This tool will evaluate a Trustee's attendance, committee participation and feedback to increase the overall effectiveness of the Altura Preparatory School's Board of Trustees contributing to the school's achievement of academic, fiduciary and organizational goals. This self-evaluation will assist the chairperson and the rest of the officers of the board in determining whether or not the Board will require additional training over the course of the next year in order to increase effectiveness.

High-functioning boards constantly educate themselves on issues facing schools and the populations of students they serve. Whether it is an event, book, website, or journal publication that would help to develop Board members, this will prove to be invaluable to the Altura Preparatory School Board as they grow, and the Board Chair provides recommendations to all Board Members regarding opportunities to learn more about education and effective governance practices.

Total Points Available	Expectations
4	A complete response must: • Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties • Identify a plan for annual governing body training, including action steps, timelines, and responsible parties • Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements – including any requirements that may change from year to year • Identify any costs required to support the training plan, or onboarding process, and describe how those costs are supported in the budget • Ensure the onboarding process and training plan address training on the open meetings act and responsibilities

REVIEW TEAM EVALUATION: Meets the Criteria

A comprehensive plan for board member training and professional development that complies with state requirements has been developed by the applicant. The plan includes procedures for initial and annual trainings, and has set criteria.

One area of strength is taking new board members to visit the school in action, in order for the board member to better understand the environment. The applicant's response provides some of the topics the board intends to deliver during the planning year and beyond. As it pertains to ongoing trainings, the applicant will have the Board Secretary compile information on available trainings, the number of hours each Board member is required and/or completed, and ensure they comply with state requirements. In addition, board members will complete surveys and an annual self-evaluation where the results also target the effectiveness of the trainings provided.

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE:

Research has shown that an effective governing board self-assessment is based on a set of standards of best practices that characterize effective board performance. The Altura Preparatory School Board of Trustees has adapted and will use the following standards and professional practices for school governance boards. These standards are as follows:

> **Standard I: Vision, Leadership & Accountability –** The Altura Preparatory School Board of Trustees commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, requires accountability for results, and supports continuous improvement of the school.

> **Standard 2: Board Governance & Policy –** The Altura Preparatory School Board of Trustees works effectively as a team and collaborates with the School Director(s), exhibits a shared understanding of Board and School Director(s) roles, maintains a set of board operating procedures, and leads/governs the School through policy.

> **Standard 3: Communication & Community Relations –** The Altura Preparatory School Board of Trustees effectively communicates with the School's Director(s) and the school community, represents the school community's interests and values, and ensures that Board of Trustee's information and decisions are communicated to the community.

> **Standard 4: Fiscal Resources, Staff Recruitment & Environment –** The Altura Preparatory School Board of Trustees oversees the fiscal conditions of the school, aligns resources to meet the school's goals, ensures appropriate policies for staff recruitment and retention, supports school wide learning and promotes conditions for health and safety.

> **Standard 5: Ethical Leadership –** The Altura Preparatory School Board of Trustees promotes the success of ALL students and staff, and conducts the school's business in a fair, respectful and responsible manner.

The Altura Preparatory School Board of Trustees will self- evaluate every spring, a process that includes community and stakeholder feedback, along with a written assessment tool that all the Trustees will complete. Altura Preparatory School Director(s), teachers, parents and stakeholders will also have the opportunity to give feedback through written documents during the self-assessment process. The results of this assessment will assist the Board in setting professional development/improvement goals for the following academic year. The following table includes action steps, timelines, responsible parties and data sources to be used during this process.

The Board of Trustees will evaluate itself on the outcomes related to the five standards outlined above, as measured by the following aligned indicators of progress toward the standards.

Standard I: Vision, Leadership & Accountability – The Altura Preparatory School Board of Trustees commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, requires accountability for results, and supports continuous improvement of the school.
Goals:
> 1. Altura Prep students meet or exceed expectations according to the School Performance Framework
> 2. Altura Prep students meet or exceed the mission-specific indicators, according to the School Performance Framework.
> 3. Altura Prep students maintain attendance rate higher than 95%
> 4. School remains visibly aligned to mission

Measurement Tools:
> 1. Student performance data as measured by PARCC or IStation assessments in English Language Arts and Math
> **2.** Student performance data as measured by mission-specific indicators reported by the school

3. Ongoing School Director Reports to the Board and Academic and Organizational Dashboards
4. School Observations by Board Members and School Directors and data from the Public Education Department Charter School Division school visit
5. School Director, Family, Staff, and Student Surveys, and the Board Self-Assessment Tool

Standard 2: Board Governance & Policy – The Altura Preparatory School Board of Trustees works effectively as a team and collaborates with the School Director(s), exhibits a shared understanding of Board and School Director(s) roles, maintains a set of board operating procedures, and leads/governs the School through policy.
Goals:
1. The Board of Trustees has hired and evaluated high-performing School Director(s)
2. Board complies with Open Meetings Act, Public School Statutes, and New Mexico Administrative Code
3. Board has maintained consistent membership in alignment with Altura Preparatory School Bylaws
Measurement Tools:
1. School Director(s) evaluations and hiring documentation, offer letter for coming year
2. Board Agendas, Meeting Notes, Secretary documentation of Board Training Participation
3. Board Roster
4. Approved Bylaws and Self-Evaluation Policies
5. School Director, Family, and Staff Surveys and the Board Self-Assessment Tool
6. Organizational Performance Framework evaluation conducted by the Public Education Department

Standard 3: Communication & Community Relations – The Altura Preparatory School Board of Trustees effectively communicates with the School's Director(s) and the school community, represents the school community's interests and values, and ensures that Board of Trustee's information and decisions are communicated to the community.
Goals:
1. Families, parents and community members feel welcome at Board Meetings
2. Families, parents, and community members are up to date regarding meetings, decisions, and policy changes of the Board of Trustees
Measurement Tools:
1. Family and community surveys regarding the Board of Trustees
2. Family and community attendance and participation at Board Meetings and other school community meetings and events
3. School Director, Family, Staff, and Student Surveys, and the Board Self-Assessment Tool

Standard 4: Fiscal Resources, Staff Recruitment & Environment – The Altura Preparatory School Board of Trustees oversees the fiscal conditions of the school, aligns resources to meet the school's goals, ensures appropriate policies for staff recruitment and retention, supports school wide learning and promotes conditions for health and safety.
Goals:
1. The school maintains a positive balance of funds, with a 3% cash reserve
2. Altura Preparatory School retains 80% of effective and highly effective staff members
3. Altura Preparatory School's facility is adequately maintained by the landlord and provides a safe environment for all students
4. Internal and external audits are free of reporting errors and demonstrate fiscal responsibility
Measurement Tools:
1. Altura Preparatory Finance Committee reports
2. Staff and teacher retention data and analysis from School Director of Culture, Operations, and Compliance
3. Facility walkthroughs and reports
4. Internal and external audit reports
5. School Director, Family, student, and staff surveys ad the Board Self-Assessment Tool

Standard 5: Ethical Leadership – The Altura Preparatory School Board of Trustees promotes the success of ALL

students and staff, and conducts the school's business in a fair, respectful and responsible manner.

Goals:

    1. If applicable, the Board of Trustees has addressed all grievances received from staff, parents, and families within 10 days of receiving the grievance, and has resolved grievances in a manner amenable to both the school and the party who filed said grievance.

    2. Families and staff feel that Altura Preparatory School is responsibly governed in alignment with the school's values

    3. School internal and external audits are clear of conflicts of interest and unethical practices

Measurement Tools

    1. School Director, staff, family surveys, and the Board Self Assessment Tool

    2. Public Education Department Evaluation and Organizational Performance Framework

The above indicators and measurement tools aligned to each Standard will be a key part of the Board Self Evaluation process. This evaluation process is a year-long practice that involves layers of feedback, data, and analysis articulated below:

ACTION STEPS	TIMELINES	RESPONSIBLE PARTIES	DATA SOURCES
The board confirms the vision, mission, and core values, and co-develops annual goals for the school.	Summer	Board of Trustees School Director(s)	☐ Written and visible mission statement ☐School's data/goals ☐Board presentations
The Board collectively defines its own annual priority objectives that have measurable targets to be completed in 10-12 months, and are in alignment with the school's goals. The Board of Trustees professional development/improvement plan is reviewed. This plan will support the Board's priority improvement goals and annual priority objectives.	Summer/ Early Fall	Board of Trustees School's Director(s)	☐Board agendas ☐Communication materials, website, newsletters ☐Board self-evaluation report ☐Board evaluation report by school staff/community members ☐School's data/goals Student achievement data School-based mission-specific indicators ☐Date and agenda of Annual Meeting ☐Policy review and updates
The Board reviews and agrees upon the evaluation process, instruments, rating method and possible supporting documents, information, and data to be used to measure performance against school standards and goals.	Early Winter	Board of Trustees, Chairperson	☐Altura Prep's Board Playbook ☐Board meeting observation assessment by the PED ☐Attendance records at state-mandated trainings ☐Communication policies or procedures
The Board Chairperson will review the evaluation process and instrument with new board members. Individual Trustees will complete the self-evaluation instrument and submit their completed instrument to the Board Chairperson for compilation. Evaluation too will be sent to	Early Spring	Board of Trustees School's Director Staff Parents Community Stakeholders	☐Community forum agendas ☐Reports or presentations on programs that demonstrate community partnerships ☐Legislative meetings, letters, or advocacy efforts ☐Survey results ☐Policy on budget adoption ☐Facilities plan and schedule for updates ☐Internal audit report ☐External audit report

Director(s), staff, parents, and stakeholders, to receive feedback from all parties.			☐Risk assessment report ☐Policy on recruitment and hiring criteria ☐Professional development plans
Board Trustees and the Chairperson will meet to discuss evaluation results and determine the board's official evaluation rating and commentary. Professional development suggestions may be included as part of the final evaluation.	Spring	Board of Trustees School Director(s) Other attendees, per Open Meetings Act	
Repeat cycle	Summer	Board of Trustees, Chairperson	**Note:** Data review of the completed evaluation should coincide with the end of the fiscal and academic years, and be used as a part of the planning process at the board level and the school level.

Each year, the Board of Trustees must agree on the self-evaluation instrument used, and Appendix Q provides assessment tools for each individual Trustee as part of the annual Board of Trustees self-evaluation process.

This standards-aligned, in-depth process will assist the Board in identifying areas where the Board functions well and those areas that need ongoing development. This process will also allow for open and candid discussions about the responsibilities and commitment of the Trustees, while modeling to the entire Altura Preparatory School community the value of self-reflection on one's performance. With robust feedback from all stakeholders, the Board can celebrate its accomplishments, have a better understanding of what if needed from each Trustee, and the leadership team can be more effective in supporting the students. Engaging in ongoing improvement as a team is critical to the success of the school. The timing of this self-evaluation process (as described in the table above) allows the board to review data around the same time that it sets goals for the upcoming academic and fiscal year. Accordingly, the Board of Trustees engages in a cycle of ongoing improvement focused specifically on improving outcomes that support the school organizationally, fiscally, and academically.

Total Points Available	Expectations

8	A complete response must:
	 • Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards
	 • The plan must include action steps to obtain feedback from, at a minimum, parents and families, and all willing staff
	 • The plan must include action steps to evaluate the effectiveness of the governing body in:
	      o maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2)
	      o ensuring student success and academic achievement
	      o ensuring fulfillment to school's mission
	      o overseeing the stewardship and management of public funds and responsible government accounting

	o ensuring compliance with legal obligations related to government organizations and public schools
	o selecting and overseeing a qualified and highly effective school leader
	o addressing grievances received from staff and parents and families
	• Describe how the identified plan will focus on and support continuous improvement

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response provides a clear and comprehensive plan for conducting an annual self-assessment each spring, that is " based on a set of standards of best practices that characterize effective board performance." This process includes community feedback and a written component by the board. Additionally, teachers, parents, and stakeholders will have the opportunity to give feedback. The results of the annual self-assessment will serve as guide for the board to set professional development/improvement goals for the next school year.

A strength of this plan is how the applicant details the indicators and measurement tools that will be used to assess each standard described in the beginning. Furthermore, as the evaluation process is an annual one, the applicant presents a complete action plan that includes "layers of feedback, data, and analysis." This complete plan is presented on page 136 of the application.

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

One core belief that is a foundational part of Altura Preparatory School's educational philosophy is that "data drives all decisions." This is true at the student level, classroom level, school level, and at the Board of Trustees level. In order to effectively monitor organizational, financial and academic outcomes, the Altura Prep governing body will regularly review data to ensure that the school is meeting its mission to provide students with a high quality education that prepares them to be agents of their education and be academically and personally prepared to succeed in middle school, high school, and in postsecondary pursuits.

In his book *Results: The Key to Continuous School Improvement,* Mike Schmoker states, "Data can become a force for improvement by energizing those closest to their work. Most of all, data promote the flow of pertinent information and emerging expertise that is the lifeblood of optimism and improvement… If leadership provided the encouragement and opportunity for practitioners to begin gathering and examining collective results, we would make real strides ion understanding our strengths and weaknesses." (Schmoker, 1996)

In order to ensure that Altura Preparatory School is successfully meeting its mission and providing our students a quality education, Altura Prep's Board of Trustees must maintain appropriate oversight of organizational, financial, and academic outcomes on an ongoing basis. Altura Prep's Board of Trustees thus has a critical role ensuring that students learn what they need to know to be prepared for school after they leave Altura Prep, work and citizenship. To this end, the Board of Trustees will review academic, organizational, and financial data at each board meeting in order to monitor the school's progress.

Monitoring Academic Outcomes:

The Altura Preparatory School Academic Excellence Team will provide the Board of Trustees with monthly updates of the school's academic program, to ensure that Altura Preparatory School is positively impacting student achievement. The School's Director(s) and at least two members of the Board of Trustees will make up the Student Achievement Committee. The Director of Academics maintains and updates the school's Academic Dashboard monthly in collaboration with the other members of the Student Achievement Committee. This group will present the Academic Dashboard at each Board of Trustees Meeting, highlighting areas of strength and gaps in the school's current levels of performance.

The Altura Preparatory School's Data Dashboard will be constructed to display a wide range of data, the most important being student achievement data. There will be **6** key indicators and at least one gauge for each indicator on the Dashboard. These include the following:

1. **Reading Achievement: to ensure that 90% of Altura Prep students are on track to be at grade level in reading**
   - Percent of students on track to be at grade level in reading, as measured by New Mexico Common Core State Standards (STEP and IStation assessments) by the end of the year
2. **Math Achievement: to ensure that 90% of Altura Prep students are on track to be at grade level in mathematics**
   - Percent of students on track to be at grade level in mathematics as measured by the New Mexico Common Core State Standards (IStation assessments) by the end of the year
3. **Writing Achievement: to ensure that 90% of Altura Prep students are on track to be at grade level in writing**
   - Percent of students on track to be at grade level in writing as measured by New Mexico Common Core State Standards (6+1 writing rubrics) by the end of the year
4. **Achievement By Ethnicity, Language Status, and Income: to ensure that there is no difference in achievement based on ethnicity, language, and income *or* that the school addresses any evident gaps.**
   - Student achievement data in reading, math, and writing broken down by ethnicity, English Language Learning Status, and Free/Reduced Price Lunch Status

5. Individual Education Plan Implementation Status: to ensure the school is protecting rights of students with special needs

- Number of students with identified special needs, dates and timelines for IEP meetings, services required
- Number of students in the RtI/SST Process
- Number and status of requested Cumulative Files or transferred Cumulative Files

6. English Language Learner Status: to ensure the school is protecting rights of English Language Learners

- Number/percentage of students identified as ELLs based on Language Use Survey and WIDA Screener Assessments
- Percentage of students moving at least one level as measured by the WIDA Assessment

Monitoring Organizational Outcomes:
 In addition to ensuring that the School is academically and financially sound, the Board of Trustees will also lead the work in ensuring that Altura Preparatory School remains a viable organizational structure for continuing to advance system-wide strategies that will increase effectiveness and support the academic program. The following categories will be used to monitor the school's operational performance and compliance:

Equity. The Board of Trustees must make sure that the school adheres to federal and state laws regarding students' rights. Making sure that Altura Preparatory School's admissions and enrollment practices are fair and equitable, as required by law. The Board must also be responsible for making sure that all state and federal laws are followed for our students who have special needs, making sure that they have an exceptional learning environment. The school must ensure that students are properly identified and that funds that are allocated to these students are used appropriately. This definition of equity must also apply to students who are English Language Learners. Students who have language needs must also be provided with a high-quality learning environment and identified in an expedient manner. Student withdrawal rates should be monitored, as well as maintenance of enrollment for stability of the school. The Director of Academics, with the Student Achievement Committee will include specific data points regarding Students with Special Needs and English Language Learners as part of the Academic Dashboard reviewed at each board meeting.

Mission Alignment. It will be vital to the success of Altura Preparatory School to ensure that the policies, procedures, academic programming, and school's purpose is aligned to the mission of the school. The Board of Trustees will monitor this by making sure that the mission that was approved by the New Mexico Public Education Department and its Commissioners is aligned in all published and signed materials and communicated by its stakeholders; and that all partnerships with educational institutions or community organizations described in the charter relate positively to mission achievement.

Governance. The Altura Preparatory School Board of Trustees must work in partnership with the School Director(s) to provide tangible evidence of effective governance standards. This includes all aspects of Board governance operation in accordance with the Altura Preparatory bylaws, maintenance of a current grievance and conflict of interest policy, compliance with the Open Meetings Act and Public Records Act, and annual review and update of policies and procedures to reflect current regulatory and statutory authority. Being that the significant role of the Board of Trustees is to responsibly ensure that the school is meeting the mission and vision as stated in the charter, the Board must also oversee and hold accountable the School Director(s) with which it has contracted to carry out these duties. The Governance Committee monitors the specific governance related outcomes of the organization, reporting to the entire Board at regular intervals throughout the year, particularly when relevant regarding board composition, training, and updating the Board regarding any new policies.

Facilities and Secure School Environment. Another essential role of the Board of Trustees is to maintain a physically safe environment for students, families, and employees. To that end, the Board has a responsibility to oversee and establish policies and programs to ensure that everyone is safe.   This includes,

but is not limited to, providing adequately and appropriately maintained facilities to support teaching and learning, annual health and safety reviews, evidence of fire inspections and all related records, viable certificate of occupancy or other required building use authorization from the state, evidence of emergency plans and monthly drills, and updated criminal background checks. The Director of Operations maintains an Organizational Dashboard that includes information regarding enrollment, retention, attendance, and staff. This Organizational Dashboard is presented at regular Board Meetings with updates and new data.

Federal and State Reporting Requirements. The Board of Trustees is responsible for ensuring that the school is complying with all relevant reporting requirements required by the New Mexico Department of Education. The Trustees will also ensure that Altura Prep is also meeting all other relevant compliance requirements, including the Charter agreement, meeting requirements for all licensed and certificated personnel, insurance, lease and all other compliance documents. The Director of Operations and the Facilities Committee give regular updates to the board with the critical data necessary to review these outcomes at each board meeting.

In order to support ongoing monitoring of the abovementioned organizational components, the board will review key metrics with the following factors that impact Altura Prep's organizational viability:

1. **School Attendance: to ensure that Altura Prep's attendance rate exceeds 95% with less than 1% truancy rate**
   - Percentage of attendance per grade level
   - Number/percentage of students qualifying as "truant" and the action plans in place to support students and remedy the issue
2. **Enrollment and Demographics: to ensure that the school is a diverse learning environment that mirrors the demographics of the community and city as a whole**
   - Number of students enrolled
   - Number/percentage of students enrolled by ethnicity
   - Number/percentage of students enrolled by special programs
   - Number/percentage of students who qualify for free-and-reduced lunch
3. **Student Retention: to ensure that the school retains at least 90% of students throughout the school year and 80% of students between school years**
   - Number/percentage of students leaving each grade level during the year
   - Percentage of students retained between school years
4. **Governance Requirements: to ensure that the school governing body remains compliant in membership, committees, training, and Open Meetings Act**
   - Number of Board Members compared to Bylaws
   - Committees and composition throughout the year compared to Bylaws and required statute
   - Board Members and training completed prior to voting participation
   - Publication and notice practices of any Board Meeting to be reviewed prior to each meeting
5. **School Staffing: to ensure that 100% of Altura Prep staff members have the appropriate licensure background, and conditions for employment**
   - Number of staff and type of licensure
   - Updates regarding waiver and licensure status
   - Background check outcomes
6. **Educator Experience and Evaluation: to ensure that Altura Prep hires, develops, and retains high quality teachers and leaders**
   - Demographics of teaching staff: experience level, salary, incoming NMTEACH level
   - Status of Teacher Evaluations and Outcomes (by level of effectiveness)
   - Percentage of teachers retained, percentage of highly effective/effective teachers retained
7. **School Environment: To ensure that the school's facility is safe and supportive of the instructional program**

- PSFA Review Status
- E-occupancy status
- Timelines for submitting School Health and Safety Plans
- Number and timing of safety drills throughout the year: calendar for drills
- Number of teachers completing safety training

Monitoring Financial Outcomes:
In order to effectively serve the school's current students, and remain open to serve future students, charter school governing bodies must pay astute attention to the fiscal health of the organization. The Altura Prep Board of Trustees is responsible for the ongoing monitoring of the financial performance of the school. The Trustees must ensure that school finances are being managed consistently with state and federal law, including reading and interpreting all financial statements, tracking expenditures, and reviewing financial trends of the school. The Board must be vigilant about financial monitoring for several components, including reviewing the annual operating budget, multi-year financial projections, cash-flow projections and any capital project budget with regard to school renovating of a facility. Each board meeting agenda includes a standing item to review the budget and any accompanying changes or additions. The Board Finance Committee works closely with the School Business Manager to monitor the budget, and this Committee presents at each Board meeting. The Audit Committee also monitors and participates in regular budget review, such that the school follows Generally Accepted Accounting Practices and does not have any disclaimed audit findings or material weakness findings.

1. Financial Reporting and Compliance: to ensure that the school maintains and submits required materials
- Ongoing updates to the school budget and cash flow
- Ongoing updates to submission timelines, deadlines, and action steps for the Board, School Director(s), Business Manager, or Finance Committee

2. Audit and Accounting Processes: to ensure the school receives a clean audit
- Ongoing updates regarding internal control procedures
- Ongoing updates regarding reimbursements, disbursements, and purchases

Once authorized, the Altura Preparatory Board of Trustees becomes accountable to the state of New Mexico for responsible stewardship of public funds designated for the creation and implementation of a high-quality school dedicated to preparing students, academically and personally, to be agents of their own education. It is critical that the Board monitor the inputs (in dollars and finances), outputs (organizational practices and outcomes (in student achievement). It is only through thorough and ongoing data review that the Board will be able to ensure that the school delivers on its promise to lead students to increased opportunities and bright academic futures.
Altura Prep's monitoring dashboard is attached as Appendix Z.

Total Points Available	Expectations
12	A complete response must: • Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards • Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards • Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified

| | | criteria or standards |
| | • | Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity |

REVIEW TEAM EVALUATION: Approaches the Criteria

The response may raise questions about legal compliance, but does not demonstrate clear non-compliance.

The applicant's response provides a comprehensive and cohesive plan for monitoring academic, organizational, and financial elements of the school that includes the rationale for monitoring each element, who is responsible, and summarizes how it will be conducted. As it relates to monitoring the academic outcomes, APS will construct a Data Dashboard to display a wide range of data and adhere to six indicators that measure student achievement in core subject areas and evaluates the academic performance of students in subgroups.

To monitor organizational performance, the Director of Operations will maintain a dashboard that includes information regarding: enrollment, retention, attendance, and staff. Lastly, the applicant outlines the financial monitoring by the board. Both the Finance Committee and the School Business Manager (EdTec) will monitor the budget, and the committee presents to the Board during the standing item on the agenda to review the budget and any accompanying changes or additions.

Since the monitoring of the academics, organization, and finances of APS are being presented to the board at regular meetings, there is always an opportunity for the board to take some action based on the results presented. With that being said, the bylaws may allow for the whole board to take action without a meeting through informal consensus; it is unclear if this was the intent, which could create a conflict with the requirements of the open meetings act. The review team will seek additional clarification about this during the capacity interview.

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (i.e., job search process, timelines, etc.) to hire and evaluate a highly-qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

A top priority for the Altura Preparatory School Board of Trustees each year is to ensure that there is always a School Director whose belief system is aligned to the mission and vision of Altura Preparatory School. The Altura Preparatory School Director(s) will be the leader(s) of the school, holding the vision for the school, implementing action steps to ensure the school delivers on its mission, and executes the policies and procedures issued by the Board of Trustees. The Board of Trustees will also hold the School Director(s) of Altura Preparatory School accountable with regard to all aspects of the school's academic program, financial management, and organizational health. The School Director(s) is/are entrusted with advancing the school's mission, maintaining the financial viability of the organization, and determining the future direction of the school in accordance with the mission. The School Director is the only school position that reports to and is evaluated by the Board.

Leadership Characteristics and Qualifications for Altura Prep Head Administrator(s)

Research shows that schools with high student achievement and a clear sense of community have strong principals, making the selection and hiring process a critical one. A review of current high performing school and district hiring practices suggests that important leadership skills and qualities are: effective communication skills, understanding principles of effective instruction, the ability to manage student discipline, ability to handle community relations and evaluate teachers. Leadership characteristics and qualifications for the School Director(s) of Altura Preparatory School include competencies related to Driving for Results, Building Relationships, and Managing People. Above all, the School Director(s) must have a student focus that ensures all decisions made at the school level are made with students in mind.

Student Focus:
An Altura Prep Leader…
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.

Driving For Results: Achievement Orientation
An Altura Prep Leader…
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.

Driving For Results: Continuous Learning
An Altura Prep Leader…
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.

Driving for Results: Critical Thinking and Problem Solving
An Altura Prep Leader…
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.

Driving Results: Decision Making
An Altura Prep Leader…
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.

Driving Results: Planning and Execution
An Altura Prep Leader…
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.

Building Relationships- Stakeholder Management
An Altura Prep Leader…
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.

Building Relationships- Communication
An Altura Prep Leader…
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.

Building Relationships- Impact and Influence
An Altura Prep Leader…
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.

Building Relationships- Self-Awareness
An Altura Prep Leader…
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.

Building Relationships- Cultural Competence
An Altura Prep Leader…
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.

Managing People- Direction-setting
An Altura Prep Leader…
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.

Managing People- Team Leadership
An Altura Prep Leader…
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.
Managing People- Performance Management
An Altura Prep Leader…
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.

Managing People- Talent Development
An Altura Prep Leader…
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.

Role Specific Competencies- Instructional Leadership
An Altura Prep Academic Leader…
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.

Role Specific Competencies- Operational Management
An Altura Prep Operational Leader…
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.

In addition to the competencies (skills and mindsets) outlined above, Altura Preparatory School Director(s) must have verifiable experience and licensure required to be the Head Administrator of a 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.)
- 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.

These identified leadership characteristics and qualifications were developed with the mission and vision of Altura Preparatory School in mind.

As part of Altura Prep's dedication to ongoing learning and improvement, we have researched the characteristics and competencies that other high-quality charter schools use to identify and hire their best school leaders. The competencies above were created borrowing from competencies used by other high-performing schools (the Knowledge Is Power Program (KIPP), Rocketship Education, and YES Prep Schools). This list of core competencies and skills is designed to be used to ensure that School Director(s) at Altura Preparatory School have the required capacity to lead innovative school-wide initiatives, foster a strong and inclusive school and community culture, and support the achievement of academic excellence and the growth of Altura Preparatory School.

The above competencies and qualifications are a robust set of mindsets, skills, licenses, and experiences that have been shown to predict successful school leader performance in charter schools, schools serving high need student populations, and in New Mexico. (Cavazos and Ovando, 2012, and Marzano, 2015). The competencies also align to the requirements for principal evaluation as outlined in NMAC 6.69.7.8. Please see Appendix B for Head Administrator Job Descriptions.

Hiring Timeline for Founding School Directors in 2017-18 Planning Year
Upon approval by the New Mexico Public Education Commission, the Altura Preparatory Charter School Board of Trustees may begin an Initial Search Committee for a School Director. The Board of Trustees is confident that hire of the founding School Director(s) will be able to be accomplished within 60 days. The Board of Trustees has prioritized an early process for sourcing and hiring School Director(s) to execute key student recruitment, curriculum development, and systems development activities in the founding year.

Action Steps	Proposed Timeline	Group Responsible
The Altura Preparatory Search Committee will post the position widely through various websites, such as Education Week, Association for Supervision of Curriculum Development (ASCD), Teach for America (TFA), LinkedIn, National Association of Elementary School Principals (NAESP), and other professional job sites for seeking high-quality educators and leaders.	August 2017	Altura Prep Search Committee (Board of Trustees Task Force created specifically for the purpose of sourcing and interviewing potential candidates)
The Altura Preparatory Search Committee will collect the applications, including cover letters, resumes, short-answer questions, and references.	August 2017	Altura Prep Search Committee
The Altura Preparatory Search Committee will work through a multi-stage process including a phone interview (if applicable), in-person or Skype interview, teaching and coaching session, and a series of case studies.	September-October 2017	Altura Prep Search Committee
Finalists will appear before the entire Board of Trustees and a community event, in which they will have an opportunity to meet and speak with additional community stakeholders.	October 2017 (or earlier)	Altura Prep Search Committee Board of Trustees Community Stakeholders
The Search Committee will issue a report to the Board of Trustees, which will include their recommendation.	October 2017 (or earlier)	Altura Prep Search Committee
The Board of Trustees will approve or reject the recommended candidate, and extend an offer letter	By November 1, 2017	Board of Trustees

Ongoing Timeline for Hiring New School Director(s)
Once Altura Prep is operational, there will be a time in which the Altura Preparatory School Board may need to hire a new School Director. The below process outlines the action steps, timeline, and responsible parties for the process to hire a replacement School Director given the departure of an existing School Director. An outgoing School Director is expected to notify the Board by February of the year of departure that s/he is intending to seek another position, so that the Board of Trustees has sufficient time to launch a search process that results in the hire of a mission- aligned, highly qualified candidate prior to May 1 of the end of the prior academic year.
If possible, the process will begin earlier in the year, and proceed with the priority of ensuring that the school has a highly qualified School Director in place with sufficient time to onboard and support planning for the upcoming year.

Action Steps	Proposed Timeline	Group Responsible
The Altura Preparatory Search Committee will post the position widely through various websites, such as Education Week, Association for Supervision of Curriculum Development (ASCD), Teach for America (TFA), LinkedIn, National Association of Elementary School Principals (NAESP), and other professional job sites for seeking high-quality educators and leaders.	February/ March	Altura Prep Search Committee (Board of Trustees Task Force created specifically for the purpose of sourcing and interviewing potential candidates)
The Altura Preparatory Search Committee will collect the	March	Altura Prep Search Committee

applications, including cover letters, resumes, short-answer questions, and references.		
The Altura Preparatory Search Committee will work through a multi-stage process including a phone interview (if applicable), in-person or Skype interview, teaching and coaching session, and a series of case studies.	March-April	Altura Prep Search Committee
Finalists will appear before the entire Board of Trustees and a community event, in which they will have an opportunity to meet and speak with additional community stakeholders.	March/April	Altura Prep Search Committee Board of Trustees Community Stakeholders
The Search Committee will issue a report to the Board of Trustees, which will include their recommendation.	April	Altura Prep Search Committee
The Board of Trustees will approve or reject the recommended candidate, and extend an offer letter	By May 1	Board of Trustees

How the Process with ensure the School is able to Identify School Director(s) Prior to July 1, 2018
The timeline for hiring the founding school director describes action steps that begin in August of 2017. While the school will, at that point, be waiting to hear the Public Education Commission regarding Approval of this charter application, the Board of Trustees will begin to post the role and job description to ensure that the process begins in a timely manner to ensure that resumes and applications are collected for review in the early Fall of 2017. The above described timeline, in addition to the fact that the board has identified two potential Founding School Directors, will support the Board in ensuring that School Director(s) are hired well in advance of the required July 1, 2018 start date.

The Altura Prep Board of Trustees has already identified two potential co-School Directors to lead the school in its founding year(s). The Board of Trustees has begun the preliminary process to ensure that both proposed School Directors possess the necessary leadership skills, qualifications, and verifiable experience to become the Director of Academics and Instruction and the Director of Culture, Operations, and Compliance. The Board of Trustees and the identified potential Founding School Directors are fully aware that the School Directors must possess the above-identified leadership skills and qualifications, licensure and verifiable experience. The two potential School Director(s) have been involved in the application process, and this has served to support the board with assessing their competencies and skills in the charter school application process.

Proposed Founding Director of Academics and Instruction
Meaghan Stern is a member of the Founding Altura Preparatory School Team, and a native of Albuquerque, NM. She is the proposed Founding School Director of Academics and Instruction.

Verified Prior Experience:
After college, Meaghan joined Teach for America as a 2009 Corps Member placed in Richmond, California. She taught 7th and 8th Grade Social Studies to Bilingual and English Language Learning students at Helms Middle School. She was part of the West Contra Costa Unified School District School Improvement Grant Application team, and worked at her school to implement school-wide reforms targeting student achievement and school culture.

In 2013, she became the Academic Director of a charter school in San Jose, California. The school was founded in 2010, and Meaghan was charged with integrating and aligning curriculum and instruction for all grade levels during the transition to the Common Core State Standards, and supporting the development of school academic practices for upper grades as the school grew to serve fourth, fifth, and sixth grade students. In 2014, Cornerstone Academy was named as one of Innovate Public Schools' schools that "beat the odds" for low-income, Latino, and English Language Learning students. She planned and facilitated professional development, re-aligned the school's individual coaching model to ensure teachers were implementing innovative and reflective practices, and supported the implementation of a new school-wide evaluation system. Meaghan also supported school-wide

celebrations of student achievement and led teacher committees that planned and implemented family activities in the evenings.

In 2015, Meaghan moved to Memphis, TN to be a Founding Assistant Principal at Wooddale Middle School, the first charter middle school in Memphis opened by Green Dot Public Schools. In her role, she was the de facto Principal of the school's 8th grade class, she supported student recruitment and enrollment, evaluated and coached teachers, coordinated the school assessment processes and procedures, led the school's Advisory Committee, and planned and facilitated staff-wide professional development for a team of 42 teachers.

In the Summer of 2016, Meaghan moved home to Albuquerque, and began to build relationships with key education stakeholders across the city in her effort to learn the landscape and become a part of the movement to improve options and opportunities for all of Albuquerque's students. In all of her previous work, Meaghan has worked with students in high need neighborhoods, building relationships with students and families, using data to drive decisions, and implementing research-based and practice-based approaches to continually increase her personal effectiveness as a school leader.

Education and Qualifications:
B.A., Amherst College (2009)
M.A. Stanford University Graduate School of Education (2013)
M.A. Reach Instructional Leadership Academy, Oakland, CA (2015)

Licensure:
Meaghan holds a New Mexico Level III-A Teaching License in Secondary Social Studies with a TESOL endorsement and a New Mexico Level III-B Education Administration License for K-12.
She also holds a California Clear Social Studies Credential for Grades 7-12 and a California Administrative License for K-12.

Proposed Founding Director of Culture, Operations, and Compliance
Lissa Hines is a member of the Founding Altura Preparatory School Team, and has over 20 years of experience working in education. Based on Lissa's track record of leading high performing schools and schools with significant growth in high-needs areas, she is the proposed Founding School Director of Culture, Operations, and Compliance.

Verified Prior Experience:
Lissa began her educational career in Albuquerque, teaching at La Mesa Elementary, Governor Bent Elementary and Desert Ridge Middle School in the Albuquerque Public School district. Lissa moved to Oakland, CA in 2005, and began her time as a school leader at a charter school in East Oakland through an organization called Education For Change. In 2007, Lissa became principal of her first school, Achieve Academy, located in the Fruitvale neighborhood. Lissa increased her school's Academic Performance Index (API) by 220 points (from 600 to 820) in four years. This accomplishment is particularly significant because an API of 800 has long been held to be the bar for proficiency in California public schools, and few schools in the Fruitvale reach that level.
In 2011, LIssa was selected as Principal of Hillcrest School in Oakland. Lissa led the school to an API of 964 out of 1000, making Hillcrest School a part of the top 1% of schools in California, and a recipient of the United States Department of Education Blue Ribbon Award in 2016.
Most recently, Lissa has been the Special Education Department Head Teacher at Desert Ridge Middle School, where she develops and oversees delivery of services to support students with special needs.
She prepares and maintains documents and reports for Federal, State, and local regulatory agencies, ensuring that all Special Education students at the school are able to make meaningful progress toward their individualized goals.

Education and Qualifications:
B.A. College of Santa Fe (1996)
M.A. College of Santa Fe (2000)

Licensure:

Lissa holds a New Mexico Level III-A Teaching License in Elementary Education, K-8 with endorsements in TESOL and Spanish, a New Mexico Level III-B Education Administration License for K-12, and a New Mexico Special Education License in K-12. Lissa also holds a California Clear Multiple Subjects Teaching Credential, a California Clear Administrative Services Credential, and a California Clear Cross-Cultural, Language, and Academic Development Certificate.

Through ongoing conversations with both proposed School Directors and their work on specific tasks related to the development of the charter application, the Board has been able to assess the leaders' alignment with the competencies and philosophies described above in this section, and the mission and educational philosophy of Altura Preparatory School. In order to ensure that the Altura Prep Board of Trustees reviews a range of candidates, however, the proposed School Director(s) will be interviewed and potentially hired according to the process laid out in this section to ensure full alignment and capacity.

Co-Leadership Model

According to Educational Partnerships, Inc., "the idea of co-leaders has been used to devote more time to the instructional issues and less to managerial, to promote the complexities of school reform, to fight administrator burnout, and to use a distributed approach to administration allowing administrators to share the seemingly overwhelming responsibilities of the position."
It is the intent and vision of Altura Preparatory School to become a dynamic example of inclusivity and excellence for elementary aged students in Albuquerque, to prepare all students for a future of opportunity and agency. In seeking to create an innovative and collaborative work environment, Altura Preparatory School seeks to leverage the strengths of leadership from all stakeholders, including the proposed founding School Directors.

Rationale
Based on the latest research surrounding co-leadership, it is evident that this model is most effective given certain circumstances and chemistry between co-leaders. Altura Prep will benefit from co-leadership due to several key factors.
1. The proposed School Directors share the same passion, core values, and commitment to Altura Preparatory School's mission and vision for preparing all students for personal and academic success.
2. The co-leaders share a personal and professional respect for one another that transcends egos.
3. Through the process of working collaboratively to support the charter application process for Altura Preparatory School, the proposed School Directors have developed a rapport, synergy, and strengths-based approach that has sharpened communication skills, enhanced the quality of work, and solidified trust in one another.
4. Individual strengths and experiences of both proposed School Directors complement and support one another and create a balance that will serve the greater good of the school and the surrounding community.

Leadership is a key component of any successfully sustainable organization. One of the highlights of Altura Preparatory School is the team of leaders that have worked together to create a school built on shared values and a common vision. The founding Board of Trustees and proposed School Directors have a richly diverse experience base that will bring knowledge, guidance, expertise, and relevant experience to the proposed school. Each of the proposed founding School Directors has developed an individual track record of leading excellent schools. As a team, the pair has demonstrated not only a drive to change outcomes for students in underserved areas in Albuquerque, but a humility to work together and collaborate in order to achieve greater results together than individually. We believe that it is critical that the Altura Preparatory School leadership team leads by example, and the two proposed founding School Directors have demonstrated this capacity throughout the charter application process. The professional balance of the two proposed leaders and the commitment to strengths-based leadership are integral to ensuring that Altura Prep manifests a diverse, supportive, inclusive, and equitable learning environment that prepares all students to succeed in academics and in life.

Individually, the proposed School Directors are qualified to launch a school in Albuquerque, NM. Not only do they each possess the education, qualifications, and experience to lead a school, their collective experience is a compelling benefit to their combined competency. Each head administrator has inspired a group of supporters and references in the field and at their former schools.

The following chart highlights the co-leadership's qualifications as they complement one another:

	Lissa Hines	Meaghan Stern
Qualifications	Executive Principal, Oakland Unified School District (1 of 5 selected) Principal of 2016 Blue Ribbon School, Hillcrest School Principal, Education for Change (Increased Achieve Academy API from 600 to 820) 12 years school leadership experience 10 years teaching experience M.A. Education, College of Santa Fe New Mexico Administrative License, III-B New Mexico Teaching License, III-A (TESOL and Spanish endorsed) New Mexico Special Education License K-12	West Contra Costa "Teacher of the Year" Finalist, 2011 M.A. Education Policy, Organization and Leadership Studies, Stanford University M.A. Education Administration and Instructional Leadership, REACH Instructional Leadership Academy, CA Academic Director, Cornerstone Academy, San Jose (2014 School "beating the odds" for English Language Learners and Latino students) Founding Assistant Principal, Wooddale Middle School (Green Dot Public Schools) New Mexico Administrative License, III-B New Mexico Teaching License, III-A (TESOL endorsed)

Based on the assets that each proposed School Director brings to Altura Prep, the below chart is an overview of the role that each will play in founding and launching the school. We believe that the process of launching a school requires unique skillsets and mindsets that differ from traditional school leader roles. We believe that the complementary leadership styles and experienced of these two leaders will support Altura Prep through the launch process and successfully set the school up for success.

Altura Preparatory School
Co-School Director Division of Responsibilities

Meaghan Stern Academics and Instruction	Lissa Hines Culture, Operations, Compliance
Curriculum	Student and Family Handbook
Professional Development	School Culture
Teacher/Employee Handbook	Discipline
Assessments and Academic Data Analysis	Community Outreach and Recruitment
Family Involvement in Academics	Transitions/Emergency Procedures
Instructional Coaching and Development	Attendance/Truancy
Oversight of Instructional Staff	Special Education Compliance
Character development curriculum	Facilities and Plant Management
English Language Learner Support	Reporting and Compliance
Oversight of Dean of Curriculum and Instruction	Oversight of Office Coordinator, IT Coordinator
Teacher instruction and feedback	
Mission, Vision, and Strategic Planning	
Governance	
Management and Organization	

These roles are also highlighted and described in further detail in the attached job descriptions for Founding School Director of Culture, Operations, and Compliance, and Founding School Director of Academics. Altura Prep believes that it is critical that our school, at all levels, models the behaviors and values we strive to develop in our students. This includes collaboration, along with responsibility, empathy, agency, curiosity, humor, and hard work. We believe that the co-leadership model not only allows our leadership team to model behaviors for adults and students in the building, but also supports the school as a whole. Co-leadership simultaneously allows the leadership team to focus on key aspects of running a successful school *and* creates a team-oriented and community focused mindset that sustains the belief that we are better when we use our strengths to work together to achieve our shared mission.

Total Points Available	Expectations
12	A complete response must: • Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards • Identify all leadership characteristics and all qualifications the head administrator must possess • Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school • Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school

- Describe how the identified process will ensure the school is able to identify and hire a highly- qualified, licensed administrator no later than July 1, 2018
- If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including required licensure.

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant provides a comprehensive and rigorous plan for hiring the head administrator that will result in hiring leaders that are "entrusted with advancing the school's mission, maintaining the financial viability of the organization, and determining the future direction of the school in accordance with the mission." In order to achieve these results, the applicant has identified specific skills and mindsets that align with the hiring practices of high performing schools. The qualifications for Head Administrator are listed and align with state requirements.

This comprehensive plan is evidenced by the system that has been developed by the applicant to ensure the school directors are hired for the planning year. Additionally, a process has been outlined for hiring a school director after the school is in operation.

The applicant has identified a candidate for each of the school director positions. Extensive information is included in the narrative that support the skills and qualifications the applicant is seeking.

C. (3) Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator.   Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

The Board of Trustees is responsible for conveying and delineating the roles and responsibilities of the School Directors. As with any start-up charter school, we anticipate that "change is a constant," and thus It is imperative that the School Directors are flexible and willing to be able to thrive in this type of environment and have an entrepreneurial spirit and drive. They must also be able to work closely together in order prepare the school academically and operationally to open the school in August of 2018.

The work of a typical school leader has expanded over the last two decades to include increasingly complex demands, such as responding to accountability measures, reporting frequently to state and federal agencies, providing instructional leadership, coaching teachers, ensuring all children achieve at high standards, meeting needs of children with disabilities, maintaining safe school environments, responding to increased expectations for home-school communication, and serving as change agents and visionary leaders (DiPaola & Tschannen-Moran, 2003). These growing demands on school leaders has led to increased role conflicts between their personal and professional lives, increased conflicts over role commitments, and decreased levels of job satisfaction (Eckman, 2004).   Gronn and Hamilton (2004) suggest that a "co-principalship is an important attempt to institutionalize a culture and a practice of distributed leadership" (p. 33). At Altura Prep, roles and responsibilities of the Head Administrator, along with other key activities of high quality schools, will be allocated to a Director of Academics and Instruction and a Director of Culture, Operations, and Compliance.

A co-head administrator model will not only utilize a more distributive and collaborative approach to leadership, but will also provide stability for the school, as charter schools across the United States experience 29% turnover in school leadership every year. High poverty schools are 50 percent less likely than middle-class schools to be led by the same principal over six years. With this in mind, the team believes this model will also serve as a means to attract and retain highly qualified individuals to serve as educational leaders in the future by giving a well-defined focus to the scope of work and clear connections to the core activities of the school.

In situations with very large schools and multiple divisions and/or campuses, often there is a president and one or more school heads. In those instances, the following job description is "divided" between president and school head(s), as mutually agreed upon by the president and the board of trustees. The School Directors are the sole employees of the Altura Prep Board of Trustees.

Process for Delineating School Director Job Descriptions:
Knowing that the roles of the School Directors are critical to the effective implementation of the proposed school program, the Altura Prep Board of Trustees and Founding Team used examples of school director roles and responsibilities, research hiring school leadership, requirements for New Mexico head administrators, and practice-proven strategies from other schools that have hired excellent school leaders to delineate the roles and responsibilities of the founding head administrator.
The steps for delineating the roles and responsibilities for the Director of Academics and Instruction and the Director of Culture, Operations, and Compliance follows:
1. Founding Team lists all required activities and responsibilities for charter school administrators (with particular attention to founding year)
2. Founding Team cross-references list with role descriptions of Chief Executive Officers, Principals, and school leaders of local and national high-performing schools (particularly those with high achievement and strong organizational outcomes
3. Founding Team adds additional responsibilities to list
4. Founding Team analyzes the comprehensive list of roles/responsibilities, and, upon review of the types of responsibilities, creates "categories": Operations, Culture, Compliance, Academics, Instruction
5. Founding Team creates buckets of responsibilities that fit into the categories listed above
6. Founding Team considers the interactions between responsibilities: what activities fit together and

complement each other, and would make sense for one person to "own"? What activities "flow" as part of a projected "day"? (E.g. If the priority is giving teachers ongoing feedback on instruction, how should the leadership team allocate responsibilities for school discipline?)

7. Founding Team uses the above process to list roles and responsibilities for two School Directors: Director of Academics and Instruction, Director of Compliance, Operations, and Culture.
8. The Founding Team reviews the proposed Job Descriptions for two school directors to (1) ensure that all critical responsibilities are covered; (2) ensure that there is not significant or unaddressed overlap between the two directors, or if there is, clear ownership is assigned to one director over the other; (3) ensure there is not duplication between Job Descriptions; (4) ensure the Job Descriptions meet the requirements for New Mexico Head Administrators for charter schools.
9. The Founding Team approves the proposed Job Descriptions, when appropriate, posts the Job Descriptions to recruit and screen potential candidates as part of the interview process.

Process for Conveying School Director Job Descriptions in Founding Year:
Prior to posting the job descriptions and beginning the hiring process for the Founding School Directors, the Board of Trustees will review each job description and ensure that the roles and responsibilities are clearly delineated, aligned with the school internal control policies, and that each core activity of a charter school leader is represented in one of the two descriptions.

As the founding School Directors have been identified (see Section II.C.2), the Board of Trustees will share the finalized School Director Job Descriptions with each individual as a part of the application process. Both identified School Directors have experience as charter school leaders, and will be asked for feedback regarding the proposed descriptions and necessary activities for leading high-quality schools.

Because of the nature of the founding year and the scope of work required to launch a charter school, both proposed School Directors will understand that the descriptions of the roles for the Director of Academics and Instruction and Director of Culture, Operations, and Compliance may overlap and that the founding year may require each individual to support with additional work in various areas. This aspect will be part of the hiring process for the head administrators in the founding year.

Process for Conveying School Director Job Descriptions Annually:
Each year, the School Director(s) participate in an evaluation by the Board of Trustees. (For more information regarding the School Director Evaluation Process, see Section II.C.4.) In the event that School Director(s) will continue to lead the school in the subsequent year, the School Director evaluation, hiring, and job description review processes will occur in short succession to one another.
In advance of re-hiring a School Director for another year, the Board of Trustees (or committee thereof) will review the roles and responsibilities of each School Director and finalize the Job Description in advance of hiring the School Director for the upcoming year.

In the event that the Board of Trustees may need to launch a search process for a new School Director (either the Director of Academics and Instruction or the Director of Culture, Operations, and Compliance), the Board will review the Job Description and the included roles and responsibilities prior to posting the job for the hiring process. Ideally, this process takes place prior to February in the year that a new School Director will be hired. If this does not occur by February, it must take place prior to April in order to ensure that a new School Director is hired with a full understanding of his/her role in time to begin the upcoming academic year. This ensures that applicants have a clear understanding of the role, scope, and responsibilities.

Steps to Ensure the School Directors understand the Charter Contract and Contents of School Charter:
A clear responsibility of each School Director is to lead Altura Prep to deliver on its mission through effective implementation of the school's charter. In order to ensure that each School Director clearly understands the components of the charter application and school program, the School Director interview and onboarding process will include reading and discussion of the charter and charter contract between Altura Preparatory School and the New Mexico Public Education Commission. Part of the interview process for new School Directors will include specific questions from the charter application and contract, and any new School Director hired (for either Director

position) must demonstrate understanding of, and ability to implement, plans articulated in the application and contract.

In the Founding year, the proposed School Directors (see Section II.C.2) have been involved in the application and charter-writing process, and the Board of Trustees is confident that their participation in this process as afforded each individual a clear understanding of the contents of the charter application and their future responsibilities as Head Administrators of the proposed school. Both Lissa Hines and Meaghan Stern will be present in the Capacity Interview, which will also support the proposed Altura Prep Board of Trustees with assessing their understanding and capacity to lead the school to successfully deliver the plans outlined in the charter application.

Job Overview of School Director of Academics and Instruction:
The Director of Academics and Instruction (Director of Academics, abbreviated) is responsible for ensuring that the school's academic and instructional program results in high quality instruction and high levels of student achievement and growth. This includes managing, supporting, coaching, developing, and evaluating teachers; overseeing the development of rigorous, aligned, and standards-based curriculum and lesson plans; analyzing student achievement and school level data related to academics and instruction; proactively involving families in the school; and overall remaining accountable to the Board of Trustees for high quality academic outcomes for all students. (See Appendix B for Job Description and Qualifications)

Job Overview of School Director of Culture, Operations, and Compliance:
The Director of Culture, Operations, and Compliance (Director of Operations) is responsible for ensuring that the school's organizational and operational systems support a high quality instructional program that supports all students. The Director of Operations plans, coordinates, and supervises 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. This includes coordinating school-discipline when necessary; preparing, processing, and communicating school-wide procedures and requirements; coordinating services for school activities; managing and supervising the school's Special Education services and providers and the Student Assistance Team (SAT); processing and training volunteers; and ensuring that the school meets requirements for state and local compliance measures. (See Appendix B for Job Description and Qualifications)

Both School Directors are expected to work closely together, and in collaboration with the Board of Trustees to ensure that the school provides all students with a high quality education that prepares students to be successful academically and personally.

Total Points Available	Expectations

4	A complete response must:
	
	• Identify the process the governing body will use for annually conveying and delineating the roles and responsibilities of the head administrator
	• Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application
	• Attach a job description in Appendix B that:
	    o Lists all major responsibilities of the head administrator
	    o Includes responsibilities that are unique to charter school leaders
	    o Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	    o Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications

REVIEW TEAM EVALUATION: Meets the Criteria	

The applicant has developed a clear process to determine the roles of the School Directors. In its "steps for delineating the roles and responsibilities", the applicant has carefully outlined nine steps that reviews different sources of data to result in the job descriptions provided in this application.

The attached job description for each School Director includes key responsibilities that align with the school's mission and intended outcomes and the qualifications and responsibilities correlate with the mindsets and skills the board is seeking.

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

The leadership team is one of the most critical elements in the success of any charter school. The Board of Trustees at Altura Preparatory School, are ultimately responsible for the realization of the school's mission, overseeing the School's Directors, and evaluating them annually through a comprehensive evaluation process that is aligned to the school's mission and goals.

Evaluating Altura Prep School Directors

The School Director(s) for Altura Preparatory School works with the Board of Trustees to assess the school's adherence to its mission and to set short- and long-term goals. The School Director manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability. As such, we believe that Altura Prep School Director evaluations must reflect academic, organizational, and mission-related outcomes.

As outlined in Section II.C.2, the hiring process is aligned to hiring individuals with leadership characteristics of high quality school leaders. It is also critical that the ongoing annual evaluation process for Altura Prep School Director(s) include assessments of competencies related to Student Focus, Driving for Results, Building Relationships, and Managing People. Each winter and spring, the Altura Preparatory School Director(s) will individually prepare a comprehensive, detailed mid-year and end-of year self-assessment report that will recognize their individual areas of strength and success, as well as areas of weakness and areas needing improvement as related to the Altura Prep Leadership Competencies articulated in Section II.C.2. These self-assessment reports will be given to the Board of Trustees during the Spring Head Administrator Evaluation Assessment and will be used to help the Trustees to create the annual evaluation report.

The following inputs will inform the full evaluation report:
Performance Based Outcomes:
1. Academic Program Outcomes
2. Business, Operations, and Compliance Outcomes
3. Stakeholder Surveys
4. Governing Board and School Director communication

Competency Based Outcomes:
1. Altura Preparatory Leadership Competency Self Assessment
2. Altura Preparatory Leadership Competency Board Assessment

Although each School Director individually owns various core aspects of the school, the outcomes for the Academic Program will be included in both School Director evaluations and the outcomes related to Business, Operations, and Compliance will be included in both School Director evaluations. This will ensure that the School Directors work together and communicate with one another, are aligned as a team, and understand how to complement one another's efforts. Each School Director will have an individual evaluation that includes shared outcomes related to the whole school performance.

Information on these data points will come from the following *sources*:
Performance Based Outcomes:
1. School's accountability plan and evaluation metrics, including the results of the external audit of school performance (completed by the NM Public Education Commission using the *New Mexico Public Education Charter School Performance Framework*)
2. Confidential stakeholder surveys
3. Board and School Director Interview

Competency Based Outcomes:

1. Self-evaluation regarding leadership competencies from the School Directors
2. Evaluation regarding leadership competencies from Board of Trustees

The evaluation report is presented in two components: Performance Ratings and Competency Ratings

Performance Ratings:
Performance ratings are related specifically to School Performance Goals related to academic and organizational outcomes.

Performance Related Goals will be articulated each year for:
1. Student Achievement Outcomes as measured by short-cycle and summative assessments
2. Mission-aligned indicators, per Altura Preparatory School Charter Application
3. Organizational Outcomes related to student retention and enrollment, and teacher retention
4. Audit Results and Fund Management
5. Stakeholder Feedback and Responses (including grievances and responses)

For each School Director, each Goal will be measured along the following rubric:

Far Below Goal	Below Goal	Met Goal	Exceeded Goal	Far Exceeded Goal
1	2	3	4	5

Sample Goals:
1. Student Achievement Goals:
   a. 85% of students who have been at Altura Prep for two or more years achieve at or above grade level in Math and Reading on IStation
   b. 70% of students who have been at Altura Prep for less than two years achieve at or grade level in Math and Reading as measured by IStation assessments
   c. An average, Altura Prep students outperform similar schools and the local district by 10% as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) or other state-specified assessment
2. Mission-Specific Indicator:
   a. 80% of Altura Prep students, when asked by an adult, correctly articulate their reading level, reading goal, and three action steps necessary to reach his/her reading goal by the end of the year.
3. Organizational Goals:
   a. Altura Prep maintains student attendance rates over 95%, with less than 1% truancy
   b. Altura Prep retains at least 80% of students between years (prior year to current year)
   c. Altura Prep retains at least 90% of students within the current school year
   d. Altura Prep retains at least 80% of teachers rated effective or highly effective
   e. Altura Prep demonstrates 100% compliance with Special Education and English Language Learner policies
4. Audit Results and Fund Management:
   a. Altura Prep audits result in zero findings
   b. Altura Prep budget maintains a positive cash flow and 3% reserve
5. Stakeholder Feedback and Response:
   a. Altura Prep School Directors have addressed and remedied 100% of grievances filed within the requisite time period
   b. Stakeholders from various sectors (teachers, staff, families) articulate positive satisfaction with the school program and School Director interactions

Competency and Overall Ratings:

Leadership Competencies of the School Director involve four domains: Student Focus; Driving for Results; Managing People; and Building Relationships. All areas for Competency evaluation lie within these four major

domains and are outlined in Section II.C.2 and in Appendix R as part of the evaluation.

Competency ratings are related specifically to Altura Prep's Leadership Competencies, and are measured according to the stated expectation of each competency on a level 1-5, reflective of the extent to which the leader demonstrates the competency:

Far Below Expectations	Below Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations
1	2	3	4	5

For each competency sub-category, each School Director will receive a calculated average, and for each category, the leader's competency target is a 3 or higher.

Using the Evaluation for Continuous Improvement:
It is Altura Prep's theory that there is a strong connection between the Leadership Competencies of effective School Directors and the Performance-based outcomes realized as part of the school's work. Each year, School Directors will review the evaluation results along with school and student-level data in order to prioritize areas for leadership development and growth in order to support the positive improvement of the school as a whole.

Timeline for School Director Evaluation Process:

Action Step	Month/Timing	Responsible Party
Review and Finalize Performance Goals for School Director Evaluation	July	Board of Trustees
Complete Mid-Year Assessment of Leadership Competencies	January	Director of Academics and Instruction Director of Culture, Operations, and Compliance
Complete End-of-Year Assessment of Leadership Competencies	May	Director of Academics and Instruction Director of Culture, Operations, and Compliance
Conduct and Collect Stakeholder Surveys	May	School Director(s)
Collect Organizational Data and Academic Data for Performance Evaluation and Compile in School Director Evaluation Document	May/June	Board of Trustees
Conduct Executive Session School Director interviews and Reflections	June	Board of Trustees
Finalize School Director Evaluations	June	Board of Trustees
Set Goals for Leadership Competencies and Performance for Upcoming Academic Year	July	School Director(s), Board of Trustees

The Leadership Competency component of the Altura Prep School Director Evaluation aligns to school-specific indicators that are tied to Altura Preparatory School's mission and the leader's ability to lead the school to achieve the mission. The New Mexico Principal Evaluation (HOUSSE) includes a portion in which administrators are assessed on their performance in relation to Four Domains. Altura Prep's Leadership Competency Framework is a school and mission-specific version of this state-wide document, and allows the Altura Prep Board of Trustees to assess School Director(s) in relation to the leadership skills required to lead a high-performing charter school with Altura Prep's mission.

The Altura Prep School Director Evaluation departs slightly in form from the HOUSSE evaluation used by district schools in New Mexico because we believe that it is critical for charter school administrators to receive ongoing

and prompt evaluations based on the most recent data available. For this reason, we have chosen to evaluate the academic and organizational performance metrics based on the immediate academic year through short-cycle assessments and yearly organizational and financial audit findings rather than the prior year School Report Card. However, there are still key indicators and goals related to student achievement and growth, professional development, attendance, and other key organizational components, as required by NMAC 6.69.7.8 and 6.69.7.9.

The Performance Goal component of the Altura Prep School Director Evaluation aligns to specific desired outcomes that the New Mexico Public Education Department and Public Education Commission use as part of their ongoing work to support accountability and high standards for charter schools in New Mexico use a part of the Academic and Organizational Framework.

Total Points Available	Expectations
8	A complete response must: • Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria • The plan must include action steps to evaluate the effectiveness of the head administrator in: ○ ensuring student success and academic achievement ○ ensuring fulfillment to school's mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ addressing grievances received from staff and parents and families • Describe how the plan specifically takes into account the mission and goals of the proposed school • Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant presents a clear plan for the evaluation of the School Directors. Each winter and spring, the school directors will individually prepare a mid-year and end of year self-assessment report that will evaluate their individual areas of strength and success, and areas needing improvement. These tools will be used to create an annual evaluation report that informs performance and competency based outcomes that have been identified in the narrative. The outcomes align with the School Director's job responsibilities and mission outcomes. The School Director evaluation process has been thoroughly detailed by the applicant with action steps that make this an annual process.

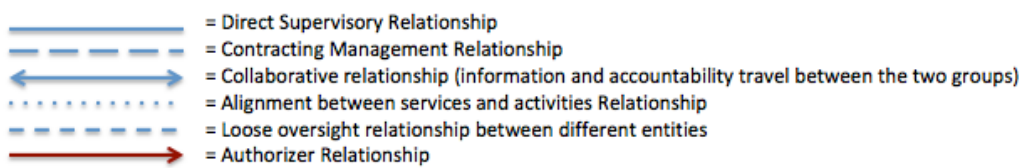**D. Organizational Structure of the proposed school.**

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

APPLICANT RESPONSE:
The figures below represent the structures and relationships that are essential to the operation and success of Altura Preparatory School in the first six years after authorization.
This key describes the entities and relationships depicted in the organizational charts that follow as part of this section.
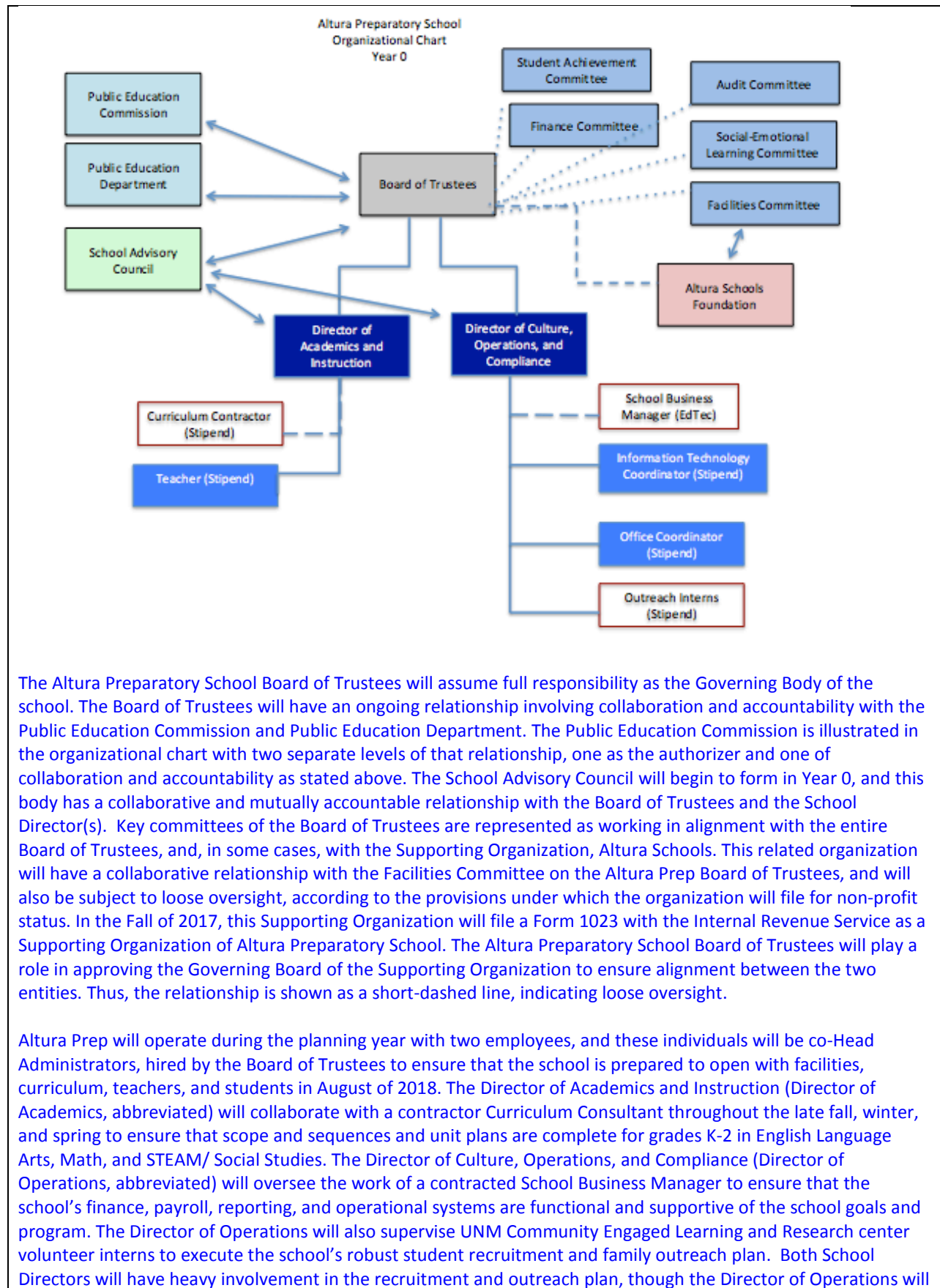
Key: **Organizational Chart Relationships**

————	= 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

Year 0 Organizational Chart:

Altura Preparatory School
Organizational Chart
Year 0

The Altura Preparatory School Board of Trustees will assume full responsibility as the Governing Body of the school. The Board of Trustees will have an ongoing relationship involving collaboration and accountability with the Public Education Commission and Public Education Department. The Public Education Commission is illustrated in the organizational chart with two separate levels of that relationship, one as the authorizer and one of collaboration and accountability as stated above. The School Advisory Council will begin to form in Year 0, and this body has a collaborative and mutually accountable relationship with the Board of Trustees and the School Director(s). Key committees of the Board of Trustees are represented as working in alignment with the entire Board of Trustees, and, in some cases, with the Supporting Organization, Altura Schools. This related organization will have a collaborative relationship with the Facilities Committee on the Altura Prep Board of Trustees, and will also be subject to loose oversight, according to the provisions under which the organization will file for non-profit status. In the Fall of 2017, this Supporting Organization will file a Form 1023 with the Internal Revenue Service as a Supporting Organization of Altura Preparatory School. The Altura Preparatory School Board of Trustees will play a role in approving the Governing Board of the Supporting Organization to ensure alignment between the two entities. Thus, the relationship is shown as a short-dashed line, indicating loose oversight.

Altura Prep will operate during the planning year with two employees, and these individuals will be co-Head Administrators, hired by the Board of Trustees to ensure that the school is prepared to open with facilities, curriculum, teachers, and students in August of 2018. The Director of Academics and Instruction (Director of Academics, abbreviated) will collaborate with a contractor Curriculum Consultant throughout the late fall, winter, and spring to ensure that scope and sequences and unit plans are complete for grades K-2 in English Language Arts, Math, and STEAM/ Social Studies. The Director of Culture, Operations, and Compliance (Director of Operations, abbreviated) will oversee the work of a contracted School Business Manager to ensure that the school's finance, payroll, reporting, and operational systems are functional and supportive of the school goals and program. The Director of Operations will also supervise UNM Community Engaged Learning and Research center volunteer interns to execute the school's robust student recruitment and family outreach plan. Both School Directors will have heavy involvement in the recruitment and outreach plan, though the Director of Operations will

manage the interns that assist with executing the plans.

In the middle of Year 0, the school will begin contracting with an Office Coordinator and Information Technology Coordinator managed by the Director of Operations to ensure that the school's systems and facilities are prepared for teachers and students.

The Board of Trustees will evaluate both Head Administrators (Director of Academics and Director of Operations) through the Head Administrator evaluation process yearly.

Year 1 Organizational Chart:

Altura Preparatory School
Organizational Chart
Year 1

- Public Education Commission
- Public Education Department
- School Advisory Council
- Board of Trustees
- Student Achievement Committee
- Finance Committee
- Audit Committee
- Social-Emotional Learning Committee
- Facilities Committee
- Altura Schools Foundation
- Director of Academics and Instruction
- Director of Culture, Operations, and Compliance
- School Business Manager (EdTec)
- External Support Providers (Special Education, Social Work, Substitutes)
- Classroom Teachers (9)
- RSP (Special Education) Teacher (1)
- Enrichment Teachers (2)
- Educational Aides (if applicable)
- Information Technology Coordinator
- Office Coordinator
- Custodial Staff
- Lunch Staff
- Office Clerk

In Year 1, the Altura Prep Board of Trustees will employ Co-Head Administrators (Director of Culture, Operations, and Compliance, and Director of Academics and Instruction), who will manage the two sides of the school organizational structure. The Director of Operations supervises the operations, finance, and non-instructional components of the school, and manages services provided by external support consultants (namely, for Special Education services). The Director of Academics is responsible for managing the academic side of the program, including overseeing professional development and coaching of teachers, curriculum selection and adaptation, and ongoing alignment between content areas and grade levels. In Year 1, the School Directors may share teacher-coaching responsibilities, to ensure that all teachers have individualized coaching from a certified administrator. Likewise, the School Directors will share responsibilities in certain areas to ensure that internal control procedures are executed according to school and state policy. Though the School Directors will share some functions, the function will be assigned to one School Director to manage, while the other supports. This ensures role clarity and allows for each Head Administrator to be independently evaluated and supervised by the Board. For more

information regarding the School Director roles, see Section II. C.3.
The School Advisory Council (SAC) is an advisory body that allows educator, parental, and community input and involvement in school governance. This body does not have supervisory power, rather it provides an opportunity for meaningful participation from stakeholder groups to advance Altura Prep's proposed mission. For more information on the School Advisory Council role, see Section II. F.1.

Year 2 Organizational Chart:

Altura Preparatory School
Organizational Chart
Year 2
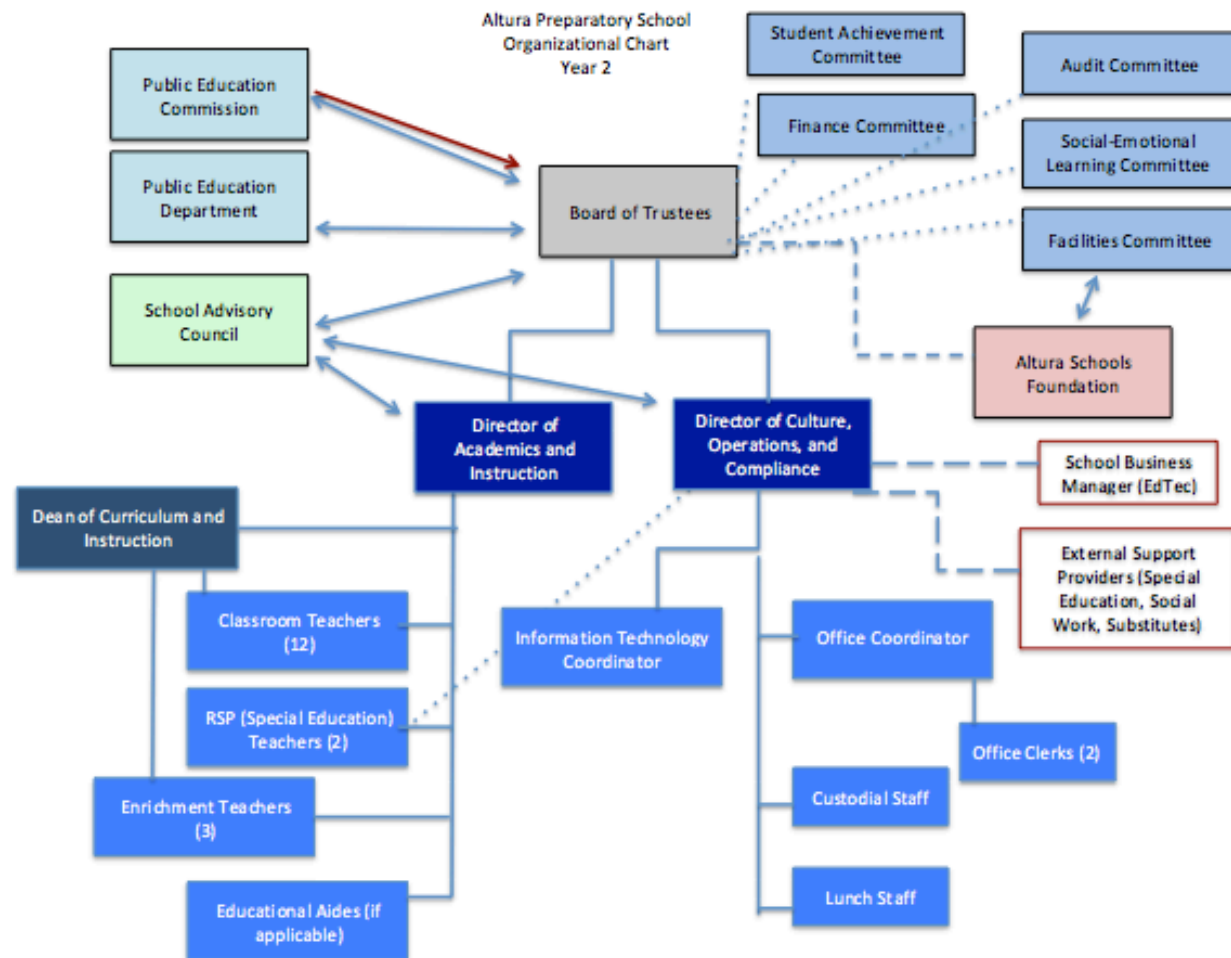
In Year 2, Altura Prep adds three classroom teachers in core content areas to serve grades K-3, and an Enrichment teacher to support the growing student population and to ensure that all teachers receive sufficient and meaningful planning and collaboration time. Depending on the needs of our student population, we will also employ more educational assistants to support students with special needs, and the early grade classrooms as necessary.

In Year 2, as Altura Prep adds 3rd grade, the school will also add a Dean of Curriculum and Instruction to the school leadership team. This person reports to the Director of Academics, and is critical in supporting teachers with instruction and classroom culture, and with assisting the Director of Academics with facilitating professional development that is targeted to meet teacher and student needs across the school. As the school adds upper grade levels, the Dean of Curriculum and Instruction will also be responsible for either supporting the alignment up upper grade curriculum, or with supporting early grade teachers while the Director of Academics manages the creation of the program for upper grades. This division of responsibilities and roles will be created and clarified as the skillset and expertise of potential candidates is determined. This individual will coach a caseload of teachers and the composition of this caseload is dependent on the individual and his/her skillset.

Year 3 Organizational Chart:

Altura Preparatory School
Organizational Chart
Year 3
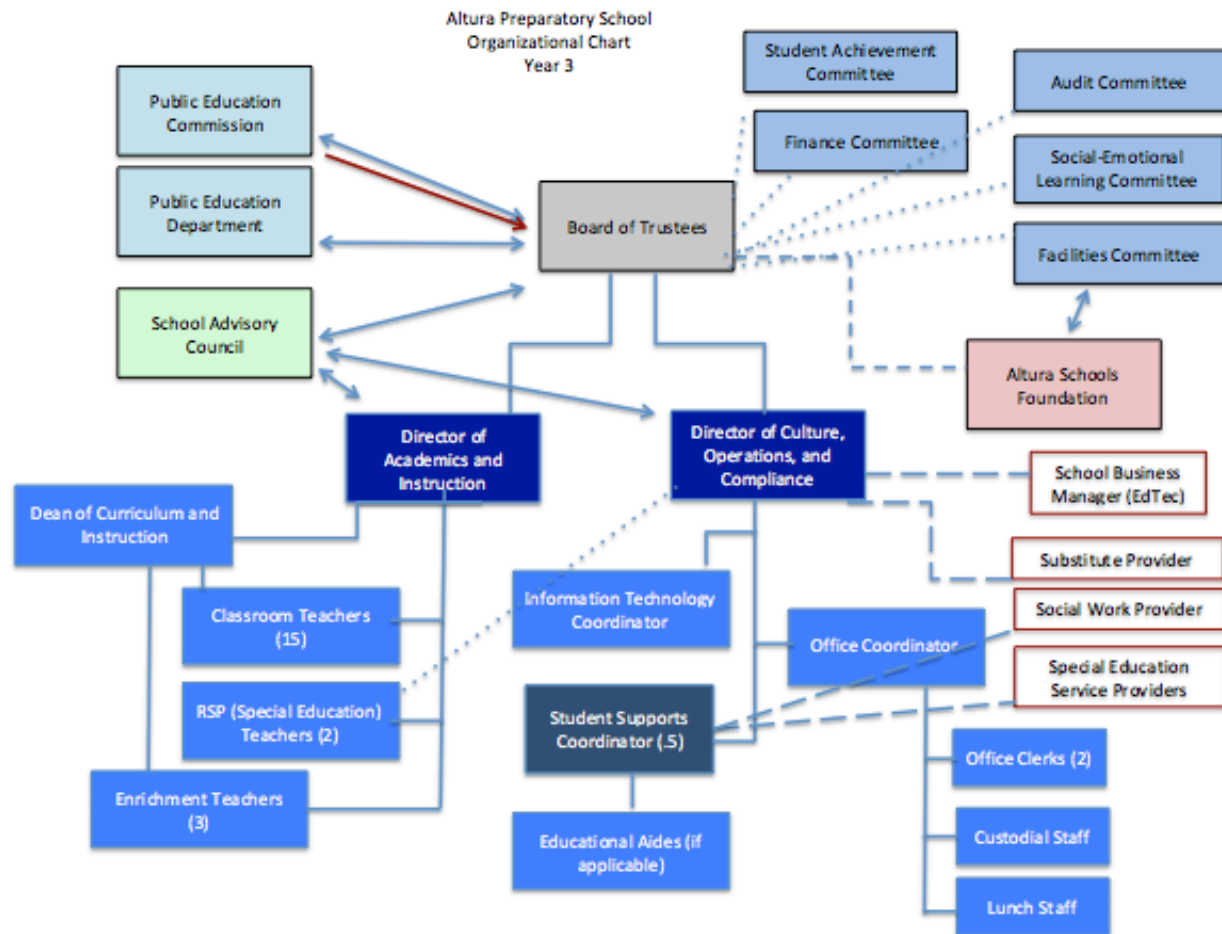
In Year 3 of operation, Altura Prep's program grows to grades K-4, adding an additional 66 students and three core content teachers. To support the growing student body, we add a half-time (.5 FTE) Student Support Coordinator supervised by the Director of Culture, Operations, and Compliance. This individual supports the Special Education program by coaching Special Education teachers and coordinating the Educational Assistants to ensure all students have the appropriate support to succeed academically. The Student Supports Coordinator also coordinates with the Director of Academics to ensure that the school's Response to Intervention process effectively identifies and intervenes on behalf of students who struggle academically.

At this point in the school's operation, the Office Coordinator begins to manage the Lunch and Custodial Staff. This allows the Director of Operations to focus on developing the capacity of other individuals at the school site to develop leadership and management skills as part of an internal leadership pipeline. As the number of teachers grows, the School Directors will have more teachers to coach and supervise, and the Director of Operations will be able to support this important work as well, as the Office Coordinator takes a more expanded management role.

Year 4 Organizational Chart:

Altura Preparatory School
Organizational Chart
Years 4 and 5
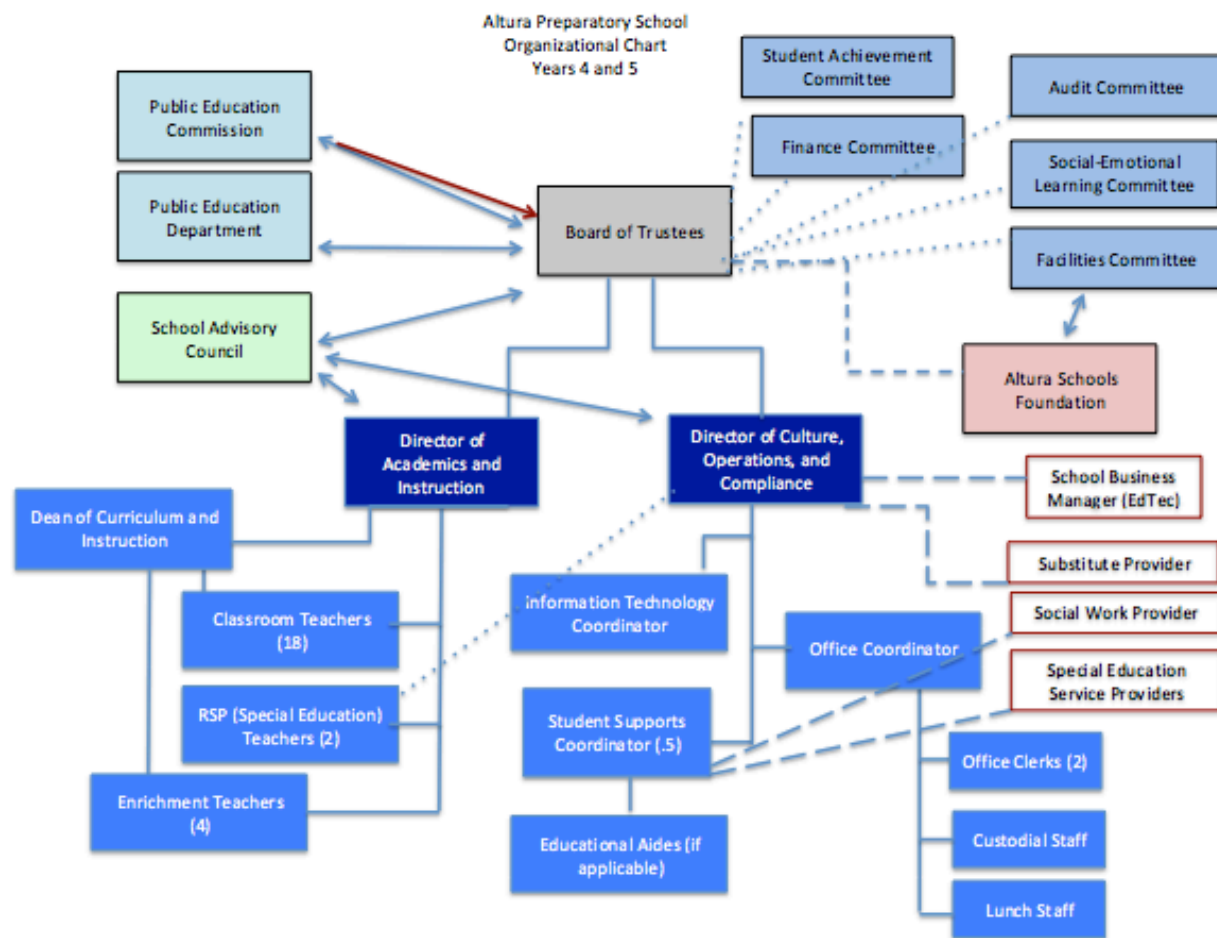
Altura Prep will reach full grade growth in year 4. At full enrollment, the school will serve 396 students in grades K-5. In Year 4, the Student Supports Coordinator takes on additional responsibility coordinating with external providers for special education services. The Director of Operations continues to supervise the Student Supports Coordinator.

Year 5 Organizational Chart:

Altura Preparatory School Organizational Chart Years 4 and 5
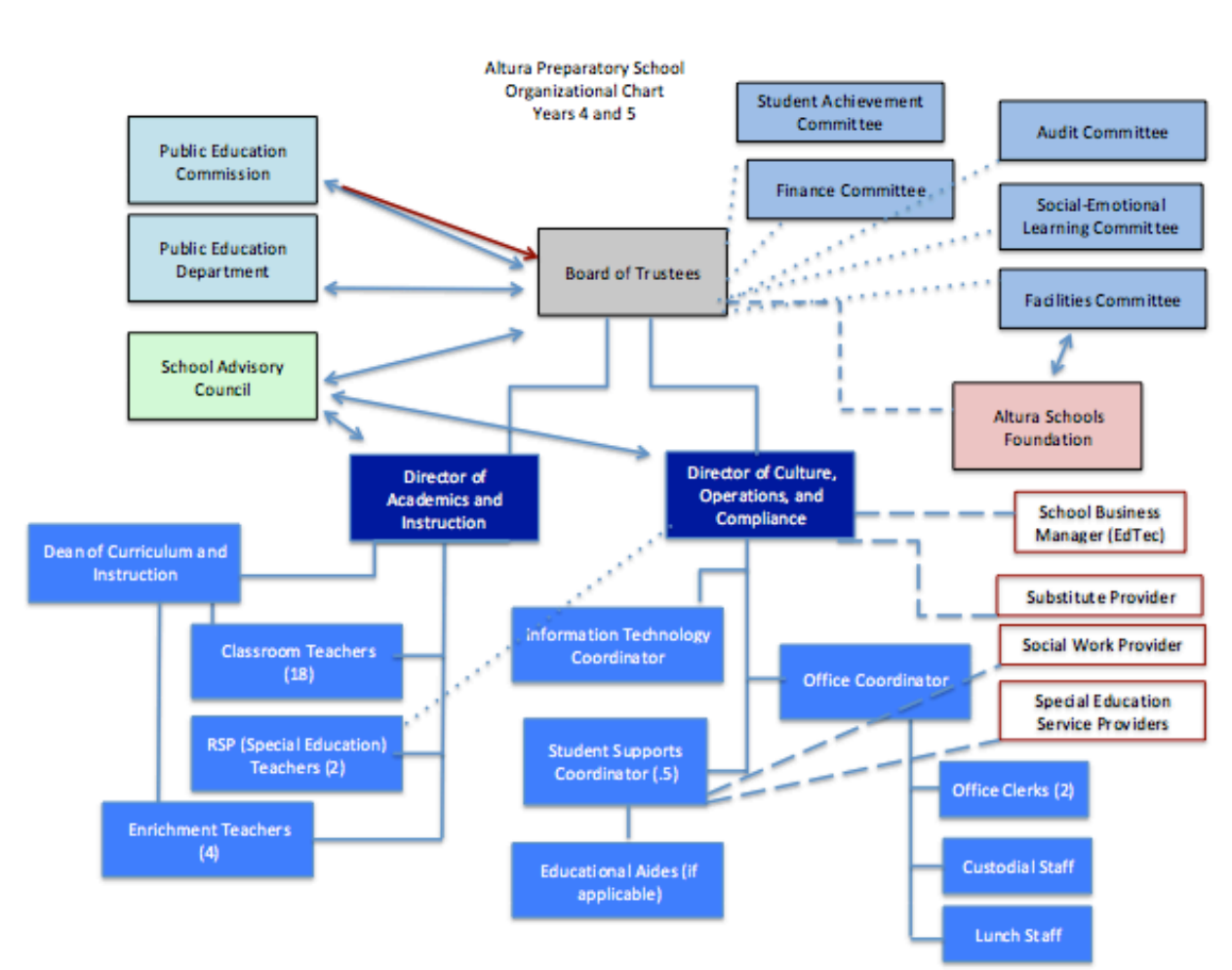
Year 5 at Altura Prep will mark the first year that the school has student and staff numbers that are consistent from the prior year. For this reason, the organizational structure of the school will be consistent from year 4 to year 5. We will continue to add positions to support our yet-unknown numbers of students with documented special needs in order to provide meaningful support to all our students. This may include adding an additional Resource Specialist Provider (RSP teacher) or additional Education Assistants, depending on the needs of our students.

Supervisory Relationships:
The Director of Academics and Instruction and Director of Culture, Operations, and Compliance report directly to the Altura Prep Board of Trustees. Over time, we grow our school leadership team to ensure manageable management ratios that allow members of the leadership team to invest significant amounts of their time on developing their teams and providing ongoing coaching and support.

Though supervisory opportunities are provided to the Student Support Coordinator, the Dean of Curriculum and Instruction, and the Office Coordinator, the responsibility to hire, evaluate, and terminate employment belongs to the School Directors, and is further clarified in their roles and responsibilities, the sole responsibility to hire, evaluate, and terminate the School Directors belongs solely to the Board of Trustees.
Altura Prep's organizational charts are attached in Appendix AA.

Total Points Available	Expectations
8	A complete response must: • Include an organizational chart • Include a narrative that describes the structures and relationships represented in the organizational chart • Include all entities essential to the operation and success of the proposed school • Reflect an understanding of the appropriate relationship between each of the relevant entities
REVIEW TEAM EVALUATION: Meets the Criteria The applicant provides graphic representations of the organizational structure of APS for the first five years and the planning year. These charts are comprehensive and readily identify the relationships between all persons/groups involved with the school. For every chart, the applicant provides a clear narrative further detailing this relationship.	

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

APPLICANT RESPONSE:

Altura Prep's staffing plan will begin to be executed promptly upon authorization. During the planning year (Year 0), Altura Prep will employ a School Director of Academics and Instruction and a School Director of Culture, Operations, and Compliance to support with school start up activities. These two positions will be co-Head Administrators, who will be the only two administrative positions in the first two years of operations. These first two hires are key to ensuring Altura Prep starts strong. Over the course of the planning year, the School Director(s) will hire the IT coordinator and Office Assistant. The Director of Operations and Director of Academics together are responsible for building a strong team, leading school and organizational culture, coaching and developing all team members in Year 1, and ultimately are responsible for the day-to-day academic and cultural success of the school. The Director of Operations is responsible for overseeing the operational integrity of the school. The Director of Operations will be responsible for ensuring Altura Prep is fully compliant with all local, state, and federal laws, meets all expectations held by the authorizer, and for creating and managing systems, structures and routines that allow the school to operate efficiently. The Director of Academics will be responsible for ensuring that the curriculum, assessments, professional development, and coaching plans and structures are created to ensure quality instruction in all classrooms and high levels of student achievement.

The Office Assistant will become the first point of contact for families, and will be responsible for ensuring the office runs smoothly, records are in order, families are informed and feel a high degree of confidence in the school. In order to support Altura Prep's blended approach to learning, we will hire an Information Technology Coordinator to support setting up the hardware, software, and network supports for our school facility and program.

Key leadership positions have been identified, and the school's hiring plan includes the process for hiring key personnel early in the school's planning year prior to operation. As with all hiring at Altura Prep, finding individuals who are both high capacity and mission-driven is the primary concern in filling each role. However, different experiences, qualifications, and skills are ideal for each role. To that end, the table below illustrates the qualifications and key responsibilities for the administrative team that will grow within the first five years of operation.

Role	Qualifications	Key Responsibilities
School Director of Operations (Head Administrator) Year 0 Hire	Required: • Mission-driven systems thinker with experience leading a high performing school • Experience building a high-functioning team • Administrative License in New Mexico, or state with reciprocation and ability to acquire license prior to May of the year of start date. • Bachelor's Degree • Master's Degree • Successful completion of background check Preferred: • Bilingual/knowledge of spoken language other than English • Experience working with diverse families and students	With the School Director of Academics, recruit, hire, develop, evaluate and retain a staff capable of achieving Altura Prep's mission. Create a strong school culture based on rigor, joy, structure, and personalization that leads to exceptional student outcomes. Work closely with the Board and Director of Academics to ensure that Altura Prep is governed effectively, fiscally sound, and in full compliance with all expectations in the charter. Ensure operational integrity of systems ranging from arrival to nutrition to payroll. Develop, evaluate, and manage the Office

	• Management and project management experience	Assistant/Manager and any part-time staff that supports school operations. Reports to Board of Trustees
School Director of Academics (Head Administrator) Year 0 HIre	Required: • Mission-driven systems thinker with experience leading a high performing school • Experience building a high-functioning team • Administrative License in New Mexico, or state with reciprocation and ability to acquire license prior to May of the year of start date. • Bachelor's Degree • Master's Degree • Successful completion of background check Preferred: • Bilingual/knowledge of spoken language other than English • Experience working with diverse families and students • Management and project management experience	With the School Director of Operations, recruit, hire, develop, evaluate and retain a staff capable of achieving Altura Prep's mission. Create a strong school culture based on rigor, joy, structure, and personalization that leads to exceptional student outcomes. Work closely with the Board and Director of Operations to ensure that Altura Prep is governed effectively, fiscally sound, and in full compliance with all expectations in the charter. Provide strategic leadership in the development of Altura Prep curriculum and assessments and support Special Education services to ensure Altura Prep is supporting all learners. Reports to Board of Trustees
Office Coordinator Late Year 0 Hire	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	Maintain student and staff records Keep a list of school property describing in detail each item that is worth more than $100, so that they can be easily claimed if stolen or damaged Update this inventory list with the yearly renewal of insurance Ensure the school is fully enrolled annually through active student recruitment. Provide a warm and welcoming environment for families and keep them well informed about school functions, policies, and procedures. Work with the Director of Operations to maintain school operational systems. Reports to Director of Operations
Information Technology Coordinator	Required: • Mission-driven, organized and committed to supporting innovation	Manage Altura Prep's Instructional Technology implementation plan and ensure the school facilities are equipped to

Late Year 0 Hire	in classrooms and school • New Mexico Level II or III Teaching License in K-8 Education with Technology Education or Information Tech Coordinator Endorsement • Advanced computing skills, knowledge of networking technologies, and experience data-base management • Successful completion of background check Preferred: • Technology project-management experience • Data-compilation and analysis skills	support Altura Prep's instructional program and blended learning platforms Develop school-wide policies, systems, and procedures for technology use Support school-wide technology use on an ongoing basis Reports to Director of Operations
Classroom Teacher(s) Year 1 Hire	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/reciprocation 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 (preferred) • For Math and STEAM/Social Studies Teachers: Bilingual /TESOL Endorsement	Plans, facilitates, and delivers rigorous lessons that result in student growth and achievement Collects, analyzes, and adjusts lessons based on data. Collaborates with content teams and grade level teams to provide high-quality, individualized learning for all students. Teaches and reinforces school wide systems, routines, and procedures. Communicates proactively and regularly with student families. Commits to growing professionally and innovating in the spirit of constant improvement to benefit students. Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development. Report to Director of Academics
Enrichment Teacher(s) Year 1 Hire	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/reciprocation prior to July of the year of hire for K-8. ○ If teacher plans an alternative licensure pathway, the teacher must	Plans, facilitates, and delivers rigorous lessons in arts, dance, PE, or technology that result in student growth and achievement. Teaches and reinforces school wide systems, routines, and procedures. Communicates proactively and regularly with student families.

	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	Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development Commits to growing professionally and innovating in the spirit of constant improvement to benefit students. Report to Director of Academics

Special Education Teacher(s) Year 1 Hire	Required:
	• Strong commitment to, belief in, and alignment with the vision and mission of the school.
	• Special Education License in New Mexico or eligibility to apply for reciprocation from another state prior to July of year of hire
	    o If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire.
	    o 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
		Provides educational instruction as outlined in the IEP for identified individuals with exceptional needs and monitors implementation of the IEP Report to Director of Academics
		
		Teaches and reinforces school wide systems, routines, and procedures.
		
		Communicates proactively and regularly with student families.
		
		Commits to growing professionally and innovating in the spirit of constant improvement to benefit students.
		
		Maintains accurate records of student services provided and collaborates with staff and parents to ensure students receive support that leads to meaningful progress.
		
		Report to Director of Operations (Years 1-3, and Student Support Coordinator in Years 4 and beyond)

Educational Assistant(s)	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 o If the educational assistant	Supports individual and small groups of students with access to individualized programs Commits to growing professionally and innovating in the spirit of constant improvement to benefit students. Report to Director of Academics (Years 1-3,

	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	and Student Support Coordinator in Years 4 and beyond)
Office Clerk Year 1 Hire	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	Reinforces school wide systems, routines, and procedures in common spaces Supports Office Coordinator with ensuring the office and parent spaces at Altura Prep are organized and contain the necessary resources for Altura Prep families. Maintain student files and records Support student attendance processes, including attendance entry and parent communication. Reports to Office Coordinator
Lunch Staff Year 1 Hire	Required: • Strong commitment to, belief in, and alignment with the vision and mission of the school. • Demonstrated ability to form strong relationships with students • Successful completion of background check • Experience working with students and in schools • Experience working with food service and requirements	Reinforces school wide systems, routines, and procedures in cafeteria spaces Reports to Director of Operations in Years 1-2, and Office Coordinator in Years 3 and later to the Office Coordinator
Custodial Staff Year 1 Hire	Required: • Strong commitment to, belief in, and alignment with the vision and mission of the school. • Experience with facility management or custodial management • High School Diploma or other recommendation required	Reinforces school wide systems, routines, and procedures in common spaces Ensures Altura Prep's facility is clean and well maintained. Reports issues or challenges directly to the Office Coordinator or Director of Operations

	• Verifiable experience with schools and public facilities • Successful completion of background check	Reports to Director of Operations in Years 1-2, and Office Coordinator in Years 3 and later.
Dean of Curriculum and Instruction (Year 2 Hire)	**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	Ongoing coaching of Altura Prep teachers that support attainment of ambitious student achievement goals Provide leadership and support in developing Altura Prep curriculum and assessments as the school fills upper grade levels and continues to innovate. Develops and facilitates professional development sessions to support ongoing teacher growth and development. Supports school-wide routines and procedures Reports to Director of Academics
Student Supports Coordinator (Year 3 .5 Time Hire)	**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 • 5+ years of classroom experience, preferably in Special Education • Successful completion of background check **Preferred:** • Experience working with English Language Learners and students with special needs • Track record of student achievement success and coaching skills • Systems thinker, organized	Responsibility for implementation and oversight of IEPs and 504 plans to meet the needs of all students Provide ongoing support and professional development to the Altura Prep Instructional Staff to implement effective student support strategies to reach English Language Learners and students with special needs. Manage the student support team (educational assistants and resource support teachers) to ensure students are receiving the most effective support possible Reports to Director of Culture, Operations, and Compliance

As we grow, the leadership team of Altura Prep will grow as well to ensure we are building the internal capacity to serve students well. New positions will be added throughout years 3, 4, and 5 to ensure that management ratios remain low, and every member of the Altura Prep team is receiving support towards continuous improvement.

In Year 2, the leadership team will add a Dean of Curriculum and Instruction to support the Director of Academics with developing the growing instructional program for upper grades and with coaching and facilitating professional

development for all teachers. In Year 3, we will add a half-time Student Support Coordinator to support the Director of Academics and Special Education Department. In Year 4, this position may become a full time position, depending on the number of students with Individualized Education Plans and the need to support them. These positions will be critical to ensuring that Altura Prep is able to provide outstanding support to all students as we add more grade levels.

Why these roles are essential to Altura Prep's success:
Altura Prep is thoughtful in planning the support and staff structure necessary to implement our educational program successfully. We have considered student support, teacher support, and operations support in determining the positions, roles, and responsibilities that are critical for providing a high quality education for all our students.

- **Director of Operations (Co-Head Administrator)**
The Director of Operations is a credentialed administrator, one of two that co-leads the school on a day-to-day basis. This person is responsible for managing non-academic staff, ensuring that the school is organizationally sound, and that school operations (nutrition, systems, and routines) support the high-quality execution of the educational program. The Director of Operations role allows for one head administrator to focus on the operational health of the school while the other (Director of Academics, below) is able to focus on the academic components of the school program.

- **Director of Academics (Co-Head Administrator)**
The Director of Academics is a credentialed administrator, one of two that co-leads the school on a day-to-day basis. This person is responsible for managing the academic program, coordinating professional development and individualized coaching for teachers, as well as monitoring the implementation of Individualized Education Plans for students with special needs.

- **Benefits of a Co-Head Administrator Model:**
The co-head administrator model allows for school leaders to leverage and learn specific areas of expertise that are critical in operating an excellent school. The model allows for the co-leaders to balance one another, and builds in a system for internal control wherein each head administrator supports a system of checks and balances and segregation of duties when it comes to financial reporting, procurement, and purchase orders. The co-head administrator model also allows for the co-leaders to support one another, strategize, and think more critically about the programs needed at the school. Just as we believe it is important for teachers to collaborate with one another, we think collaboration at the leadership level is just as vital to running a high performing learning organization. The increased role definition allows each leader to focus on implementing the high leverage activities necessary to lead to organizational sustainability, systems that support learning, developing the capacity of a great staff, and continuously improving teaching and learning. School leaders are regularly pulled in multiple directions with many competing priorities. This model allows each leader to focus on a key area of the school and to prioritize his/her time according to the most critical functions of his/ her role.

- **Office Coordinator**
The Office Coordinator is a key hire when it comes to recruiting, retaining, and interacting with families at Altura Prep. The Office Assistant is the consistent face of the school, welcoming visitors and families to the school. This person is the first person they see on arriving to the school, and the person that they see upon leaving. This position is critical to our operation in terms of managing requests, phone calls, messages, and some of the school's marketing. As this person grows and develops in the organization, there is opportunity for their role to shift into an Office Manager role, in which s/he will manage other non-instructional staff.

- **Information Technology (IT) Coordinator**
As a school dedicated to individualized and blended learning, the Altura Prep Information Technology Coordinator is necessary to ensure that the school is equipped and supported to run a school-wide 1:1 student-to-device ratio for instructional activities. Teachers and students may need support with their devices, and the Director of Operations will need support with managing the network and various programs that are pushed to student computers. This role is integral to ensuring efficient use of instructional time at school on a daily basis by making sure that the network and hardware is functioning property and that teachers and students are able to use it.

- **Classroom Teachers**
At Altura Prep, we fundamentally believe that quality teachers deliver quality instruction. Thus, we cannot ignore

the importance of hiring teachers who are mission-aligned, excited to serve their students well, and eager to grow as a part of the school. Our classroom teachers are the people with whom students interact most on a daily basis, and who impact our students most on a daily, monthly, yearly, and lifetime basis. Without teachers, our school cannot function- we know this, and take every step possible to support them effectively.

- **Enrichment Teachers**

Enrichment teachers are, like classroom teachers, integral to providing all students with expanded opportunities to learn and explore. These educators teach classes such as PE, Dance, Art, Coding, and Health to all students throughout the day. (Students participate in one Enrichment class per day) Enrichment teachers also allow classroom teachers to have daily planning periods with their grade level, which facilitates collaboration between adults that strengthens our school's adult culture and allows for curriculum development with interdisciplinary ties. Enrichment classes integrate movement and arts during the school day, and allow students to learn to express themselves in a variety of ways.

- **RSP Teacher(s)**

We welcome and serve all students who apply to Altura Prep and who are enrolled through our lottery process. This includes students with special needs, who are legally granted services through Individualized Education Plans (IEPs). Our RSP teachers are tasked with ensuring that Altura Prep students receive the academic and behavioral supports necessary to make meaningful progress toward achieving grade level and individual goals. These teachers work in concert with Enrichment and classroom teachers to support all students' needs.

- **Educational Assistant(s)**

Altura Prep Educational Assistants support students with special needs and the individualized academic program in general. These positions will be added to the Altura Prep team as student needs become articulated through the registration and Special Education identification process.

- **Lunch Staff**

Altura Prep serves lunches during the school day. Our lunch staff serves food to our students, and oversees the cafeteria to ensure that students eat a healthy lunch each day. Our lunch staff (contracted or hired in-house) maintains high expectations of students during lunch, as we believe that every minute at school can be an important learning opportunity.

- **Custodial Staff**

A welcoming, safe, and clean learning environment supports student achievement, and for this reason, our custodial staff is an important part of our operations team. Custodial staff maintains the cleanliness of the school, allowing for other staff and students to focus on student achievement and student learning. Our custodial staff also helps spread the joy of learning school-wide by supporting school-bulletin set up. The custodial staff is also a critical voice in the operations management process, notifying the Director of Operations of any facilities concerns even before they become an issue, so that the Director of Operations can coordinate repairs and remediation with any necessary property or vendor partners.

Year 2: Add Dean of Curriculum and Instruction
The Dean of Curriculum and Instruction will be added to the school leadership team in Year 2. As the school grows, it will be important to have a school leadership team capable of supporting all aspects of the school. In Year 2, Altura Prep will begin to transition to also serving students in grades 3 and above. The addition of another academic leader will support the development and implementation of upper grade curriculum as well as coaching and developing additional teachers. The Dean of Curriculum and Instruction will work closely with the Director of Academics to oversee implementation of curriculum and assessment and coach enrichment and general education teachers. The decisions of who coaches who will be made with this individual's strengths in mind. Ideally, the Dean of Curriculum and Instruction would be an Altura Prep teacher who has demonstrated outstanding results and the ability to influence the performance of his/her peers through their work within the school. Any candidate would need to demonstrate a strong track record of classroom results, and strong data analysis skills with the ability to adjust instruction to meet student needs.

Year 3: Add .5 Student Support Coordinator
In Year 3 of operation, we add a half-time Student Support Coordinator to assist the Director of Academics with providing and managing student support services and partners. In Year 3 we will have 330 students in grades K-4, and the Student Support Coordinator will assist the Director of Academics in ensuring that students receive the

services and supports necessary to access grade level curriculum. This role includes monitoring special education IEPs, consulting with outside service providers, managing Educational Assistants and Resource Specialist teachers as well as supporting school-wide Response to Intervention. The goal is for the person in this position to transition from half time in Year 3 to full time in Year 4.

Year 4: Add other .5 Student Support Coordinator (IF APPLICABLE, based on enrollment/student needs)
Altura Prep will reach full enrollment growth in Year 4 of operation, serving 396 students in grades K-5. In order to support all of our students' needs, we may transition from a half-time Student Services Coordinator to a full-time Student Services Coordinator. In this full time capacity, this individual will support teachers who work with students with special needs, coordinate and supervise Educational Assistants, and collaborate with the Academic Director to design professional development on Response to Intervention and serving students with exceptionalities. This additional .5FTE broadens the scope of the initial .5 Student Services Coordinator role that begins in Year 3 of operation

It is important to note, however, that our student needs and data drive our decisions in hiring and staffing. If we have a higher than anticipated population of students with special needs, we plan to hire the Student Support Coordinator role earlier, or adjust the FTE as needed to provide the ideal support for Altura Prep students and teachers. Additionally, if the Special Education population is lower than anticipated, we may adjust the Student Support Coordinator role to a smaller FTE.

Job descriptions for the staff positions described in this section are included in Appendix C. Section D.3 describes the staffing positions at Altura Prep, and the number of individuals holding each position over the planning year and the first five years of implementation

Total Points Available	Expectations

4	A complete response must:
	
	 • In the application response identify:
	     o all certified and licensed staff identified in the application,
	     o all non-certified or unlicensed staff identified in the application that could be considered essential to operation and success of the proposed school, and
	     o any non-traditional roles or positions
	 • In the application response describe why the identified roles are key to the operation and success of the proposed school
	 • Attach staff job descriptions as Appendix C for all of the positions identified in the application response that:
	     o List all major responsibilities of the positions
	     o Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	     o Identify all hiring requirements including qualifications and licensure or certification
	     o Identify reporting lines ("reports to") that aligns to the organizational chart

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant provides a comprehensive list and description of all key staff positions that align with the organizational charts found in this application. The narrative includes a chart, that outlines at-a-glance the role, qualifications and key responsibilities. The applicant has been strategic in selecting the positions needed to operate APS and achieve its mission. This is evidenced by its explanation of how each position supports the students, teacher, and operations.

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly-qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

At Altura Prep, we believe that quality teachers deliver quality instruction, and that thoughtful hiring processes allow us to find, recruit, interview, and hire individuals who are mission-aligned, innovative, and driven to ensure that all Altura Prep students leave with bright futures and opportunities ahead of them. Altura Prep's staffing plan begins in year 0, prior to opening the school with students. The Year 0 team, described below, is responsible for launching the systems and processes necessary for beginning a great school.

Year	Role	Number in Role
Year 0	Director of Culture, Operations, and Compliance	1
	Director of Academics	1
	Curriculum Consultant	1 Consultant
	Teacher Consultant	1 (Stipend)
	Office Assistant	1 (Stipend)
	IT Coordinator	1 (Stipend)
	Potential Family Outreach Interns	1-2 (Unpaid)
	Total	4

Year 0: In year 0, Altura Prep will hire the School Director of Culture, Operations, and Compliance (Director of Operations, abbreviated) and School Director of Academics and Instruction (Director of Academics, abbreviated). These individuals will be tasked with implementing the processes and projects associated with school launch including, but not limited to: hiring highly qualified staff, facilitating the preparation of a facility, negotiating contracts with vendors for nutrition services, preparing and reviewing the first year's curriculum plans, procuring technology and software, and recruiting and enrolling Altura Prep's founding kindergarten, first, and second grade classes.

One of the critical tasks delegated to the School Director(s) is the hiring of highly qualified individuals that will become the Altura Prep family.

Once hired, the Director of Academics and Director of Operations will work to source, interview, and hire a part-time curriculum consultant to support the Director of Academics in developing curricular scope and sequences, unit plans, and interim assessments for each of the three grade levels that the school will serve in Year 1 in English Language Arts, STEAM/Social Studies, and Mathematics.

The School Director(s) will also source, interview, and hire the school Office Assistant and Information Technology Coordinator. These individuals will be responsible for student recruitment and outreach and developing organizational systems for the front office (Office Assistant) and supporting the Directors of Operations and Academics to ensure that the facility has the necessary infrastructure, the school has the necessary hardware and software licenses, and that there are systems in place to support teachers with implementing blended learning. We also are exploring the possibility of working with the UNM Community Outreach Program at the UNM Center for Engaged Research and Learning to partner with college student interns to support family recruitment and advocacy.

Year	Role	Number in Role
Year 1	Director of Operations	1
	Director of Academics	1
	Office Coordinator	1
	Office Clerk	1 (Part Time)
	IT Coordinator	1
	Classroom Teacher	9
	Enrichment Teacher	2
	RSP Teacher (SPED)	1

	Educational Assistant(s)	(As needed to support students)
	Lunch Staff	2
	Custodial Staff	2
	Business Operations Manager (Consultant)	1
	Total	19

Year	Role	Number in Role
Year 2	Director of Operations	1
	Director of Academics	1
	Dean of Curriculum and Instruction	1
	Office Coordinator	1
	Office Clerk	1 (Part Time)
	IT Coordinator	1
	Classroom Teacher	12
	Enrichment Teacher	3
	RSP Teacher (SPED)	2
	Educational Assistant(s)	(As needed to support students)
	Lunch Staff	2
	Custodial Staff	2
	Business Operations Manager (Consultant)	1
	Total	25

Year	Role	Number in Role
Year 3	Director of Operations	1
	Director of Academics	1
	Dean of Curriculum and Instruction	1
	Office Coordinator	1
	Office Clerk	1 (Part Time)
	IT Coordinator	1
	Student Support Coordinator	.5
	Classroom Teacher	15
	Enrichment Teacher	3
	RSP Teacher (SPED)	2
	Educational Assistant(s)	(As needed to support students)
	Lunch Staff	3
	Custodial Staff	2
	Business Operations Manager (Consultant)	1
	Total	30

Year	Role	Number in Role
Year 4	Director of Operations	1
	Director of Academics	1
	Dean of Curriculum and Instruction	1
	Office Coordinator	1
	Office Clerks	2 (Part Time)
	IT Coordinator	1
	Student Support Coordinator	.5
	Classroom Teacher	18
	Enrichment Teacher	4
	RSP Teacher (SPED)	2

	Educational Assistant(s)	(As needed to support students)
	Lunch Staff	3
	Custodial Staff	2
	Business Operations Manager (Consultant)	1
	Total	38

Year	Role	Number in Role
Year 5	Director of Operations	1
	Director of Academics	1
	Dean of Curriculum and Instruction	1
	Office Coordinator	1
	Office Clerks	2 (Part Time)
	IT Coordinator	1
	Student Support Coordinator	.5
	Classroom Teacher	18
	Enrichment Teacher	4
	RSP Teacher (SPED)	2
	Educational Assistant(s)	(As needed to support students)
	Lunch Staff	3
	Custodial Staff	2
	Business Operations Manager (Consultant)	1
	Total	38

Sourcing Teachers and Staff:

"More than any other variable in education – more than schools or curriculum – teachers matter." (Ripley, 2010) Recruiting and retaining great teachers is integral to Altura Prep's ability to achieve it's mission and provide excellent opportunities to all students to prepare them for bright futures in middle school, high school and post-secondary pursuits. In order to do this, the school will recruit teachers locally and nationally, in an effort to bring the great teachers to our school and to our state. We propose to hirer a mix of experienced educators with a track record of proven success and newer teachers at the beginning of their promising careers as teachers. We have budgeted approximately $1800 for hiring in our planning year, with the majority of these monies spent towards teacher recruitment and hiring. The Altura Preparatory School Board of Trustees and proposed school directors have developed a wide network of partnerships individuals nationally. We intend to capitalize on relationships with charter school networks in the Bay Area in California, and in Memphis, Tennessee. We will also reach out to nationwide organizations that have shared missions to identify potential teachers, including Teach for America alumni pipelines, National Board for Professional Teaching Standards, Relay Graduate School of Education, and New Leaders for New Schools.

We intend to spend considerable time identifying and attracting talented educators who already call Albuquerque home. Accessing graduates of University of New Mexico and Central New Mexico Community College will be a focus to ensure that we are building a team with knowledge of our community and a dedication to stay in Albuquerque long-term. Additionally, working with locally focused organizations like Teach For America New Mexico, we will recruit and identify talented individuals who may be assets for Altura Prep.

We know that our most important recruitment tool will ultimately be word of mouth and the networks, both personal and professional, that current staff members have. We will post and promote open positions through this network in addition to utilizing social media such as Facebook and Twitter, and online job search sites like Idealist.org, edsurge.org, and nmreap.net. We will also partner with local charter school coalitions to post and promote open roles via their networks.

In addition, the below are key sources Altura Prep School Directors will utilize to recruit applicants to Altura Prep:

- Central New Mexico Community College graduate recruitment
- University of New Mexico College of Education graduate recruitment

- Cooperative Education Services Postings
- Social Media and Newsletter campaigns
- Teach For America alumni pipelines
- Word of Mouth and teacher referrals

There will never be a point in time during which we ware not cultivating relationships with potential teachers, however, we will begin recruitment season November 1. All recruitment and hiring will be done on a rolling basis, so as not to lose a high-capacity candidate to a school with an earlier process. Each candidate will progress through the entire Altura Prep hiring process, though we may expedite the process for a candidate with a great deal of potential.

Hiring Timeline

Hiring Goal: Altura Prep will hire 100% qualified staff (instructional and non-instructional) prior to July 1, 2018. (This is 6 weeks prior to the First Day of School, 4 weeks prior to the start of Teacher Summer Institute and 4 weeks prior to the requirement in this application) In order to be most competitive with hiring our staff, however, the preliminary goal for hiring is May 1 prior to each academic year.

September – November: Altura Prep Director of Operations prepares for outreach and recruitment by analyzing the hiring data from prior years, if applicable. (See below for more information regarding hiring process data analysis.) Based on some of the highest yield data, the Director of Operations creates a recruitment and hiring plan, that includes calendar and list of all Winter-Spring Hiring Fairs for local colleges and universities with teacher preparation programs, as well as other opportunities to find and source teachers and staff. The Director of Operations also coordinates recruitment materials, ensures that messaging across recruitment strategies is aligned, and creates an "ideal applicant profile" for each role in the school. The "ideal applicant" profile assists the Director of Operations and any hiring team members with screening and interviewing potential candidates for each role. The Director of Academics supports the creation of the "ideal applicant profile" for instructional staff.

November- January: For each role in the school, the Director of Operations reviews the job description and staffing plan and compares this against the anticipated needs of the school in the coming year based on preliminary enrollment data (via Intent to Enroll Forms). In years of operation, the anticipated needs are also compared to current student performance and needs, so as to appropriately hire individuals that will adequately support the needs of the school program. The Director of Operations finalizes job descriptions before January.

January: Director of Operations prepares preliminary list of vacant and new positions to be filled for the following academic year, and publicly posts for available positions via social media, local college and university job boards, job search sites and within informal community networks.

February – April: Director of Operations and Director of Academics review resumes and cover letters, assign performance interview tasks, and the Office Assistant schedules model lessons and/or in person interviews. If a candidate has a successful interview, the School Director(s) will check the candidate's references. As applicable, the hiring team (initially this will be both School Directors, and later, there will be a school hiring team that consists of teacher leaders as well as the school leaders) will offer candidates positions on the Altura Prep team, pending a clear background check. See below for more information on the specifics regarding the Altura Prep hiring process. Throughout this time period, the Director of Operations will continuously repost job descriptions as needed to ensure that opportunities to join the Altura Prep team are current and visible to potential applicants.

April –June: Depending on the outcomes and persons hired in the February-April window, the Director of Operations will conduct another robust search for educators via networks of other teacher pipelines (Teach for America alumni and corps members are an example of such a source of educators), and university teacher preparation programs. The hiring process detailed below will be ongoing to ensure that Altura Prep staffs the school with highly qualified, mission aligned educators who are ready to grow in their profession and lead their students to high achievement outcomes. As new staff members sign offer letters and commit to the upcoming year as a member of the Altura Prep team, the Director of Operations, Office Assistant, and consultant Business Operations Manager prepare the necessary documents and files to create their staff profile (email, payroll

paperwork, insurance/benefits, user accounts for curriculum software, etc.)

In June, the Director of Operations finalizes all hires and the Office Assistant supports with communicating materials to bring to the start date, which is the first day of Summer Institute in July.

Hiring Process
The hiring process at Altura Preparatory School is designed to attract, source, and engage individuals who are aligned with the mission of Altura Prep, and are deeply aligned with the school's educational philosophy and theory of action. We believe that good teachers share similar characteristics, and we seek to screen for these ideal qualities to ensure that each new team member is able to contribute to our mission of preparing students for success in middle school, high school, and post-secondary opportunities.
These qualities for all staff include, but are not limited to:
- Commitment to serving a diverse population and reaching each learner
- Hunger for feedback to use to improve
- Desire to innovate in the service of continuous improvement
- Dedication to using data to drive decisions
- Desire to work closely with stakeholders, especially families
- Focus on students
- Team orientation

Throughout our hiring process, our team looks for indicators that candidates possess the above qualities.

When we hire instructional staff (including administrators, classroom teachers, enrichment teachers, and special education staff), we look for indicators that suggest that the individual has:
- Teaching ability
- Classroom management
- School fit
- Critical Thinking
- Achievement Orientation
- Personal Responsibility
- Professionalism
- Drive for constant learning

Altura Prep plans to use The New Teacher Project's Teacher Talent Toolkit to ensure that we thoughtfully assess each individual through the hiring process to ensure that the candidate has the skills, habits, knowledge, and mindsets to support the school's achievement of our mission. Each competency/criteria listed above has several indicators aligned with it. It is these indicators (clear, observable actions) that assist the Altura Prep hiring team with deciding whether or not the individual has the required competencies that will help him/her be successful at Altura Prep. Selection Criteria and Indicators are attached as Appendix BB.

Process for Classroom Teachers and Enrichment Teachers
Step 1: Application
When Altura Prep roles are posted to public job search portals, there will be a link to complete an online application. Altura Prep's website will also have a link that says "Join Our Team", and through this portal, an applicant finds posted open roles, role descriptions, and directions to send a cover letter and resume to resumes@alturaprep.org. This email sends resumes and cover letters to the Director of Operations. Upon review of the individual's cover letter and resume, the Director of Operations will conduct an initial licensure check to confirm that the individual has the necessary qualifications for the position for which s/he is applying. If so, the Director of Operations will send the individual an application which asks applicants to describe their background and experiences that led them to apply to Altura Prep, contact information for references (to be used at a later time) and submit of copies of their instructional license/teaching credentials. This application will also include a written response to a prompt. Examples of writing prompts are: "Why are you interested in working at Altura Preparatory School?" "Describe your most successful lesson. What was the objective? What made the lesson successful? How did you know the lesson was successful?" "Reflect on your future career. Write an essay describing your future goals and how you will prepare yourself for these goals."
These steps are designed as a preliminary screen for qualifications such as credentials and teaching experience,

mission alignment, and assessment of communication skills. Applications are reviewed using the ideal candidate profile that the Director of Operations created in the September –November time period.

Step 2: Model Lesson and In-Person Interview
On a rolling basis throughout January- May (and June, if necessary), the Director of Operations and the Director of Academics, along with a hiring team created after Year 0, will review applications and select individuals who meet criteria to come to an in-person interview with a model lesson component. At Altura Prep, we believe that task-based assessments provide important insight about a candidate's capabilities and areas of strength and growth. Teachers will be asked to prepare a lesson plan for a given objective for a class of students at varying levels. Pending scheduling conflicts, teachers will ideally be given 4-5 days to plan and prepare before coming to an interview.
For year 0, the School Director(s) as well as the Office Coordinator and any interns employed for recruitment and outreach, will pretend to be the students in the model lesson. In years in which the school is in operation, the teacher will teach a model lesson to a class of Altura Prep students that most closely aligns with the grade level that teacher is applying to teach. The Director of Operations, Director of Academics, and other potential hiring team members will observe the lesson to be able to provide feedback.

After the model lesson, the Director of Academics and the Director of Operations lead a debrief session with the candidate. This session features feedback on the lesson. The teacher will be given areas of strength as well as next steps to use to grow. The individual may be given a chance to re-teach or describe how s/he would reteach the lesson given the feedback. This component of the interview process is crucial for hiring "good fit candidates" at Altura Prep. Our professional development plan (see Section D.4) includes ongoing individualized coaching for each teacher- a cornerstone of that practice is embedded feedback and action steps to continue improvement. Altura Prep seeks to hire individuals who are eager to grow in their practice, who take feedback as an opportunity, and who implement next steps quickly and effectively.

The in-person interview concludes with scenario-based questions, based on challenges that are likely to occur in a school or in a new, growing school. The goal of these questions is to understand how the person operates in important situations, their ability and willingness to have a "crucial conversation" with a colleague, and their ability to stay focused on our mission and ambitious goals for student outcomes. Altura Prep plans to use interview questions and performance tasks based on resources that are openly available from The New Teacher Project, which can be found at https://tntp.org/teacher-talent-toolbox/explore/hiring.

The candidate will have the opportunity to ask questions of the hiring/interview team, and we believe that these questions themselves also provide information about what the candidate values and how they approach inquiry with colleagues. After the candidate asks his/her questions, s/he is walked out, and told that the team will be in touch with any next steps. The interviewers will debrief the lesson, feedback and reteach, and scenario questions, comparing the candidate to the ideal candidate drafted in September-November. If there are further questions, or they would like clarification or follow up, someone on the interview team will reach out to the candidate to talk more. If the hiring team is interested in potentially offering the candidate a position, someone is designated to conduct reference check calls to references listed on the candidate's initial application.

Step 3: Reference Check
Either the Director of Operations or the Director of Academics will reach out to references of a candidate of interest to hire at Altura Prep. We believe that speaking with individuals who have worked with a candidate previously can provide insight into the person's expertise, working style, and mission-alignment. If an individual has good reference checks that align with the team's sense of the individual from the application, model lesson, and interview components, the team will reach out with a verbal offer of employment.

Step 4: Offer Letter
Verbal offers will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check.

Step 5: Background Check

Per NMSA 22-10A-5 (2007), Altura Preparatory School requires that any employee complete a successful background check prior to being hired as an employee of the school. In addition, the school will review background checks on contractors or contractor's employees with unsupervised access to students at the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations.

Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director of Operations will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc) necessary for beginning work as a member of the Altura Prep team.

Process for Non-instructional staff (Office Coordinator, IT Coordinator, Custodial Staff, Lunch Staff)

Step 1: Application

At Altura Prep, non-instructional roles are valued as much as instructional roles, because we recognize the importance of operations to a sound organization. Operations team members support the inner working of the school, and support the structures which allow students to achieve great outcomes.

Altura Prep's "Join Our Team" portal supports both instructional and non-instructional roles. For non-instructional positions such as Office Assistant, IT Coordinator, Custodial Staff, and Lunch Staff, applicants will also submit a cover letter and resume to resumes@alturaprep.org. Upon review of the submitted materials, the Director of Operations will send the applicant an application that asks the individual to describe their background and experiences that led them to apply to Altura Prep, and contact information for references (to be used at a later time). This application will also include a written response to a prompt. Examples of writing prompts for non-instructional roles are: "Why are you interested in working at Altura Preparatory School?" "Describe why you feel your role is important to the school. How will you make a difference at Altura Prep?"

These steps are designed as a preliminary screen for qualifications such as mission alignment and assessment of communication skills. Applications are reviewed using the ideal candidate profile that the Director of Operations created in the September –November time period.

Step 2: In-Person Interview and Task Assessment

On a rolling basis throughout January- May (and June, if necessary), the Director of Operations will review non-instructional position applications and select individuals who meet criteria to come to an in-person interview with a task assessment component. Whereas Altura Prep in-person interviews for teachers include a model lesson, non-instructional position candidates participate in interviews that include tasks relevant to the position they are applying for. For example, an office assistant applicant may conduct a phone scenario with a fictional parent and/or participate in a set up role play that forces her to show how s/he would prioritize competing demands for his/her attention that arise at once. A lunch staff applicant may be taken on a tour of the cafeteria and asked about how s/he might design the line so students move through more efficiently, and demonstrate how s/he would set and maintain behavioral expectations in the cafeteria, and what support s/he would need. A custodial staff interviewee might be taken on a tour of the school, and asked to brainstorm systems that might more effectively support a clean and welcoming school environment. The Information Technology task assessment might involve creating a "how to" guide for teachers/staff to use one of the school's online systems or to create a "helpdesk" system to manage requests for technology support. The interview may have other questions, similar to the instructional interview to gauge the candidate's mission alignment and willingness to work with the entire school team to ensure great outcomes for all Altura Prep students.

Step 3: Reference Check

The Director of Operations will reach out to references of a candidate of interest to hire at Altura Prep. Reference checks for non-instructional team members are equally as important as for instructional team members. We believe that speaking with individuals who have worked with a candidate previously can provide insight into the person's expertise, working style, and mission-alignment. If an individual has good reference checks that align with the team's sense of the individual from the application, model lesson, and interview components, the team will reach out with a verbal offer of employment.

Step 4: Offer Letter
Verbal offers will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check.

Step 5: Background Check
Per NMSA 22-10A-5 (2007), Altura Preparatory School requires that any employee complete a successful background check prior to being hired as an employee of the school. In addition, the school will review background checks on contractors or contractor's employees with unsupervised access to students at the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations.
Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director of Operations will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc) necessary for beginning work as a member of the Altura Prep team.

Onboarding and training plan:
Prior to beginning to work in their role at Altura Prep, new team members will be trained in our educational philosophy, core values, and approach to students and learning. For teachers, this training takes place over Summer Institute each year prior to the start of the academic year. Section D.4 below describes the Altura Preparatory School Plan for Professional Development for instructional staff.
Non-instructional staff will be on- boarded through an orientation day/half day (depending on the role), in which team members practice scenarios interacting with students, internalize the language of the REACH core values (Responsibility, Empathy, Agency, Curiosity, and Humor/Hard Work) and learn how they reinforce the values through their roles. Non-instructional staff will, like teachers, receive regular feedback and support through coaching by the Director of Operations in order to ensure that each individual at Altura Prep feels valued, supported, and like they are continually growing.

Mid Year Hiring Plan:
It is possible that due to life and unforeseen circumstances, the Altura Prep School Director(s) may need to fill a position (instructional or non-instructional) in the middle of an academic school year. We know that the Altura Prep team is strongest when capable, mission-aligned individuals fill all roles. Every effort will be made by the School Director(s) to ensure that this happens as quickly as possible in the event of a vacant position.

Posting
If a position becomes vacant in the middle of the academic year, the Director of Operations posts the role at the earliest indication that a vacancy will exist. In the event that a team member departs of his/her volition, the individual must give 10 days notice. Upon receiving that notice, the Director of Operations will post the most current job description on the Altura Prep website, to college and university preparation program job boards, to Teach for America alumni sites, and other vehicles that the school uses to source teachers. In the event that, for any number of reasons, the School Director(s) dismiss a teacher or other staff member, the Director of Operations will post the role as soon as it is prudent to do so (i.e. after notifying the individual in question of the timing of his or her departure.)

Reviewing Applications
As it is critical to fill vacant roles quickly, the Director of Operations will review applications on an ongoing basis and invite interviewees to come to the school on an expedited timeline.
Conducting Interviews
While time is an important factor when hiring to fill a vacancy mid-year, ensuring organizational fit and alignment is also crucial. The Director of Operations and the Director of Academics will conduct interviews for school positions mid-year in the same way they are conducted for hires starting at the beginning of the academic year. This includes model lessons, role-plays, and other task- and scenario-based interview components.

Checking References
The Director of Operations will check references for individuals who are successful in their in-person interview, including model lessons and scenarios. Though time and expedited processes are important in mid-year hiring, reference checks remain an important component to ensuring that former supervisors can confirm (explicitly or implicitly) that the individual is a good fit for the Altura Prep team.

Offer Letter
If an individual's reference checks align with the School Director(s) assessment of the candidate's fit with the organization, the team will reach out with a verbal offer of employment that will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check. For mid-year hires, the start date will be negotiated with the school and the future employee, and the Director of Operations is tasked with ensuring that there is as little lag time as possible between offer and start date. Additionally, mid-year hires may be hired on a short-term (until end of the academic year) basis, with an opportunity to review performance and be offered a position for the following year based on this performance review.

Background Check
Per NMSA 22-10A-5 (2007), Altura Preparatory School requires that any employee complete a successful background check prior to being hired as an employee of the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations. Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director of Operations will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the Altura Prep team.

Data Analysis of Hiring Systems:
Each year, the Director of Operations will gather and analyze data regarding teacher hiring, including sources, competencies, and processes that supported successful hires of Altura Prep team members. Data will be gathered from applications submitted, as well as data kept from interviews and teacher recruitment events.
The data collection process will support analysis of the following questions:
- Where did successful applicants hear about Altura Prep?
- What convinced successful applicants to apply?
- Where were successful applicants trained?
- What was the source of the applicant?
- What costs were associated with the source for the applicant?
- Which sources and strategies provided applicants that fit the school's model of the ideal applicant?

The Director of Operations will use this data in September-November to create a strategic plan for teacher and staff recruitment and hiring for the upcoming cycle.

How the staffing process is reasonable to support timely implementation of the program:
The Year 0 staffing process is timed to fill all school roles before July 1, 2018. Each subsequent year of operation, the school will also seek to fill vacant and new positions before July 1 of start of the academic year.
We believe that successful schools start planning early, and that the more time that the School Director(s) have to implement the plans contained in this charter application, the more successful Altura Prep will be in its initial years. To this end, the Board of Trustees will hire the Director of Operations and the Director of Academics in September of 2017. These two leaders have been identified and involved in this charter application. A recent study by the Fordham Institute highlighted an increased risk of low performance for schools that do not identify a school leader in their initial charter application. By hiring two highly qualified and mission-driven School Directors early in the planning year, Altura Prep will have the entire planning year to build key systems, build on partnerships, and implement critical plans, including early hiring of other key staff.

The Office Assistant and Information Technology (IT) Coordinator are other key Year 0 hires, and both play an important role for preparing the school for launch. The Office Assistant is the first face parents and families see when coming to the school, and thus, it is important for him/her to begin to build strong relationships with future students and families. In Year 0, this individual will support the recruitment and enrollment processes that are both integral to opening the school with full enrollment in Fall of 2018.

The IT Coordinator is a critical role in the setting up and implementing Altura Prep's innovative blended learning model. This person will support the school facilities team in ensuring that the network and internet infrastructures are set up to support school wide connectivity as well as procuring, setting up, and aligning the school's selected online and computer based instructional programs, data platforms, and student information system.

We intend to hire new staff members prior to July 1 so that the School Director(s) have sufficient time to prepare Professional Development sessions that support the needs of the staff as a whole. Altura Preparatory School Summer Institute for staff begins during the last week of July, and hiring staff members prior to July 1 allows all parties to plan ahead and make arrangements to ensure that the time spent on adult training and development is effective and well utilized.

Alignment to budget and enrollment:
 The Altura Prep staffing plan outlined above in this section is aligned to the budget proposed in Appendix G that is based on the SEG funds calculated in the Form 1095 attached as Appendix F, which is based on projected enrollment of 66 students per grade level. To support 66 students in each grade level, Altura Prep will employ three classroom teachers per grade; with an increasing number of enrichment teachers each year as the number of classes grows. The number of special education teachers increases over the first four years to accommodate providing services to the population of student with special needs as the school grows. The Director of Academics directly supports these teachers with case management and coaching to ensure that students with special needs are served meaningfully.

It is important to note that Altura Prep strives to create a diverse learning environment so that all students can thrive in a community that mirrors the global one in which they will participate as young adults and adults. Thus, it is important that Altura Prep's teacher and staff recruitment and hiring plan includes priorities to recruit a diverse, highly qualified team of adults. We believe that it is important for the school to be diverse, inclusive, and equitable at all levels, and will work strategically and in a data-driven way to ensure that our adult team is diverse.

Adjustments to Staffing Plan in the event of enrollment differences:
In the event of enrollment differences, we intend to follow our core beliefs while maintaining an operationally and fiscally healthy organization.

In the event that we enroll significantly fewer students than we anticipate:
- Condense student classes to two for the applicable grade level (example: from three 2nd grade classes to two 2nd grade classes), and decrease the number of teachers for that grade level by 1.
- Employ one part-time (.5 FTE) enrichment teacher and one full-time (1FTE enrichment teacher) instead of two enrichment teachers.
- Decrease number of lunch staff as well as the number of periods in which lunch is served. The Director of Operations will also support lunch supervision in this event.

In the event that we enroll higher numbers of students with documented special needs than we anticipate:
- Hire an additional RSP (Special Education licensed) teacher
- Adjust enrichment teacher schedules to allow for part-time employment for at least one enrichment teacher to account for the difference in staffing needs

Adjust scope of work of Director of Academics to more directly support case management for a greater number of students, and adjust Director of Operations role to support more teachers through coaching and professional development activities so that the shift in the role of the Director of Academics does not impact other classroom – based activities.

Total Points Available	Expectations
8	A complete response must: • Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties • Describe how the staffing plan and process will ensure the school is able to hire highly-qualified staff no later than two weeks prior to the start of the proposed school year, or on an annual basis, fill all vacancies within a reasonable time • Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/ curriculum during the planning year and for all subsequent years • Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment • Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response includes a complete and cohesive staffing plan for the next five years that includes both administration, instructional, and non-instructional staff.

Additionally, the applicant outlines a rigorous recruitment and interview process for teachers, including modeling a lesson and an in-person interview. The process is similar for non-certified staff. The timeline for hiring teachers will occur early into the hiring season, in order to choose from the strongest pool of teachers. After the initial hiring season, the applicant intends to take resumes on a rolling basis, in order to collect the strongest applicant pool for the following years, as well as to be prepared for filling any unanticipated vacancies. A strength of the applicant's hiring plan is analyzing the interview process after the year has begun, focusing on which methods were the most effective and efficient.

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

Great teachers are what make great schools possible. We believe that one of the key drivers of great teachers is their desire to keep growing and improving their craft. To attract and retain experienced teachers, and to develop our newer teachers, Altura Prep will invest time and resources in professional development for individuals and the entire staff across the year. Professional Development will be constantly driven by school wide, grade level, class level and teacher level goals and will be differentiated to ensure that all teachers continue to grow. Our core development structure consists of:

1. Annual Summer Institute
2. Daily Team Huddles
3. Weekly Professional Development (afternoons)
4. Weekly Individualized Teacher Coaching
5. Regular Professional Development Days
6. Annual Outside Professional Development

Each of these vehicles for professional development is explained in more detail later in this section.

In alignment with the New Mexico Administrative Code, Section 6.65.2.8 and Section 6.65.2.10, Altura Prep professional development for staff is focused on core activities that improve student learning, facilitate adult collaboration, support data analysis and decision-making, improve school climate, emphasize the importance of diversity and serving all learners, and help all staff members to set and maintain high expectations.

The content covered across the six above-mentioned professional development vehicles falls into seven domains that we consider critical to the success of each teacher, and ultimately, their students: Teacher Execution (Taxonomy of Effective Teaching Strategies), Curriculum Design, Serving Diverse Learners, Assessment and Data Analysis, School Culture, School Systems and Procedures, and School Operations. The specific focus areas for professional development come from both the annual PD plan (proactive) and trends observed in classrooms and common areas (reactive). The below table describes the specific elements of each content domain.

Professional Development Domain	Example Elements (Activities)
Teacher Execution (Taxonomy of Effective Teaching Strategies)	• Execution of curriculums (Eureka Math, Reading Horizons phonics,etc) • Classroom management strategies with a heavy emphasis on Positive Framing, Strong Voice, Narration, 100%, and What To Do Directions (Lemov, 2010) • Teacher video analysis and reflection • Lesson execution and in-the-moment practice
Curriculum Design	• Elements of effective lesson plans and unit plans • Lesson internalization and planning for active monitoring • Norming on using rubrics in writing • Training on Altura Prep Literacy and Math rotation approach • Cognitively Guided Instruction in Mathematics • STEAM learning and project-based learning approach • Blended learning and individualized student tasks
Serving Diverse Learners	• Interventions for Tier 1, 2, and 3 students (RtI) • Referral process for Special Education • Implementation of IEPs • Collaboration with Resource Teachers • GLAD/SDAIE strategies and execution • Behavior Intervention Plans • Accommodations and Modifications

Assessment and Data Analysis	• Familiarity with all assessments (from interims to STEP) • Norming on STEP administration and scoring • Data analysis • Action planning with student data • Flexible grouping and times to act on data • Individualized student monitoring and learning plans • Informal data collection and anecdotal notes in Guided Reading • Behavioral and Academic data collection and analysis
School Culture	• Teambuilding and adult culture • Book Clubs and shared reading (examples from texts include: *Teach Like a Champion; Practice Perfect; Mindset; Great Habits, Great Readers; Difficult Conversations; Other People's Children*) • Norming on language that reinforces our mission and values • Norming on school vision and mission • Norming on use of behavior management system and incentives • Weekly Town Hall planning and practice
School Systems and Procedures	• Creating, norming on and practicing consistent classroom routines and procedures • Norming on and practicing common area routines, such as transitions and bathroom usage • Creating and practicing all school wide transitions including arrival, dismissal, lunch, recess, etc.
School Operations	• All HR needs for staff • Safety drills and procedures • Supply ordering • Technology disbursement and support • Data Reporting (attendance, discipline, etc.) • School Bulletin Boards and Student Work Walls

We devote 16 full days (8am -4:30pm) and 2 half days (12pm- 4:30pm) to teacher professional development over the course of the year. We also devote three hours weekly (1:30pm – 4:30pm) in addition to during school day grade level collaboration time. In total, we dedicate 250 hours to teacher and staff professional learning. We use this time thoughtfully to build a positive, consistent, and skilled staff to support all of our students. We use the time across the week during the school day as well to support each teacher in their professional growth, and the growth of the team as a whole. The below table describes each vehicle used for professional development and the purpose it serves.

PD Vehicle	Purpose and Description	Duration
Annual Summer Institute	Three weeks prior to the first day of school, the whole staff participates in thirteen full and two half days of training and practice focused on the school's instructional model, mission, and educational approach. This time is used to build a strong and cohesive team and to give teachers the necessary time to practice routines, procedures, and lesson delivery to maximize time when students arrive. During Summer Institute, the whole staff comes together to be trained on and practice the seven domains of teacher professional development discussed above.	3 weeks
Daily Team Huddle	Each morning at 7:15, the staff meets for a brief morning huddle that sets tone for the day, provides additional reminders, and allows for shout outs and sharing "bright spots" throughout the staff. These moments are places to highlight great practices that happen across the school so that we can	10 minutes per day

	replicate and share high-leverage practices and are an intentional part of developing the adult culture at Altura Prep.	
Weekly Professional Development	Each Wednesday, students dismiss at 1:00pm. At 1:30pm, teachers meet for regular staff development. These afternoons combine proactive professional development sessions focused on implementing key pieces of the school program and reactive sessions that respond to needs school leaders observe in data analysis or classroom observations. Professional development sessions are regularly differentiated according to teacher content areas and areas for growth.	3 hours per week
Weekly Individualized Coaching	Each teacher works directly with an instructional leader who observes the teacher for at least 15-30 minutes weekly, and then meets with the teacher to debrief the lesson, generate action steps for ongoing improvement, and provides additional instructional support based on student achievement data and observational data. For struggling teachers, the length and/or frequency of the observations will increase, as will the length and/or frequency of debriefs and action meetings. Novice teachers (2 or less years of experience) will also receive increased levels of support, until they have reached the "effective" or "highly effective" rating on NMTEACH teacher rubrics.	1 hour per week
Professional Development Days	Professional Development Days are built into our calendar (see Appendix K and Section E.2) to ensure that the staff is aligned and ready to reset culture, practice routines and procedures as necessary and generally equipped to welcome students back from breaks. We also plan specific days dedicated to data analysis to support teachers with using data from various assessments to plan and adjust instruction.	4 days throughout the year
Annual Outside Professional Development	Teachers will participate in annual professional development off campus ranging from strategic observations at a high-performing school within our city to attending targeted conferences out of state. These events will serve a dual purpose: (1) to grow our teachers' skillsets and vision of great instruction and (2) to provide incentives for continuing your professional trajectory at Altura Prep.	Ranges from several hours to several days annually

Professional development will be planned for, practiced, and executed with precision to serve as a model for classroom expectations for teachers. Additionally, we believe that teachers that feel they are growing professionally are more successful with their students, and are more likely to be retained as an asset to their team and school. Each professional session will serve to reinforce the vision and values of Altura Prep, and staff will leave with tangible skills they can implement immediately to better teach their students. A sample agenda for Wednesday professional development session is below. These afternoons include elements of proactive training (pulled from our annual PD plan) and responsive training given observations across the week, in addition to cultural elements to continue to build the team.

Time	Activity	
15 minutes	**Opening:** Each staff member shares a highlight or a "win" from the week, or the leadership team shares a "bright spot" video example from a classroom or common space	
45 minutes	**Assessments & Data Analysis:** Staff participates in IStation analysis (Math and ELA) and action plans for flexible groupings (proactive)	**Project-Based Assessments:** STEAM/Social Studies teachers norm rubric grading for project based learning tasks (proactive)
45 minutes	**Teacher Execution**: Whole staff practices giving What To Do directions for transitions	

	between classrooms (responsive)
30 minutes	**Grade Level Team Collaborative Planning:** Teachers review next week's lesson plans, review progress of particular students, and plan for upcoming grade level special events *Or* **Mentor/Mentee Collaborative Work Time:** New teachers meet with mentor teachers to review lessons and practice execution
15 minutes	**Shout Outs:** Staff thanks each other for assistance across the week.

Frequently, the Altura Prep leadership team will differentiate portions of Professional Development for content area teachers based on the different instructional and planning methods that are necessary to execute lessons for each specific type of instruction. We recognize that frequently, schools tend to default into using professional development time for staff meetings and announcements. At Altura Prep, we believe that teacher learning has a direct impact on student learning and outcomes, and professional development time is held sacred for dedicated teacher learning, practice, and improvement. Compliance related trainings occur as part of the "School Operations" content thread at the beginning of the year, and thereafter, announcements are made as part of the Daily Huddle. We believe professional development activities are those activities that are critical to developing our teacher's abilities and competencies in instruction and developing culture, and we dedicate professional development time specifically (and solely) to those activities.

Timeline for Developing Annual Professional Development Plans:
During the planning year, the School Director of Academics (with support from the School Director of Operations) will create an annual Professional Development plan that articulates the specific key proactive development sessions that will take place during Summer Institute in July/August of 2018, *and* over the course of the upcoming school year. The plan will include the above content and vehicles to ensure that all teachers receive thoughtful and targeted development.
Each year thereafter, the Director of Academics (with support from the Director of Operations) will draft the upcoming year Professional Development plan in the Spring (with a draft complete for review in April). School-wide Professional Development planning processes take into account internal teacher, staff, and leader evaluations of professional development over the course of the school year. (See below for more information regarding internal evaluation of professional development.) By mid-May, the Professional Development plan is drafted and includes both the sessions planned for Summer Institute and proactive sessions that occur over the course of the school year. Because we wish to be responsive to classroom observations and teacher/student needs over the course of the year, we will not specifically plan the contents of the sessions that will be "responsive", but we plan to allocate time for these sessions weekly.

Ongoing Internal Professional Development evaluations:
In alignment with the New Mexico Administrative Code Section 6.65.2.9, Altura Prep will conduct yearly and ongoing evaluations of the school's Professional Development program. In the spirit of modeling good practice in formative assessment, the Director of Academics, with support from the Director of Operations and the Dean of Curriculum and Instruction (once hired in Year 2) will gather data on teacher implementation of strategies targeted in Professional Development through classroom observations and walkthroughs. The team will review this data in regular leadership team meetings, and use this data to adjust professional development methods or content.
In addition to ongoing formative assessment through observations, teachers will also complete written surveys regarding professional development afternoons, individualized coaching, professional development days, and Summer Institute. These surveys, administered via Google Forms or Survey Monkey (with anonymous settings enabled) will ask teachers to rate the quality of the professional development and their perceptions of impact and self-efficacy as a result of the work they have done as part of their professional development.

The leadership team will also review student achievement and learning data to determine areas in which professional development is effective and areas in which teachers and staff need additional support. For example, if IStation interim assessments reveal that students have demonstrated strength comprehension of orally read texts, but gaps in blending phonemes with /ch/, /sh/, and /th/, we will review the strategies that teachers use to support this skill and provide additional support to teachers in phonics instruction.

Additional Supports for New Teachers:

Altura Prep's teacher development model includes individualized coaching for all teachers for at least one hour per week, focused on classroom observations, data analysis and debriefs. In alignment with New Mexico Administrative Code 22-10A-9, Altura Prep provides additional, targeted support to novice (Level I) teachers. Though each teacher works closely with an instructional coach (who is a school leader, the Director of Academics, the Director of Operations, or (when hired) the Dean of Curriculum and Instruction), research shows that novice teachers benefit from additional support from a teacher-mentor who is also supported in mentorship activities. (Rowley, 1999) To supplement the already robust professional development program in which all teachers participate in, novice teachers are paired with a more experienced teacher as a part of their onboarding process. (This process will take place as soon as teachers are hired in Year 2 and beyond, and as early as possible before the first day of professional development during the school's opening year.)

Support 1: Additional Teacher "Mentor"
A novice teacher works with his/her mentor regularly during designated times for professional development or grade level collaboration embedded planning times. Mentors target their support to the mentees needs for lesson planning, data analysis, and classroom management and culture in alignment with school-wide priorities and procedures. Mentors will be able to observe their mentee teacher regularly (at least bi-weekly) throughout the year, and have dedicated time during professional development Wednesdays to meet to co-plan, debrief lesson observations, and analyze student data.

Support 2: Training for Mentors
Rowley (1999) argues that effective mentorship depends on training for mentors that support them in building a positive and supportive relationship and providing instructional support. We believe that involving experienced teachers in mentor activities is an important way to continue developing our experienced educators and engaging them in more leadership opportunities. Teacher mentors also become a part of our plan to cultivate a leadership pipeline within our school, providing future opportunities for teachers to expand their impact. The mentor teacher may work with an instructional coach to develop their skills in mentoring and coaching as they relate to novice teachers and classroom as a part of their ongoing individual development plan.

Support 3: Formative Evaluations by Mentors and School Director(s)
Like all Altura Prep professional activities, teacher mentors will use formative evaluations to support their mentees in improving teaching practice. Formative evaluations include informal self and mentor self-evaluations using the NMTEACH instructional rubric, mentor teacher observations and notes, instructional coach observations and notes, and debrief meeting notes.

Support 4: Tiered Support Over Three (3) Years

	Novice Teacher Supports	**Change From Prior Year- Rationale**
Year 1	School Leader Observation and Debrief – weekly Grade Level Team Collaborative Planning- weekly School Leader Formative Assessment- weekly Mentor Teacher Observation and Debrief - Biweekly Mentor Teacher Collaborative Planning – Biweekly Mentor Teacher Formative Assessment – Biweekly	
Year 2	School Leader Observation and Debrief – weekly Grade Level Team Collaborative Planning- weekly School Leader Formative Assessment- weekly Mentor Teacher Observation and Debrief - monthly Mentor Teacher Collaborative Planning – monthly Mentor Teacher Formative Assessment – monthly	Mentor teacher support decreases from biweekly support to monthly support. Activities stay the same, so that the teacher is provided ongoing support *and* additional independence as his/her capacity increases.
Year 3	School Leader Observation and Debrief – weekly/biweekly Grade Level Team Collaborative Planning- weekly School Leader Formative Assessment- biweekly	School leader observation and debrief process may decrease to biweekly occurrences, depending on the student outcomes demonstrated by the teacher.

	Mentor Teacher Observation and Debrief - unit-based Mentor Teacher Collaborative Planning –unit-based Mentor Teacher Formative Assessment – unit-based	Mentor teacher support also shifts from monthly support to unit-based support based on the instructional planning calendar and scope and sequence of the classroom instruction. Thus, the teacher still receives ongoing support, but it is targeted to supporting his/her greatest need.

Support 5: Summative Evaluations
In order to monitor teachers' growth and support further license renewal and applications (level I and level II), Altura Prep Head Administrator(s) (Director of Academics) will conduct summative evaluations of novice teachers performance during first 3 years that includes assessing the teacher's suitability to renew his/her license and seek Level II license. The school's ongoing data based evaluation of the entire professional development program will include a specific review and evaluation of teacher mentorship program as it relates to the growth and development of Altura Prep's novice teachers. Annually at the end of each academic year, the School Director(s) will review the outcomes and activities of the mentor-mentee relationship, and create adjustments to the program with feedback from both mentors and mentees via anonymous survey results.

Evaluating the Effectiveness of the Professional Development and Novice Teacher Support Plans:
As one of Altura Prep's core beliefs is that Quality Teachers Deliver Quality Instruction. In order to translate this belief into the lived reality of the organization, we must continually improve effectiveness in preparing and developing teachers to educate Altura Prep students. The Director of Academics will regularly evaluate the effectiveness of the Altura Prep teacher professional development plan both throughout the year and at the end of the year.
Ongoing evaluations of professional development sessions include:
1. Feedback surveys from teachers and staff after specific workshops or sessions
2. Observation data regarding implementation of focus instructional practices
3. Interim student assessment data

At the end of the year, the Director of Academics (with support from the Dean of Curriculum and Instruction, when applicable depending on the year of operation) will involve evaluating both the professional development plan as a whole and an evaluation of the new teacher mentoring process.
The evaluation of the new teacher mentoring process will include:
1. Review of new teacher retention data
2. Review of student achievement data from new teachers, compared to more experienced teachers
3. Teacher surveys regarding instructional coaching and mentorship

The evaluation of the professional development program as a whole will include:
1. Review of teacher retention data
2. The success rate of retained vs. non-retained teachers specifically analyzing *which* teachers are retained (e.g. are we keeping our best teachers?)
3. Review of student achievement data from new teachers, compared to more experienced teachers
4. Observational and evaluation data of teachers as related to core areas of professional development focus
5. Teacher surveys regarding instructional coaching and development

At the end of the school year, the Director of Academics and the Director of Operations will review school-wide achievement data (provided by state and internal assessments and data) to determine areas for academic and instructional focus for the upcoming year and adjust the drafted Professional Development plan. This review and editing process will also be informed by end of the year teacher surveys regarding each component of Altura Prep's professional development approach to make adjustments to coaching focuses, instructional coaching assignments, and identify additional areas of support to best meet student needs.

As a part of the evaluation process, the Director of Academics will use the data described above to determine key areas for improvement, both in the plan for delivering and facilitating teacher development or in the content covered in the professional development plan.

Adjustments to the plan for facilitating teacher development might include:

1. An additional 20 minutes on Wednesdays for grade-specific reading strategy development for all content area teachers to learn to integrate reading into all subject areas
2. Once a month, replace the "responsive" segment of PD (topics selected based off of observational notes) with English Language Learner specific differentiation strategies and planning, or time with the Special Education Team (RSP teachers and Student Supports coordinator) to review student IEPs and plan differentiation and supports to meet all student needs.

Altura Prep's mission is to provide every student with access to an inclusive, equitable, comprehensive, and exceptional college preparatory education so that our students have access to expansive opportunities in middle school, high school, and in post-secondary endeavors. Great teachers are the cornerstones of our program, and we believe that a systematic approach to adult development through ongoing practice-embedded coaching and feedback and structured adult-learning opportunities will support our teachers in leading all our students to positive outcomes and firm placement on the path to academic and life success. This data-driven approach follows our core beliefs that data drives instruction and quality teachers deliver quality results. By investing our time, resources, and energy into developing great teachers, we believe that we will give all students the opportunity to achieve at high levels in a safe and joyful learning environment.

Rowley, James B. "The Good Mentor," *Supporting New Teachers.* 56(8). May 1999.

Total Points Available	Expectations

8	A complete response must:
	
	• Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs
	     o Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10
	     o Describe how the school will ensure professional development time is not used for routine staff meetings
	• Identify a mentorship plan for novice teachers including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8
	• Describe how the annual professional development plan and the mentorship plan for novice teachers:
	     o are supported by the budget
	     o support the implementation of the proposed school's educational plan, mission, and performance goals
	     o not only address required annual trainings, but are also tailored to address school and teacher specific professional development needs

REVIEW TEAM EVALUATION: Meets the Criteria The applicant has outlined a robust professional development plan that includes summer, weekly, and term-focused professional development. The vehicles by which professional development will take place are supported by the budget.	

Within the professional development plan, the applicant plans for whole staff, whole teaching staff, and individual professional development. The applicant recognizes that teachers hired by the school have varied levels of experience and plan to tailor professional development to their individual needs. Weekly professional development will occur during shortened school days for the students and for 3 hours weekly for grade level collaboration time. Additionally, the plan includes tiered mentor support for new teachers that meet the state requirements.

Although, some professional development will be individualized, as part of the plan the applicant has identified topics for professional development that fall within seven domains listed in pages 192-193. As professional development unfolds throughout the year, APS will continuously evaluate the effectiveness of the trainings through feedback surveys, observation data and interim student assessment data.

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

APPLICANT RESPONSE:
Altura Preparatory School employees are valued members of the Altura Prep team. As such, it is critical that the terms and conditions of employment for all Altura Prep employees are clearly outlined, communicated, and exist in alignment with state and federal laws governing employment in New Mexico.

Classes of Employees
Altura Preparatory School will hire a range of classes of employees in order to best meet the needs of the school and the community.

Administrative: The Board of Trustees hires the head administrators. Administrative positions are exempt salaried employees hired for a work year of 245 days.

Professional: The School Directors hires the following types of professional employees: teachers, office coordinator, Information Technology Coordinator, Dean of Curriculum and Instruction (in Year 2) Student Services Coordinator (in Year 3). Depending on the role, professional employees are hired for a 205-day year (teachers) or a 215-day year (coordinators/deans). Professional employees are salaried, and exempt from overtime per the Fair Labor Standards Act (FLSA).

Term: Altura Prep may employ a term employee for duration shorter than 9 months in the event that there is a vacant position in the school that must be filled in order to deliver high quality educational opportunities to all students. This may include a teacher vacancy that we hire a short-term teacher for the remainder of the school year, and subsequently make a determination of that individual's employment status for the next academic year. If a position is to exist for a pre-determined amount of time, the employee will receive a short-term assignment. The short-term employee does not become a full-time employee unless the School Director and the short-term employee create a written agreement to extend or change the employment terms, offer, and (possibly) scope of work.

Certificated: Certificated employees are those with specific licenses necessary to execute their job function. These employees include: teachers, administrators, speech therapists, nurses, and other similar functions. (Note: Altura Prep may contract for ancillary certificated staff to serve students with Special Needs.)

Non-certificated/classified: Non-certificated employees have high school diplomas or an equivalency, but do not need a specific credential or license to execute their job function, with the exception of Educational Assistants, who are classified as "instructional non-certificated staff". Non-certificated staff can be classified as non-instructional or instructional staff, with various accompanying required qualifications depending on their job description. Educational Assistants must have a High School Diploma and an Associates Degree, or have completed 48 hours of specific academic credits, or have passed the Educational Assistant Assessment.

Contract Providers: Special Education Service Providers, Substitute teachers, and School Business Manager. A contracted employee works according to specific provisions of a contract between the school and their companies/entities or between the school and the individual him or herself.

Hourly: Office clerks, Lunch Staff, and Custodial Staff are considered hourly employees, paid in alignment with the agreed upon hourly rate and documented hours.

Hiring Processes
Altura Preparatory School is responsible for ensuring that all staff members submit the following forms required either by our charter, insurance carriers, or state law:

(a) a valid teaching certificate and transcripts for teachers;
(b) A TB test;
(c) Department of Justice fingerprint clearance;
(d) Employee benefit forms, if applicable;
(e) A W-4 form; and
(f) An I-9 Form

Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment, and will be required to disclose any criminal convictions as a part of this process. This background check is a formalized part of the Altura Prep hiring and onboarding process.

Daily work schedules

Altura Preparatory School faculty is expected to be at school every workday at least 30 minutes before school begins in order to be ready for classes or work, (7:25am) or at the time directed for other school events/responsibilities.

Other school staff (administrators, business office managers, and other support staff) may be required to be on campus earlier because of their specific job responsibilities. These responsibilities may include morning supervision, breakfast duty, and office hours beginning at 7:05am.

Unless otherwise indicated or required, teachers are expected to be at school until 4:30 p.m. daily. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other management staff and administrators are expected to be at the school until 4:30 p.m., although later hours may be needed to fulfill specific responsibilities. Supervisors will determine individual schedules, which will be clear and transparent in offer letters and work agreements.

Overtime pay for non-exempt employees will be paid in accordance with state and federal laws and the Fair Labor Standards Act (FLSA). Exempt employees include administrators, teachers, business managers, and other employees whose responsibilities allow them to be exempt from overtime pay. Each individual's contract of employment will state the employee's exempt or non-exempt status.

Annual work calendars

Altura Preparatory School has 183 instructional days a year. Including 22 days of embedded professional development, Altura Prep teachers will be hired for a 205-day year.

The Altura Prep work calendar for teachers includes:

- 183 instructional days with students
- 13 days of professional development at the beginning of the year
- 2 days of Kindergarten Academy at the beginning of the year
- 23 School Holidays (including Thanksgiving, Winter, Spring Breaks and nationally observed holidays)
- 4 Mid-year professional development days
- 3 End of year professional development days
- 4 Teacher/Family Conference days which include 4 half-days of instruction and half days of conferences.
- 6 Sick days
- 2 Personal days

Coordinator-level positions (Office Coordinator, Information Technology Coordinator, Student Support Coordinator) will work a 215-day year, in order to fully prepare to support teachers and students during instructional or professional development days.

- 183 instructional days with students
- 13 days of professional development at the beginning of the year

- 2 days of Kindergarten Academy at the beginning of the year
- 23 School Holidays (including Thanksgiving, Winter, Spring Breaks and nationally observed holidays)
- 4 Mid-year professional development days
- 3 End of year professional development days
- 4 Teacher/Family Conference days which include 4 half-days of instruction and half days of conferences.
- 6 Sick days
- 2 Personal days
- 10 additional days of work, to be agreed upon by the School Director(s) and employee based on the needs of the position.

Administrative positions (e.g. Director of Academics and Director of Culture, Operations and Compliance) are exempt salaried employees hired for a work year of 245 days.

- 183 instructional days with students
- 13 days of professional development at the beginning of the year
- 2 days of Kindergarten Academy at the beginning of the year
- 23 School Holidays (including Thanksgiving, Winter, Spring Breaks and nationally observed holidays)
- 4 Mid-year professional development days
- 3 End of year professional development days
- 4 Teacher/Family Conference days which include 4 half-days of instruction and half days of conferences.
- 6 Sick days
- 2 Personal days
- 40 additional days to be allocated over the course of the year, to be agreed upon with the School Director(s) and Board of Trustees, according to the needs of the position(s)

Compensation and Pay Terms

It is important to the Altura Preparatory School team that compensation levels reflect the capabilities of our employees. It is our objective to attract and retain talented and dedicated team members Our aim is to be able to offer compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Altura Prep desires to pay all regular employees' wages and salaries that are competitive with surrounding local school districts. To that end, Altura Preparatory School will compensate its teachers with salaries that reflect a 20% increase over Albuquerque Public Schools. The school will also set aside stipends for TESOL and bilingual endorsements and have built in bonuses for student achievement.

Classified employees' annual salaries will be based on work experience and qualifications, as well as an above-market rate for similar positions. Classified employees will be paid on a semi-monthly basis.

Certificated employees (teachers) annual salary will be based on Altura Preparatory School's Teacher Salary Schedule, attached as Appendix S. Employees' annual salary will be based on verification of education and work experience. Certificated employees will be paid on a semi-monthly basis over 12 months, less statutory and other authorized deductions. Employees must understand that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws. All new certificated (teachers) employees will be paid at the equivalent of Step 1, Column 1 until appropriate verification forms and transcripts are submitted.

Certificated teachers have the ability to move across the Salary Schedule once a year. All official transcripts must be submitted by October 1st for movement. Altura Preparatory Schools will not retroactively adjust salaries due to incomplete transcripts or receiving late documents.

The Altura Preparatory School Teacher Salary Schedule reflects compensation based upon the number of credits competed after the issuance of a Bachelor's Degree. Completion of a program without hours specified will not be accepted for movement. First year teachers will not be eligible for a step increase until one full academic year of teaching experience.

Salary agreements are generally made on an annual basis and are renewed in approximately April or May preceding the upcoming academic year in alignment with the process for contract renewal described below in this section. Staff members who do not intend to return to the school the following year, as a professional courtesy, should inform the School Directors of that decision by April 1[st,] and as a part of the process for terminating contracts also described below in this section.

Mandatory Benefits
Altura Preparatory School will provide benefits such as workers compensation, unemployment insurance, Medicare and social security. The school will also provide life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement. Altura Prep plans to offer employee participation in the NMPSIA Employee Benefits Group Plan. The School Director of Culture, Operations, and Compliance will provide all enrollment applications and paperwork to new and eligible employees as a part of the staff onboarding and hiring process.

Employees are eligible for health, dental and vision benefits if: they are active at work and work a minimum of 25 hours per week, as outlined by the New Mexico Public Schools Insurance Authority (NMPSIA) Employee Benefits Program.

Altura Prep's contribution and the employee contribution will vary depending on the employee yearly salary and the plan that the employee selects. For an employee earning less than $15,000, s/he may pay to depending on the selected plan and number of dependents covered. Accordingly, the school would pay between and for the selected plan.

Below is an illustration of the breakdown of payments for monthly cost sharing benefits based on salary and employer minimum contribution requirements for the year beginning October 1, 2017.

Salary Range	Employee Pays (Lowest)	Employee Pays (Highest)	School Pays (Lowest)	School Pays (Highest)
Less than $15000	$107.92	$416.52	$323.80	$1,249.58
$15,000 - $19,999	$129.52	$499.82	$302.20	$1,166.28
$20,000 – $24,999	$151.10	$583.12	$280.62	$1,082.98
$25,000 and over	$172.68	$666.44	$259.04	$999.66

Employees will opt in to benefits as a part of their onboarding and hiring paperwork. Benefit coverage will take effect the start of the month *after* their date of hire. (For example, for an employee hired on June 12, the first day of coverage will be July 1.)

Employees are eligible for life insurance benefits if they work the minimum hours per week (15 hours), regardless of whether or not the employee is eligible for other benefits through NMPSIA.

Retirement
Altura Preparatory School will make required contributions for employee retirement benefits, including the New Mexico Education Retirement Board and federal social security. According to the 2015-17 New Mexico Education Retirement Board Schedule of Contribution rates, for employees who make over $20,000 per year, Altura Prep will have an employer rate contribution of 13.90% and a member rate contribution of 10.70%.

Eligible certificated and classified employees participate in the New Mexico Education Retirement Board, in which the employer and the employee each contribute the statutory amount. Altura Preparatory Schools will also provide an option to participate in a 403b retirement plan with no employer match.

Altura Preparatory School is aware that charter schools have the choice to opt-out of Social Security, under section 218 Social Security Agreement, which we have no intention to do. All employees will participate in the Federal

Social Security Program.

Leave
Request for Leave forms must be completed and submitted to the Director of Culture, Operations, and Compliance. The School Director may approve leaves with or without pay.

- *Sick Leave*: Regular full time employees are entitled to 6 sick days per school year; other contract employees are entitled to the number of sick days stated in the contract.
- *Personal Leave*: Personal leave up to 2 days per year may be granted to all eligible employees.
- *Family and Medical Leave Policy*: In alignment with the Family and Medical Leave Act of 1993 (Amended 2008), Altura Prep will provide eligible employees with unpaid, job-protected leaves of absence to attend to medical and family needs. Family and Medical Leave Act (FMLA) will be granted to employees who have worked for Altura Prep for at least twelve (12) months and who have worked at least the equivalent of a full work year in the previous 12 months. FMLA is limited to 12 weeks of unpaid leave per rolling calendar year. Intermittent leave will be addressed according to FMLA Law, www.dol.gov/whd/fmla.
- *Maternity/Paternity Leave:* Altura Prep will offer paid leave for expectant mothers and/or fathers in conjunction with FMLA. To be eligible for parental leave, an employee must have worked for Altura Prep for a minimum of 1 year, per FMLA requirements. Altura Prep employees may take the first 6 weeks of maternity/paternity related FMLA leave as paid maternity/paternity leave of up to 30 days with appropriate medical documentation, and then employees may take the remainder of their FMLA leave as unpaid FMLA leave.
- *Jury Duty:* Altura Preparatory School will allow teachers and staff to participate in civic responsibilities without using sick or personal days (e.g. Jury Duty, provided that the teacher attach documentation of summons or subpoena to the leave request).
- *Other types of leave:* The school is aware that there are other types of leave that may be necessary to grant to employees in the event of extenuating circumstances such as family illness, military leave, etc. In this event, employees will submit a request to the School Director(s), which will be reviewed for approval using similar schools and local district policies as a guideline.

Major Conditions of Employment
As a reform-minded charter school, Altura Prep requires staff roles to be different from those of traditional schools. It is important that each staff member is accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown of this web puts great strain on all members of the school community., since executing the specific functions of each role frequently depends on others executing the functions of their roles. With that in mind, it is expected that school staff remain professional at all times. The following professional expectations are the foundation for all staff to recognize and develop the attitudes and responsibilities necessary to function as a productive member of the Altura Preparatory Team. All Altura Prep staff are required to do the following:

- Practice professional and respectful discourse in all communications with one his/her colleagues, students, parents, community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we will seek to understand before we seek to be understood. We will always assume positive intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents, and community.
- Model punctuality and appropriate attendance for students. Be on time to school, class, meetings, and all other scheduled Altura Preparatory School events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events.
- Strive to support one another. Staff should go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest at all times (Example: communications, employment documents, time reports).
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment and one that is free of workplace injuries. This includes,

among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or materials.

- Possess the appropriate licensure or experience requirements for the employee's position, and provide accurate and honest information regarding employment history, experience, licensure, and any prior criminal activity.

Employee Discipline

Altura Preparatory School takes professional expectations seriously, as we want to create a positive place to work and learn. The following independently or collectively are causes for discipline:

- Discourteous or disrespectful treatment of others, including parents or staff.
- Conduct that is vulgar, obscene, threatening, intimidating, or harassing is not acceptable.
- Dishonesty, including any falsifying of employment records, employment information, or other Altura Preparatory School records;
- Theft or deliberate or careless damage or destruction of any Altura Preparatory School property, or the property of any employee or student;
- Unauthorized use of Altura Preparatory School equipment, time, materials, or facilities;
- Possession of any firearms or any other dangerous weapons on Altura Preparatory School premises at any time;
- Possession of any intoxicant on Altura Preparatory School grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- Conviction of any felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of School Directors;
- Absence without leave, repeated tardiness, or abuse of leave privileges;
- Unprofessional conduct; violation of the expectation of treating all of our student clientele, their parents and/or guardians, school visitors, and fellow employees in a respectful manner;
- Violating any safety, health, security or Altura Preparatory School policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others;
- Engaging in conduct which constitutes a material conflict of interest;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate credential(s) required for the position;
- Failure of good conduct either during or outside duty hours tending to injury the public service; and
- Abandonment of position.

Process for Employee Discipline

Should an employee's work habits, performance, or overall attitude, conduct, or demeanor become unsatisfactory based on violations of Altura Preparatory School Policies (including those listed above under "Major Conditions of Employment" and those listed in the Altura Preparatory Staff Handbook and elsewhere), the employee will be subject to disciplinary action, up to and including termination in alignment with the School Personnel Act, 22-10A.

Over the course of any disciplinary action, the employee will be allowed to relate his/her version of events and provide any justification or rationale s/he sees as relevant. A policy of progressive discipline may be implemented if the Altura Prep School Director(s) decide it is appropriate given the surrounding circumstances. Altura Prep School Director(s) have the authority to take disciplinary action s/he decides befits the situation.

Progressive discipline may include:

Verbal Reprimand: In general, a verbal reprimand will serve as the first step in the discipline process. A verbal reprimand is a warning to an employee that his or her conduct is unacceptable given the requirements and

expectations of employment at Altura Preparatory School, and that continued unsatisfactory behavior or performance in relation to Altura Prep's standards will result in further disciplinary action. A record of the verbal reprimand may be made and placed in an employee's file.

Written Reprimand: Should an employee's behavior and/or performance continue far below the Altura Prep standard, or if a verbal reprimand does not result in changed employee behavior, the School Director(s) may issue a written reprimand to an employee. The written reprimand will describe the unsatisfactory behavior/performance and specify key changes and improvements. A copy of the written reprimand will be given to the employee, and a copy of the written reprimand will be placed in the employee's file.

Suspension (without Pay): If an employee's conduct is severe enough to warrant a stricter penalty short of discharge or termination, s/he may be suspended without pay for a period of time (at the discretion of the School Director(s)) If the period of time exceeds 10 days, the employee will be entitled to due process.

Termination/Discharge from Employment: The final step in the Altura Prep progressive discipline procedure is termination (in the case of a non-certificated employee) or discharge (in the case of a certificated employee). If an employee does not meet the standards and requirements of behavior and performance expected at Altura Prep despite prior attempts through the progressive discipline process described above, Altura Prep may proceed with terminating or discharging the employee in accordance with the School Personnel Act in NMSA 22.10A.24.

If the employee is a certified employee with less than three years of experience at the school, Altura Prep may terminate the employee's contract at the end of the contract) as described in NMSA 22.10A.24. This process includes:
1. The employee will receive a written notice of termination.
2. The employee may request the reasons for the discharge, which will be provided within 10 days, but will not be publicly disclosed by anyone from the Altura Prep organization.
3. The reasons will not constitute grounds for an appeal.

If the employee is a non-certified employee with less than three years of experience, Altura Prep may terminate the individual's employment pursuant to NMSA 22.10A.24, with written notice. If the employee is a non-certified employee with more than three years experience at Altura Prep, s/he will be entitled to due process in alignment with NMSA 22.10A.24 as a part of the termination process, which includes the steps described below. .

If a certificated employee with three consecutive years' experience is terminated (i.e. contract is not renewed for the upcoming year) as a result of misconduct, the school will follow termination procedures as described in NMSA 22.10A.24 in order to ensure just cause. This includes:
1. Due process, including documentation of unsatisfactory performance, attempts at remediation, and other procedures undertaken in order to support the employee to perform his/her role satisfactorily.
2. Written intent to terminate the contract
3. The opportunity to request a hearing, and request the reasons for termination, within 5 days of receiving the notice of termination.
4. Within 5 days of the written request for reasons of termination, the head administrator or Board of Trustees will supply the reasons for terminations in written format.
5. If the employee submits a request to make a statement to the Board of Trustees, the employee may write a statement to contend that the termination decision was made without just cause. This statement must be submitted within 10 working days from the day s/he receives the written reasons for termination. (This is not more than 20 days after receiving the first notice of termination, according to the above timeline.)
6. The Board of Trustees will meet to hear the statement submitted in the step above no less than 5 days and no more than 15 days after receiving the statement. This hearing will follow the requirements as laid out in Section E of NMSA 22-10A-24.
7. Within 5 working days of the meeting, the Board of Trustees will notify the employee of their decision.

Contracts
Employment contracts will be written according to the guidelines specified in NMSA 22.10A.21, and all contracts for certificated personnel will be for one school year. Exceptions include contracts intended to fill vacant positions during the school year and programs funded federally when the status of funding is unknown upon the start of the year. At this time, Altura Prep does not plan to hold summer programs, though summer program contracts would also be less than a year per NMSA 22.10A.21.

Process for Renewing Contracts
Altura Preparatory School staff members will receive a written notice of reemployment or termination prior to the last day of the school year, in accordance with NMSA 22.10A.22.
The processes for renewing teacher and other employee contracts at Altura Prep follow similar steps that are designed to ensure that employees and supervisors alike are clear regarding expectations and conditions of employment and the offer. The process for renewing teacher and other employee contracts and placements begins in March preceding the upcoming academic year.

Step 1: Desire to return form (March) In March, the School Directors will ask all current employees to complete a non-binding survey that articulates their intent/desire to return to the school, and what their preferred placement is.
Step 2: **School Director-Employee Conference (April)** After The School Directors have reviewed the staff desire to return surveys, employees schedule a time to meet with one or both of the school directors. This conversation covers the employee's desire to return and the School Director's assessment about potential fit and placement for the upcoming academic year. The conversation may also discuss the employee's strengths, areas for growth, and potential opportunities for leadership development as the school grows, depending on the teacher's capacity and interest.
Step 3: **Offer Letter for Renewed Employment (April/May)** The School Directors renew the contracts of staff members returning for the following year, including adjustments to salaries, hours, and any other specific terms of employment for the upcoming year.

Process for Terminating Contracts
Altura Preparatory School staff members will receive a written notice of reemployment or termination prior to the last day of the school year, in accordance with NMSA 22.10A.22. If an employee has been with Altura Preparatory School for less than three years, the School Directors may terminate the certificated employee or non-certificated employees contract at the end of the contracted period. Pursuant to NMSA 22-10A-24A, employees with less than three years of employment history at Altura Prep may be terminated for any reason the administrator deems sufficient. The employee may ask for written reasons, which the School Directors will privately provide in writing within 10 working days. Employees with three or more consecutive years of employment may have their contract terminated for just cause only, as defined by NMSA 22.10A.24.

Step 1: Desire to return form (March) In March, the School Directors will ask all current employees to complete a non-binding survey that articulates their intent/desire to return to the school, and what their preferred placement is. Teachers and other staff who intend to leave Altura Prep in the following year should express this as part of the Desire to Return form.
Step 2: School Director-Employee Conference (April) After The School Directors have reviewed the staff desire to return surveys, employees schedule a time to meet with one or both of the school directors. This conversation covers the employee's desire to return and the School Director's assessment about potential fit. If the employee has indicated that s/he does not desire to renew his/her employment, the conversation will cover the process for ending the year and the individual's feedback and plans for the upcoming year.
- For an Employee with less than three years at Altura Prep: If the employee has indicated that s/he does desire to renew his/her employment, and the School Directors do not feel that the individual has demonstrated capacity and organizational alignment, this conversation will cover those concerns. It is important to note that because each teacher and staff member at Altura Prep works closely with the Director of Academics and/or Director of Operations that s/he will have been given ongoing feedback as

part of regular debrief meetings. Performance concerns will be brought up through these regular processes during the year and documented in alignment with NMSA 22-10A-30 provisions regarding supervision and correction plans, so teachers will not hear concerns for the first time during this meeting.

- For an Employee with three consecutive years employed at Altura Prep: If the employee has indicated that s/he does desire to renew his/her employment, and the School Directors do not feel that the employee should remain at Altura Prep despite the years s/he has invested, the School Directors must indicate that the employee has been terminated for "just cause". This cause will be documented and include the following provisions:
  - o Documentation that the employee knew of the school's policies and expectations
  - o The school's policies and expectations are reasonable
  - o The school investigated to determine that the employee violated the policies and expectations
  - o The investigation was fair and objective
  - o Substantial evidence exists of the employee's violation of the policies and expectations
  - o The school's policies and expectations are consistently applied
  - o The discipline process was reasonable and proportional

Step 3: Letter of Employment Termination (May) The School Directors issue a written notice of termination for all employees not returning to the school for the following academic year. All employees may request written reasons for termination, and employees with three consecutive years of employment may choose to make a statement to the Altura Prep Board of Trustees and they must ask for this opportunity within five days of receiving the notification of termination. In this event, Altura Preparatory School will follow procedures as outlined and required by the School Personnel Act NMSA 22.10A.24.

Where termination is a result of unsatisfactory performance or for just cause for a teacher or employee with three consecutive years, the termination letter may be the culmination of the disciplinary process articulated above in this section, with the last two action steps in the termination process representing the final steps in the discipline process.

Complaints, Employee Conflict and Grievance Processes

Suggestions for improving Altura Preparatory School are always welcome, and the Altura Prep School Director(s) are committed to addressing concerns and complaints in a timely manner. Complaints and suggestions including, but not limited to, job-related issues, working conditions, or the treatment that one may be receiving by an Altura Preparatory School employee should be addressed with the School Director(s). School Directors want to hear good-faith complaints, questions, and suggestions.   When an issue or complaint arises, the following steps should be followed to facilitate an efficient solution resolved as close to the problem as possible:

- Bring the situation to the attention to the School Directors, who will then investigate and provide a response or explanation.

- If the issue persists, describe the issue in writing and present it to the School's Directors, who will investigate the matter further and provide a written response or explanation.

- If the issue is not resolved, it may be presented in writing to the Chairperson of the Board of Trustees, who will attempt to reach a final resolution.

This procedure cannot guarantee that every problem will be resolved in the manner in which the complainant would like, however, Altura Preparatory School values feedback and all members of the Altura Prep community should feel free to raise issues of concern, in good faith, without the fear of retaliation.

For all complaints, the following will be adhered to by the School's Directors and the Board of Trustees:

- **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- **Non-Retaliation**: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- **Resolution:** The Board (if a complaint is about the School's Directors) or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Internal Complaints
This section of the policy is for use when a Charter School employee raises a complaint or concern about another Altura Preparatory School employee.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the School Directors. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be adhered to by the School's Directors with the assistance of the Chairperson of the Board:

- The complainant will bring the matter to the attention of the Chairperson of the Board of Trustees as soon as possible after attempts to resolve the complaint with the School Directors have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Chairperson of the Board of Trustees or designee will then investigate the facts and provide a solution or explanation;

- If the complaint is about one of the Directors of School, the complainant may file his or her complaint in a signed writing to the Chairperson of the Board of Trustees, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chairperson or investigator will report his or her findings to the Board of Trustees for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Altura Preparatory School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Complaints against Employees
This section of the policy is for use when a third-party raises a concern or makes a complaint against a Altura Preparatory School employee.

- If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Board of Trustees as soon as possible after the events that give rise to the employee's work-related concerns.   The written complaint should set forth in detail the factual basis for the employee's complaint.

- The complainant will bring the matter to the attention of the Chairperson of the Board of Trustees as soon as possible after attempts to resolve the complaint with the Director of Schools have failed or if not appropriate; and in processing the complaint, Chairperson of the Board of Trustees (or designee) shall abide by the following process:

- The Chairperson of the Board or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that the Chairperson of the Board of Trustees (or designee) finds that a complaint against an employee is valid, the Chairperson of the Board (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chairperson of the Board (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

- The Chairperson of the Board of Trustees (or designee's) decision relating to the complaint shall be final.

Employee Unions or Other Representatives

Altura Prep employees are not covered under any collective bargaining agreement and are not employees of a school district. Altura Prep does not intend to have an employee bargaining unit; although if one is certified through employee-driven organizing efforts, the Altura Prep Board of Trustees will negotiate a collective bargaining agreement in accordance with the Public Employees Labor Relations Act.

Each year, the Altura Preparatory Board of Trustees will approve a current Employee Handbook that will be distributed to all staff at Altura Prep. Work terms, conditions, and policies will be clearly outlined therein, and updated annually prior to board approval to ensure that all Altura Prep employees benefit from clearly communicated, fair, inclusive, and equitable policies of employment.

Total Points Available	Expectations

4	A complete response must:
	- Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract)
	- Identify the primary conditions of employment for each class of employees, including:
	  o Benefits and pay terms
	  o Daily work schedules and annual work calendars
	  o Major conditions of employment
	  o Employee conflict and grievance resolution processes
	  o Employee discipline, recontracting, and contract termination processes
	- Explain how the school, through the governing body and head administrator, will address employee unions and other school specific employee representatives

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response describes the classes of employees that will meet the needs of the school and they align with the staffing plan provided in this application. The benefits and terms for each class are clear and descriptive. They include conditions of employment, contract length and salary schedules. Benefits include insurance and retirement. Additionally, the narrative includes a complete description of a process for employee discipline, for renewing and terminating contracts, and for employee conflict and grievance. The applicant has provided an explanation to address employees' recognized representatives.

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:
Launching a charter school is a significant undertaking that the Altura Prep Founding Team can only be accomplished effectively through involving families, community members, and educators. As such, it is important that the school provides opportunities for meaningful (defined as ongoing, open, and influential) contribution to school governance and the achievement of its' mission.

Family Involvement
One of Altura Prep's core beliefs is that families are our most important partners. We believe that drawing families into an active role in their children's education is essential to fulfilling our mission of ensuring academic and personal success for all students. It is our goal at Altura Preparatory School to cultivate positive and productive relationships with all of our families and engage them in the life of the school. By meaningfully engaging our families in the fabric of our school, we will be able to give them the tools they need to support their children, thus giving their children a much better change for academic success. Altura Prep plans to engage families through multiple opportunities to participate in ongoing learning activities and through opportunities to participate in giving input into the decision-making processes of the school. These opportunities (described below) include: home visits, Family Learning Nights at Altura Prep, "Families as Partners" Nights at Altura Prep, Parent/Family-Teacher conferences, Family Surveys, Monthly Coffee with the School Director(s), public comment opportunities at monthly Board Meetings, regular opportunities to correspond with school employees, and participation on the School Advisory Council.

Home Visits: One of the ways that we intend to deliberately connect with our families is through home visits. Prior to the opening of school, each Altura student will be visited by a member of the Altura Preparatory School team. These individualized meetings will provide each student's family with an overview of the school's design, academic program, homework expectations, what they can expect of the faculty and what we expect of our families.

Family Nights: One way that the Altura Preparatory School team will connect with families will be through Google University Nights. Three times a year, Google University Nights will be held to help our families in understanding the many ways in which they support their child to achieve academic success at home using personalized learning and digital tools, as well as ways to support them effectively "offline". Google University Nights will be held in connection with other family nights that are focused on math, literacy, and STEAM throughout the year. Families must understand that technology is mentioned in 78 of the Common Core State Standards and it is vital that our children not only not only be "literate" in the traditional sense of the word, but to also be information, media and visually literate in order for these contemporary literacies to flourish in our classrooms.

"Families as Partners" Nights will be held at least four times a year and will focus on helping our families to develop and refine the child-parent/guardian relationship. When optimal, parenting skills and behaviors have a positive impact on a child's self-esteem, school achievement, cognitive development and behavior. (Shaw, 2014) Parenting programs that focus on various social-emotional topics such as, "Promoting Honesty and Handling Dishonesty in Children" and "Best Buddies: Helping Your Child to Form Positive Friendship" are just a few of the workshops that we plan to provide our families. These evenings will also be used as a platform to build feedback loops that can be used to report on school data monthly in an informal setting.

Parent/Family-Teacher Conferences: Conferences with families will be held each semester and will be another manner in which families are invited to participate in their child's learning and discussing the academic and

behavioral performance of their children. These meetings will include both qualitative and quantitative evaluations of student achievement. Each conference will also include assets and challenges as well as a concrete plan for moving forward. Meeting with families is essential and our staff will find a mutual time, convenient for the families, to ensure that these conferences take place. Unconventional times and settings, such as a parent's workplace or a conveniently mutual time on the weekend, or perhaps through platforms like Skype and Google Hangout, are ways that will help our families and our teachers who may have their own small children find times to meet and chat about their student.

Ongoing Communication: Families will have access to all staff members via phone, text and email, and we will commit to responding to all messages within 24 hours.

Semi-Annual Surveys: All students and parents will be invited to the semi-annual school surveys that will solicit feedback on the strengths and weaknesses of instruction, enrichment, school climate, et cetera. We seek a high percentage of completed surveys back (90% or above return rate), make the survey results and our corresponding actions available to the larger school community through our monthly family engagement meetings and newsletters, and consider the results as we grow the school and address necessary changes to our program and involvement practices.

Public Comment at Monthly Board Meetings: Altura Prep Board of Trustees meetings will have allotted time for public comment, meaning that non-board members may address the board to give feedback, share ideas, and suggest opportunities for improvement. Parents and family members are welcome to participate in Board Meetings in this way, and the School Advisory Council provides a framework and support for families who would like to do this but perhaps lack experience and confidence in participating in governance in this way. Per the Open Meetings Act, Board meeting agendas and meetings will be posted and published in advance to allow stakeholders to plan ahead.

Coffee with the School Director(s): Monthly, the School Director(s) will host morning "Coffee with the School Director(s)" which is an open event to the community. These dates are published in the yearly calendar that each family will receive as part of their enrollment packet, and are also publicized via social media, and posted at the school. Coffee with the School Director(s) will have a loose agenda related to events and topics relevant to the time of year (e.g. in April, budget considerations, assessment schedules, etc), but these meetings are also intended to be responsive to community and family concerns, questions, and comments.

Family Involvement in the School Advisory Council: The Altura Prep School Advisory Council (SAC) is an advisory body that includes staff members, community members, and parents of students attending Altura Prep. It is required that this body include parents/guardians of current Altura Prep students, so that family interests and perspectives are represented as the School Director(s) and Board of Trustees make decisions impacting the school, students, and families. For more information regarding the role and composition of the School Advisory Council, see below in this section.

Altura Preparatory School has also been thoughtful about creating a school calendar and school hours that are more in-sync with working families and their desire for high-quality, affordable after-school child care and enrichment programming for their children. It is our goal to have the Altura Prep be the nucleus of our community with targeted school services and partnerships between the school and community services in place that will fit the needs of our school community.

Please see Section I. E.1 for a sample calendar of family engagement.

Community Involvement
At Altura Preparatory School, we believe that that the school should be a cornerstone of the community in which it operates. To that end, there should be various structures in place that provide opportunities for all stakeholders to be involved in the school. The mission of Altura Preparatory School will always be at the core of what we do. However, we will strive to be an organization that believes in continuous improvement and growth. To that end, collecting input from all of our stakeholders on what we can do at Altura Preparatory School to continue to refine

our practices and improve will be critical to our success. We will do so in the following ways: public comment at regular Board meetings, semi-annual surveys, open "Coffee with the School Director(s)" meetings, invitations for school visits and tours, and the School Advisory Council.

Public Comment at Board Meetings: Board meetings will be open to the public and include a time for public comment as a standard agenda item at the beginning of the meeting. Per the Open Meetings Act, Board meeting agendas and meetings will be posted and published in advance to allow stakeholders to plan ahead.

Coffee with the School Director(s): Monthly, the School Director(s) will host morning "Coffee with the School Director(s)" which is an open event to the community. These dates are published in the yearly calendar that each family will receive as part of their enrollment packet, and are also publicized via social media, posted at the school, and communicated to the community at large through our regular email newsletters and other specific outreach. Coffee with the School Director(s) will have a loose agenda related to events and topics relevant to the time of year (e.g. in April, budget considerations, assessment schedules, etc.), but these meetings are also intended to be responsive to community and family concerns, questions, and comments.

Stakeholder Surveys: In addition to family and student surveys semi-annually, Altura Prep will distribute and collect surveys from stakeholders and community partners. These surveys will occur annually as a way for community-based groups and individuals to give feedback to the Altura Prep leadership team (Board of Trustees and School Directors) to assist in influencing the school's growth and trajectory.

Community Involvement in the School Advisory Council: Just as Altura Prep encourages family and employee involvement in governance through the School Advisory Council, we believe that it is also important for community members beyond these two constituent groups participate in school governance in an advisory capacity in order to bring all perspectives to the table. For more regarding the role of the School Advisory Council at Altura Prep, see below in this section.

Although Altura Preparatory School will do everything on their part to engage our families, we are aware that parental involvement, especially in areas where there are high populations of students from socially and economically disadvantaged backgrounds, will look different than that of a school with middle-class families. At Altura Preparatory School, we will work hard to make sure that our faculty has a clear understanding of the lives of their school families, and we will work diligently as a team to encourage the development of a definition of parental involvement that recognizes a broad range of parental behaviors intended to support academic success. Relationships with our families where even the smallest efforts by parents are made to support their children's education will be encouraged. We recognize that our role within the Altura Preparatory School will be to work with community agencies, businesses, local churches and other faith-based groups to meet the needs of our school families.

We also must also accept that there will always be some families, no matter how hard we try, that will remain disconnected from the school. Past school failures, family and life circumstances, financial stress, mental health issues, and other immediate crises will keep some families at bay and unable to respond to repeated invitations for involvement. We must also consider that there are many families that culturally, out of respect and trust for the school, have been taught that it up to the school to educate their children, and we must respect their hesitancy to be involved, although we will always continue to try. By ensuring that our faculty is teaching with the knowledge of poverty in mind, we feel that they will be less likely to judge families harshly for what they may have seen as a perceived lack of involvement.

Educator Involvement
Altura Preparatory School believes that quality educators deliver quality instruction and that involving the perspectives of those teaching and working in classrooms is critical to ensuring that Altura Prep policies are sensitive to the work that allows students to achieve great outcomes. To this end, we seek to involve educators in a variety of ways in decision-making at Altura Prep.
Education-based experience (beyond being a student) is a skill set that is (and will continue to be) represented at the Board level, and there are two current or former teachers on the Founding Board of Trustees. Beyond this, it is important that current Altura Prep teachers have a manner in which to participate in school-based decision-

making. Structures to include teacher/educator perspectives in decision-making include: public comment at Board of Trustees meetings, participation on the School Advisory Council, regular and informal feedback sessions with the School Director(s), and semi-annual staff survey participation.

Public Comment at Board Meetings: Board meetings will be open to the public and include a time for public comment as a standard agenda item at the beginning of the meeting. Per the Open Meetings Act, Board meeting agendas and meetings will be posted and published in advance to allow teachers and other staff members to plan ahead.

Teacher/Educator Involvement in the School Advisory Council: Just as Altura Prep encourages family and community involvement in decision-making through the School Advisory Council, we believe that it is also important for teachers to participate in school governance in an advisory capacity in order to bring all perspectives to the table. For more regarding the role of the School Advisory Council at Altura Prep, see below in this section.

School Advisory Council
At Altura Preparatory School, poverty will never be used as an excuse to educate students ineffectively. We will never allow children' backgrounds to cancel out opportunities to have them succeed. Our charge will be to establish an environment where every child is accepted and nothing less than the best will be tolerated. It is through this lens that we also believe that meaningful parental, educator and community involvement in the governance of Altura Preparatory School will also be key in helping the School Director(s) and Board of Trustees to make decisions that are in the best interest of the Altura Prep community. It is this belief that has led to the creation of the School Advisory Council (SAC).

The School Advisory Council will be a group of teachers, parents, community members, and classified employees that work with the School's Directors to develop, review and evaluate school improvement programs. The SAC will advise the School's Directors in making decisions that will affect the school community and on the yearly academic school improvement plan. The SAC will also advise the School Director(s) when making decisions about parent engagement, safety, and discipline.

Over the course of a typical school year, the School Advisory Council might consider the goals of Altura Prep and then work with the Directors to evaluate the school's progress toward those goals. In this evaluation, the SAC might consider school test scores, attendance and discipline records, parent surveys and input from students. The School Advisory Council merely advises the Directors and the Board of Trustees in the decision-making process. The goal for the SAC is for this group to always ask thoughtful and challenging questions, and to represent the community and families of students attending the school. These questions should include:

- What are the goals and priorities of our school?
- What data do we have that shows how well we are achieving those goals?
- Are we progressing toward our goals?
- Are there particular groups of students who are not doing as well as others?
- What supports could we put in place to help struggling students?
- Do we have programs that are ineffective or unrelated to our goals?
- How can we refine or change those programs?

The School Advisory Council will have an obligation to consider needs of the whole school community and to assist the School Director(s) in finding ways to close gaps in achievement between groups of students. Additionally, as a data-driven school organization, when we see a challenge arise within our school community, whether it is around a specific element of student achievement, enrollment, or family attendance at school events, we will seek input from all our stakeholders around how to best address this challenge and move forward as a school. Placing our students on a path to college and giving them the opportunity for futures where they make meaningful contributions to society with courageous actions and creative processes and ideas are non-negotiable goals, however, we recognize that to successfully fulfill our mission we will need staff, students, families, and community members to all maneuver toward excellence together.

Altura Prep Policies Regarding Family Participation
While Altura Prep values and encourages family participation in the life of the school, the school does not require family or parental support as grounds for accepting, enrolling, dis-enrolling or differentiating treatment of any student.

Shaw, D. (2014) *Parenting Programs and Their Impact on the Social and Emotional Development of Young Children.* University of Pittsburgh: Pittsburg, PA. 2nd Ed.

Total Points Available	Expectations

4	A complete response must:
	
	 • Identify school operation and governance structures that will provide:
	    o A meaningful opportunity for parental input and participation
	    o A meaningful opportunity for professional educator input and participation
	    o A meaningful opportunity for community input and participation
	 • Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission
	 • Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, disenrolling, or otherwise differentiating treatment of a student
	 • If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response provides a comprehensive plan for engaging families through varied opportunities where they will participate in ongoing learning activities and provide input into any decision-making process. They include: home visits, family nights, conferences, school communication, surveys, public comment at board meetings, coffee with the school directors, and family involvement in the School Advisory Council. The narrative provides detailed descriptions of what each event will look like.

The School Advisory Council will be comprised of teachers, parents, community members, and employees that will work with the School's directors with school improvement programs.
Lastly, the narrative indicates that ASP "does not require family or parental support as grounds for accepting, enrolling, dis-enrolling or differentiating treatment of any student."

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

APPLICANT RESPONSE:

There may be times when families and community parents have concerns or complaints about a school policy, program, decision or other pressing issue. We will always ask that our families and community reflect on the issue and then contact the school. At Altura Preparatory School, we will always welcome the opportunity to have productive conversations with our families in order to better understand our students and their families' values. A Universal Complaint Form will be available to the entire Altura Preparatory School community on the Altura Preparatory School website and in the school's main office. Altura Preparatory Schools proposed Universal Complaint form and General Complaint form are attached in Appendix T. Altura Preparatory School attempts to resolve all complaints at the lowest level possible, and at the level closest to the source of the challenge and/or complaint. To support the effective and efficient resolution of any conflicts, we encourage and support Altura Prep staff to be proactive in working with families and students in order to understand and address challenges and issues. Altura Preparatory School Director(s) and staff are also expected to build relationships with families and community members in order to create an environment in which community and parents are comfortable and willing to address concerns at the school level.

Informal Complaint Procedure   An informal complaint is a complaint that does not concern the alleged violation of law or charter, such as the school's cell phone policy or an academic grade. Any individual or group of individuals who may have an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the Altura Preparatory in-person or by phone, text or email.

All Altura Preparatory faculty members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing within 24 hours. Altura Prep employees who receive an informal complaint and needs guidance from the School Director(s) to address the complaint should seek that support.

If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the School Director(s) (usually, the Director of Culture, Operations, and Compliance) to discuss the matter. The School Director(s) will respond in person, by telephone, or in writing within 24 hours of receiving the informal complaint. Complaints and resolutions will be documented so that the school can ensure that steps were taken to address the complaint and resolve the situation in question.

If an individual feels that the School Director(s) response unsatisfactorily addresses the concern, s/he may submit the complaint to the Board of Trustees, and the contact information for the Chairperson can be found in the Altura Prep main office.

Formal Complaint Procedure   A formal complaint is a complaint that concerns an alleged violation of law and/or of the charter, such as denying a student admission into the school unless his/her parents volunteer or donate money to the school.

An individual or group that may have a formal complaint against a school policy or a member of the school community may follow the informal complaint procedures set forth above. Alternatively, the individual or group may choose to file a complaint in writing to the School Director(s). Complaints regarding the School Director(s) should be filed directly with the Chairperson of the Altura Preparatory School Board of Trustees, who may then appoint a designee or designees to review the complaint. If the substance of the complaint directly involves one of the School's Directors, that Director will not be appointed as the designee. After reviewing the complaint, the designee/designees will respond in writing to the complainant within a reasonable amount of time (10 calendar days).

Before the passage of 10 calendar days, the Chairperson of the Board of Trustees or the Chairperson's

designee/designees will provide the complainant with written notice. If, after receiving the written response from the Chairperson of the Altura Preparatory School Board of Trustees and/or the Chairperson's designee/designees, the individual or group determines that the Board has not adequately addressed their complaint, the complainant may contact the New Mexico Public Education Department Charter School Division, at 505.827.6909, or email them at Charter.Schools@state.nm.us. The New Mexico Public Education Department Charter School Division will have the power and the duty to take remedial action to resolve the complaint, as appropriate.

It should be noted that any individual or group that chooses to follow the informal complaint procedures to resolve a formal complaint is permitted at any time to stop the informal complaint procedures and initiate a formal complaint procedure. If an individual or group chooses to voice a complaint at a public meeting of the Altura Preparatory School Board of Trustees Meeting or with an individual trustee, it should also be noted that trustees will not respond to the substance of the complaint, but will simply thank the individual or group for their time and direct them to these complaint procedures.

We believe that this process is fair, transparent, and accessible to the Altura Preparatory Community. All forms will located in the main office for our families and will be translated in all the major languages of the school. Families will also be provided a copy of these procedures and the Universal Complaint Procedure Form in their Altura Preparatory School Family-Student Handbook, which will be disseminated to all Altura Prep families prior to the start of school. Families will also have access to these grievance processes and procedure, as well as the forms, online via the Altura Preparatory School website. Altura Prep's Universal Complaint Form is attached in Appendix T.

It is the responsibility of Altura Preparatory School to comply with all applicable federal and state laws and regulations. Altura Preparatory School is responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs that they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1)   Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Altura Preparatory School program or activity; and

(2)   Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act (ESSA), migrant education, career technical and technical education training programs, the McKinney-Vento Act, child care and development programs, child nutrition program.

Altura Preparatory School also acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While Altura Preparatory School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by School's Directors or designee on a case-by-case basis.

Altura Preparatory School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to, a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Compliance Officers

The Altura Preparatory School Board of Trustees will designate two compliance officers to receive and investigate complaints and to ensure the Charter School's compliance with law.

The Board of Trustees will also ensure that these compliance officers- who can also be School Directors, Board Chairperson, and/or any other Board Trustee- have the ability to thoroughly investigate complaints and are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chairperson of the Board of Trustees.

Notifications of the Uniform Complaint Form and Procedure
The School Director(s) designee shall annually provide written notification of Altura Preparatory uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties. The School Director(s) will also make available copies of Altura Prep's uniform complaint procedures free of charge and will be posted on the School's website in all major languages of the School.

This notice will:

1. Identify the persons and their positions that are responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of his/her right to take the complaint directly to the New Mexico Public Education Department or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
   a. Altura Preparatory School is primarily responsible for compliance with state and federal laws and regulations;
   b. The complaint review shall be completed within 10 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
   c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

Procedures
The following procedures shall be used to address all complaints that allege that Altura Preparatory School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting is scheduled, and when a decision is made.

Step 1: Filing of Complaint
Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Altura Preparatory School.

> A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A person who alleges that s/he personally suffered unlawful discrimination or by a person who believes who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination may file a complaint.

>   The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.
>
>   If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Altura Preparatory staff will assist him/her in the filing of the complaint.

Step 2: Mediation
Within three days of receiving the complaint, the designated compliance officers may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer will make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer will ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend Altura Preparatory School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint to the Altura Prep Board of Trustees.

A complainant's refusal to provide Altura Prep's compliance officer with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Altura Preparatory School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response
>   **OPTION 1:** Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of Altura Preparatory School's investigation and decision, as described in Step #5 below, within 60 days of Altura Preparatory School's receipt of the complaint.
>
>   **OPTION 2:** Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of Altura Preparatory School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, s/he may, within five days, file his/her complaint in writing with the Board.

The Board of Trustees may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be

final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of Altura Preparatory School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision
Altura Preparatory School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1.   The findings of fact based on evidence gathered.
2.   The conclusion(s) of law.
3.   Disposition of the complaint.
4.   Rationale for such disposition.
5.   Corrective actions, if any are warranted.
6.   Notice of the complainant's right to take his/her complaint to the New Mexico Department of Public Education.
7.   For discrimination complaints arising under federal law, complaints may be made at any time to the U.S. Department of Education's Office for Civil Rights.

If an employee is disciplined as a result of a complaint, the decision will simply state that effective action was taken and that the employee was informed of Altura Preparatory School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

McKinney Vento and Special Education
Complaints   In addition to these formal complaint procedures, Altura Preparatory School will also meet the specific requirements outlined in the McKinney Vento and Special Education grievance processes. The McKinney-Vento Act provides protections to homeless children, which is defined as the following:
- Children who lack a fixed, regular, and adequate nighttime residence
- Children living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
- Children living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Children living in emergency of transitional shelters
- Children whose nighttime residence is not ordinarily used as a regular sleeping accommodation (i.e. park benches)
- Children sharing housing due to economic hardship and loss of housing
- Children awaiting foster care placement

Altura Preparatory will register homeless children even if they lack the normally required documents, such as proof of residence. If an Altura Preparatory School parent or guardian wishes to file a complaint against the school, s/he would use the Altura Preparatory School Uniform Complaint Form. The complaint must be written and signed by the complainant of his/her designated representative. The complaint must also contain a statement that Altura Preparatory School has violated a requirement of this federal statute or regulation, and include a statement of the facts on which the complaint is based and the specific requirement that has allegedly been violated.

Upon receiving the initial complaint, the School's Director(s) (Director of Culture, Operations, and Compliance), who is also the acting Homeless Liaison will provide the parent or guardian who is filing the complaint with written confirmation that s/he has received the complaint. Along with this confirmation of receipt, the School's Director will also share the following:

- Contact information for Altura Preparatory School Director(s)
- Contact information for the New Mexico Public Education Department Homeless Liaison
- A step-by-step description of how to follow the dispute resolution process
- Notice of the right to immediately enroll in his/her school of choice pending the resolution of the dispute
- An explanation and notice that "immediate enrollment" includes full participation in all school activities
- Notice of the right to acquire the assistance of advocates or attorneys
- Notice of the right to appeal to the New Mexico Public Education Department (PED) if the school-level resolution is not satisfactory
- The timeliness for resolving the school and PED-level appeals
- Notice of the right to provide written or oral documentation to support their position

The School Director, in his/her role as Homelessness Liaison, will investigate the initial complaint and provide a written decision within ten (10) calendar days from the receipt of the complaint. The written decision, if deemed to be unfavorable to the complaining party, will inform the complaining party that he or she may appeal the determination to the Altura Preparatory School's Chairman of the Board of Trustees by providing a written statement appealing the decision within three (3) school days from the date of the Director's decision.

Upon receipt of the initial complaint or appeal from a determination by the School's Director, the Chairman of the Board of Trustees will investigate the complaint and provide the complaining party with a written determination within ten (10) calendar days. The Chairperson's decision will be Altura Preparatory' School's final decision.

The written decision will include all factual information upon which the determination was made, including the legal basis in support of the decision. If the decision is again deemed to be unfavorable to the complaining party, the decision and all supporting documentation will then be forwarded to the New Mexico Public Education Department's Homeless Liaison within five (5) calendar days from the date of issuing Altura Preparatory School's final decision. The complaining party may choose to appeal to the PED directly within five (5) calendar days of Altura Preparatory School's final decision.

With regards to Special Education concerns or issues, a child's parent or guardian would also use the Altura Preparatory School Uniform Complaint Form to address his/her concerns. Altura Preparatory wants each and every child that walks through our doors to have a successful scholastic experience, and we will encourage our families to always come directly to us to communicate their opinions and concerns about their child's needs. A cooperative approach will most often result in a mutual understanding and smooth implementation of special education services for a student. However, we realize that there are times when the school and families may not agree on special education services for a student, and under federal and state rules, both the school and parent(s) have the right to have their opinions heard and taken into consideration.

Federal and state laws provide for several different ways for resolving differences and disputes. In the majority of cases, differences can be resolved quickly and efficiently at the school by simply asking for another IEP meeting. It is important that parents and guardians voice their concerns and the school will do its best to work directly with the Altura Preparatory family in question to resolve the problem. Parents may also ask for a Facilitated IEP (FIEP) meeting, which must be agreed upon by both parties, and will act as a third party to assist both parties in communication and problem solving in order to reach an agreement on the child's Individualized Education Plan. In this case, Altura Preparatory School will be responsible for paying for the FIEP.

Another option available to the family and Altura Preparatory School will be to file a joint request with the New Mexico Public Education Department's Special Education Bureau and ask for mediation. A state-assigned, state-funded trained mediator, who is skilled at being objective and helping both parties to find a mutually agreeable solution to the dispute, will conduct mediation. It should be noted that this option is voluntary and is intended to result in a legally binding written agreement between the family and Altura Preparatory School. It should also be noted that all discussions that occur during the mediation process are confidential. These conversations may not be used as evidence in any consequent due process hearing or civil proceeding. Any agreements made during mediation will need to have an IEP meeting following so that service providers are informed of their responsibilities under that agreement and so that the child's IEP can be developed according to the outcome of

that meeting.

Families who feel that they need more help or support can always contact one of the many parent assistance and advocacy groups in Albuquerque or the state. There are also many websites sponsored by various state and federal entities that offer families information on special education services. The New Mexico Public Education Department's Special Education Bureau also has a Parent Liaison, which can answer questions for parents and can act as an unofficial intermediary by calling the school and informally attempting to resolve concerns.

Finally, a parent or guardian may always file a formal state-level complaint or make a request for have a Due Process Hearing. A formal state-level complaint must be signed by a parent or guardian and his/her representative, be submitted in writing to the New Mexico Public Education Department's State Director of Special Education, must describe the concern and what right(s) under the law or procedure(s) the Altura Preparatory School has violated, and must describe the facts about the complaint and a description of a proposed resolution. Concerns must not be older than one year. The New Mexico Public Education Department's Special Education Bureau may or may not choose to accept the complaint.

A Due Process Hearing occurs when the parent and guardian and Altura Preparatory School do not agree about provisions in a child's IEP and/or the child's placement and have made attempts to try to come to an agreement and have failed. A request for a due process hearing is filed with the New Mexico Public Education Department's Special Education Bureau. This is a legal action in which a hearing officer makes a decision based on the facts and evidence presented and there are several legal requirements that apply and must be followed. Parents and/or guardians must make and file this official request within two years of the date that that the New Mexico Public Education Department's Special Education Bureau should have known about the problem. This form can be accessed on the New Mexico Public Education Department's Special Education Bureau's website at the following address: http://www.ped.state.nm.us/calendar/2011/SEB/due%20process%20hearing%20form%20November%202011.pdf

The form will also be available to parents through the School Director(s) or Office Coordinator at their request. As a school, we will always encourage our families to keep in mind that even in disagreement, our focus at Altura Preparatory School will always be their child's best interest and that the outcome should be that their child is the winner.

Total Points Available	Expectations
8	A complete response must: • Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties • Include a final step in the process that provides grievants a meaningful opportunity to be heard by and receive a response from the governing body if they are unable to obtain resolution from the head administrator • Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response • Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and Special Education grievance processes
REVIEW TEAM EVALUATION: Meets the Criteria The applicant has developed a clear complaint process that includes action steps to address an informal and formal complaint. This plan addresses the requirements of compliance with federal and state laws. The narrative describes the use of compliance officers for investigative purposes and the annual	

requirement of providing a notification of the uniform complain form and procedures.

Additionally, the plan specifies how grievances will be handled for special education and homeless student and meet the requirements outlined in the McKinney Vento and Special Education grievance processes. Grievances are identified as those that do not go against the charter and those which do.

As whole, the applicant provides a comprehensive plan that articulates the directed roles, the timelines, and possible avenues for further problem solving in each instance.

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reasonable.**

APPLICANT RESPONSE:

One of Altura Prep's core beliefs is that a diverse learning environment fosters a strong community. Our educational philosophy holds that we believe that educational equity requires that students of all backgrounds be educated together, and that students learn best in an environment in which they learn from and with students who are different than they are. As Albuquerque, New Mexico, and the United States become more diverse, it is more important than ever that schools are intentional about creating environments in which students are a part of a diverse and collaborative community. At Altura Prep, creating a diverse learning community starts with student outreach and recruitment that ensures equal access to families of all backgrounds, and is effective in creating a student body reflective of the diversity of the International District *and* the greater Albuquerque area.

The Altura Prep founding team recognizes the real challenge of recruiting students to join the founding classes of our school. To that end, we have been engaged in community outreach work and planning for the past months to establish relationships with organizations and individual community members that will build trust and interest in a new school.

While members of the founding team have attended events since February of 2017, our work in the first four months of 2017 was focused on establishing relationships with trusted community organizations and key influencers. In a city and community where district schools are challenged with budget cuts, and in which schools have become anchors in the community, we know that relationships with the community are key to successfully launching a new school. We also know that since a large number of families in the International District rely on walking or public transit, until we have a stronger sense of where our school will be located, there will be a small amount of family interest.

Recruitment Strategies:

- **Strategy - Work with International District Early Childhood Centers, non-profit organizations, and health centers in Southeast Albuquerque:**

Community Organizations Committed to Supporting Recruitment Efforts

Organization	Support
International District Healthy Community Coalition	• Share and publicize information about the school via extensive email listserv and community events • Provide space to table at community events
Kirtland Air Force Base Key Spouse Club	• Share school options with incoming servicemen and women relocating to the KAFB • Include school options in regular bulletins/communication with KAFB employees
Explora	• Recruitment materials at the front desk • Send home flyers with students enrolled in Explora programs • Present to families about STEAM education and schools and include information about Altura Prep
New Mexico Asian Family Center	• Send materials with families who use the center for language and health support • Collaborate to provide translation and access for families speaking Pan-Asian languages
Encuentro New Mexico	• Presentation to families about choosing and elementary school and include information about Altura Prep

	• Flyers and materials available at Front Desk
	• Distribute flyers to families attending parent classes
Saranam LLC	• Recruitment materials available to families participating in parent and early childhood classes and activities
	• Present to families about choosing an elementary school and include information about Altura Prep
Youth Development Inc. Head Start	• Presentation to families about choosing an elementary school and include information about Altura Prep
UNM Young Children's Health Center	• Distribute recruitment materials to providers to distribute to families
Various Churches	• Send home flyers with students participating in programs
	• Presentations to congregation
East Central Ministries	• Distribute flyers to students involved in afterschool programs and community events
	• Participate in community events and distribute information

These organizations will be critical in gaining access to potential families and in spreading the word about a new school in the International District. Additionally, we have focused our efforts on various ways to recruit families from diverse backgrounds including the areas in and around the International District and on the Kirtland Air Force Base (KAFB) and Sandia National Laboratories. The ways in which we intend to work with the above organizations are necessarily different, depending on the community we are attempting to reach. For example, the International District community relies more significantly on word of mouth from a network of trusted neighborhood organizations, while outreach to KAFB and Sandia National Labs channels through one or two key groups that distribute information more widely.

- **Strategy- Create "Pop-Up" Schools:**
Altura Prep's proposed STEAM and personalized learning model is one which families have little exposure to up to this point in Albuquerque. In order to generate understanding and interest in our model and school, we intend to hold miniature "school days" over the course of the Winter and Spring of 2018. We will partner with a local community center, library, or neighborhood space to hold short, open classes in which families can bring their young children to test out some of the school programs, opportunities, and lessons that are a key part of Altura Prep's curriculum and character development plans.
We will also share information about the school and enrollment process with families and community members who attend and participate.
Associated costs: Pilot licenses from potential software companies, Chromebook purchases for pilot hardware, promotional materials, stipends for teacher-leaders of programs

- **Strategy - Neighborhood Flyer Walks:**
Members of the Altura Prep founding team will go door to door in our target community to engage with local families and share informational flyers about the school. Our routes will reflect the proposed area in which we seek to locate as well as neighborhoods easily accessible by public transit or safe walking routes to and from the proposed school site. Regular information sessions will take place at local gathering sites (libraries and community spaces) to provide a consistent venue for families to learn more about the school. We have prepared a presentation for families on questions to ask and criteria to consider when choosing an elementary school for your child. A network of daycare and family education centers in Southeast Albuquerque have expressed interest in providing a bilingual presentation to families, and will also allow us to share information about Altura Prep directly. We also intend to explore the possibility of partnering with University of New Mexico's Community Outreach program to work with college interns to support direct canvassing and outreach in the Fall and Winter of 2017 and the Spring of 2018.
Associated costs include: stipends for potential interns, printed and promotional materials.

- **Strategy – Build Social Media Presence:**
Altura Prep has an active Facebook and Twitter account since April of 2017. Both will be used to follow key community and city groups as well as to advertise informational events and how to access our application, as well as to learn from and contribute to the wider national education movement. Many community events in the

International District are shared over social media (Facebook in particular), so it will be important for us to engage with this network in a wide range of ways. Our website, www.alturaprep.org, will have additional information about our school and programs, as well as information about enrollment. Twitter: @alturaprep; Facebook: www.facebook.com/alturaprep.

Associated costs include: fees to boost post appearances on Facebook, website hosting fees annually, and domain name purchase and maintenance.

- **Strategy- Attend Community Fairs and Events:**

Neighborhood festivals, community health events, and fairs in the International District are a part of each month. The International District Healthy Community Coalition partners with a number of groups to host regular events that draw the community to a single location. We are invited to attend and participate in these events, and this will help us to build relationships with families and generate interest in exploring Altura Prep as an educational option for children in our targeted geographic area.

Associated costs include: printed materials and promotional material.

- **Strategy - Present at Local Community Sites (Early Childhood Centers, faith-based organizations, not-for-profits):**

As a part of our outreach to local community groups, we have also explored options to communicate with families served by various neighborhood partners. Youth Development Incorporated and Head Start schools have expressed interest in helping us to provide families at various sites with access to information about our school and to share informational materials. Faith –based organizations in the community that offer afterschool activities and programs have likewise expressed interest in creating opportunities for us to share information with families about elementary school and STEAM programs. Saranam LLC, a not-for-profit supporting recent immigrant refugees and Encuentro NM, a downtown non-profit that supports Spanish speaking immigrant families with education for parents and young children, have both committed to sharing our information and allowing us to present to their families who do not otherwise have access to opportunities to learn about opportunities for their children. The Kirtland Air Force Base Key Spouse Club and the Air Force Research Laboratories La Luz program have both pledged their support in securing audiences for presentations or sharing information to families.

- **Strategy – Local media presence:**

Upon authorization, Altura Prep will issue a press release with local media outlets to announce a new school is opening in the International District. We will target a diverse range of outlets, including Spanish radio stations such as 101.3, La Jefa.

- **Strategy- Conduct Periodic Mail Campaigns:**

In addition to the e-newsletter that is sent periodically to individuals and groups on our email list, we will also mail postcards and invitations to key community meetings to families with young children in our targeted area.

- **Strategy- Hold Altura Prep Open Houses:**

As early as our facility is ready for occupancy, we plan to hold regular Altura Prep Open Houses. These open houses will welcome potential families and community members with a tour of the school and an information session in which parents and children can learn more about our program. After August of 2018, we will continue to hold Open Houses to generate excitement and interest among families of future students.

Initial Recruitment Timeline:

Recruitment Goal: By July 1, 2018, Altura Prep will enroll 66 students in Kindergarten, 66 students in 1st Grade, and 66 students in 2nd grade

	Month	Activity	Notes
2017	September	• Press-release (upon authorization) • Website goes live • Community Walk #1	
	October	• Community Presentations (Encuentro NM, Explora, YDI Head Start Centers, Key Spouse Club)	Presentations will occur at partner locations, and will be about elementary school in general, and some information about Altura Prep provided
	November	• Community Walk #2 • Enrollment Page Goes Live • Mass mailer #1	The first mailer will have our website and enrollment timeline and an invitation to the December informational event

	December	• Community Presentations (Altura Prep) • Advertise (via social media and community connection) for Pop Up School	Presentations will occur at a neutral community location and focus on Altura Prep
2018	January	• Pop Up School #1 o Enrollment support and Q&A	Work with local partner for space (Van Buren Middle School has pledged support and, potentially space)
	February	• Community Walk #3 • Community Presentations at local partners (YDI, Explora, Faith-based organizations, Key Spouse Club)	
	March	• Pop Up School #2 o Enrollment support and Q&A • Follow up with interested families and schedule "Intent to enroll" conversations • Hire UNM Community Outreach interns to support canvassing and outreach	Work with a different local partner for space (to diversify location and access opportunities for families- library or community center) For families who have attended events but not enrolled, we will reach out directly and schedule time to meet with the family
	April	• Community Walk #4 • Earth Day Celebrations o Host Booth, participate in events • Mass Mailer #2	The community walk will publicize the next Pop Up School as well as enrollment opportunities. The International District Healthy Community Coalition plans annual Earth Day Celebrations at neighborhood locations across the zip code
	May	• Pop Up School #3 o Enrollment support and Q&A • Community Presentations	The pop up school will occur at a third location. Community presentations will occur in places where we must either broaden or reinforce our presence and information about our school. This will depend on data gathered about enrollment and diversity.
	June	• Altura Prep Open House	Upon completion of the facility, invite families and community partners to tour the school and enroll their students
	July	• Community Walk #5 • Potential Enrollment Fair	Depending on enrollment status, we will hold additional enrollment fairs and open houses in July.
	August	• New Family Meet and Greet • Ongoing Enrollment support at the school • First Day of School: August 13, 2018	

At each community event, community walk, and presentation opportunity, we will have enrollment forms available for families to complete on the spot. We know that families may not enroll on the spot, but we have designated places for families to turn in enrollment applications and we will also publicize the next event at which families can enroll.
We plan to post, track and share our enrollment goal and our progress toward our goal at each community event and walk.

Initial Goals for Recruitment and Enrollment:
In order to reach our enrollment goals, we have broken down our enrollment periods and targets. Our official enrollment period will be from January 1- March 31, with the lottery scheduled to take place on the second Friday in April. This is a 14-week enrollment period in which our goal is to have at least 66 applications submitted per grade level for grades K-2. Thus, we set the goal to have 7 applications per grade level submitted per week to yield 98 total applications submitted per grade level during the enrollment period. This number will allow us to (1) hold a lottery for enrollment and (2) have enough applications to ensure that we fill the student spots that we have in the initial year, taking into account students who are admitted via lottery and who select to go to another school. In this event, it is important that we have a waitlist of students we may admit to the school in their place.

Alignment to Budget in Year 0:
We have allocated a budget line item in the first few years of operation specifically to marketing and recruiting, We have budgeted $4950 for student recruitment in our initial planning Year 0 to support the outreach and recruitment plan outlined above. This money will support the creation and printing of promotional materials and information pamphlets that we distribute and leave with local community partners as well as our mass mailing campaigns. This line item is also potentially used for small stipends ($200) for UNM interns that may potentially support our outreach and canvassing activities in the Winter/Spring of 2018. In each subsequent year, we have budgeted between $1500 and $2000 to support ongoing recruitment and outreach. This number is not yet determined for years 4 and 5 of operation, though we anticipate adding money to this line, depending on the need and where we find we must target recruitment to support maintaining a diverse student body.

Ongoing Recruitment Plan:
Our commitment to growing a diverse student body does not end when we have our first classes of students at Altura Prep. Maintaining an intentionally diverse community requires thoughtful and ongoing student recruitment that targets diverse populations within the city of Albuquerque and the International District.

	Activity	Notes
Fall	Open House Applications linked on Social Media and Website and available at neighborhood centers Visit Early Childhood Centers Neighborhood Walk Altura Prep Pre-K Pop Up School Community Meetings	Based on the success of events during our initial recruiting year, we will replicate and/or adjust our outreach and enrollment plans as needed.
Winter	Open House Visit Early Childhood Centers Neighborhood Walk Altura Prep Pre-K Pop Up School Community Meetings Enrollment Support at the school site	In order to generate ongoing interest in various communities, we will continue to present at community locations and early childhood centers. We also believe that offering Pop Up Schools for pre-kindergarten students (and older students who attend other schools) will generate more interest in attending Altura Prep the coming year.
Spring	Open House Community Meetings Enrollment Support at the school site Lottery Process Genius Hour Exhibitions open to the community	Based on data of enrollment targets, enrolled student demographics, and our enrollment goals, we will adjust and plan additional events to ensure that classes are full *and* that the student body is diverse in multiple ways. We expect that inviting community members to see student Genius Hour presentations will generate further interest of potential families.
Summer	New Family Meet and Greet Community Walks and Meetings as necessary to generate interest and enrollment	All families new to Altura Prep (and those with a new student in the family attending Altura Prep) are invited to attend a summer Meet and Greet event to tour the school, meet staff members, and learn about what they can expect come the first day of school.

How the Plan will Ensure Equal Access and A Demographically Diverse Student Body:
We seek to recruit a student body that is demographically representative of the city of Albuquerque, and that serves students from the neighborhoods in the zip code in which we locate (87106 and 87108). In order to achieve this demographic makeup of our student body, and realize our commitment to diversity, we will build partnerships with core groups serving families in the area in which we propose to locate, and relationships with key influencers in the International District, Sandia National Labs, and Kirtland Air Force Base.

We have thoughtfully incorporated a variety of marketing tools: social media outreach, neighborhood canvassing, presentations about important topics at neutral and trusted community partner locations, Pop Up Schools that introduce the community to our school, leaders, and program, and building on relationships with trusted groups and individuals. Throughout our recruitment and enrollment process, we will review our enrollment goals, progress toward goals, and the demographics of the students that have enrolled to that point. This data will help us to adjust our recruitment plan and strategies to target the appropriate cross-section of potential families. We have planned, initially, to heavily target students and families in the neighborhood in which we seek to locate our school. We know that many families with access to information and opportunities will find us with some outreach. We know that it takes more and sustained efforts to recruit families who do not historically have access to multiple options for educating their children. For this reason, our outreach plan invests a significant amount of time and energy building key relationships that will help families in the International District to find and trust us.

How Altura Prep will Evaluate the Effectiveness of the Outreach and Recruitment Plan:
One of Altura Prep's core beliefs is that data drives all decisions. Thus, our outreach and student recruitment plans are also data-driven in order to ensure that we use the most effective practices in reaching and enrolling students from diverse experiences, backgrounds, families, and socio-economic levels.

- **Strategy- Analyze Application, Enrollment, and Matriculation Data**

In order to effectively use data to drive our outreach, recruitment, and enrollment processes, Altura Prep's School Director(s) will gather and analyze data from event attendance, enrollment applications, the school lottery pool, and each enrolled class after the lottery *and* upon matriculation on the first day of school. To determine the efficacy of each outreach event, we will cross-reference the attendees/persons talked to at each event with enrollment applications (Did people enroll after the event? Which families?). We will also compare the numbers of enrollees yielded from various events (Which events had the highest rate of return?) so that we can replicate the practices that are effective in reaching and enrolling students from our targeted communities.

We will also review demographic representation in the school lottery pool in order to determine if we were effective in reaching a wide range of diverse families. While we commit to an open enrollment and lottery process that includes students from all backgrounds, economic levels, and diverse needs, we also believe it is important to analyze who is gaining access to the opportunities we provide. By looking at the data on who is applying to attend Altura Prep, we can adjust our outreach and recruitment strategies to encourage a diverse community in which students from all walks of life are represented.

In addition to analyzing the impact of various outreach programs on the students completing enrollment applications and participating in the lottery, Altura Prep School Director(s) will also analyze the demographic representation of each class upon enrollment and matriculation. This is important for multiple reasons. First, these data help the school to better conduct outreach with the end goal of creating a diverse school community, and we can better target our outreach on under-represented and under-served families. Second, by comparing data of matriculated students to the data of students who applied to the school and who were successful in the lottery process, we can verify if all students who win the lottery are coming to Altura Prep. If this is not the case, we are ale to follow up and look at why students may not be enrolling, and adjust some of our school practices as well to ensure that students who apply to enroll are truly able to become part of our community.

- **Strategy- Adjust the outreach and recruitment plan**

Reviewing the above data results in a timely adjustment of the recruitment and enrollment plan. The School Director(s), with support from the Board of Trustees (if necessary and applicable), will review the data in the Spring

and Summer (after the lottery). The adjusted outreach and recruitment plans for the upcoming year will be solidified prior to the start of the new academic year, so that outreach activities can begin promptly in the fall. Potential sample adjustments that may be made to the outreach and recruitment plans for the upcoming year:

- Increase the number of Community Walks targeted to specific neighborhoods (if enrollment applications increase after community walk activities)
- Decrease the frequency of mass mailings (if mailings are not yielding the necessary return on investment)
- Adjust Open House timing, activities, etc. (depending on attendance and feedback)
- Conduct more outreach to specific community –based organizations

Each of the above potential action steps depends on the data that is generated and analyzed in the section above. The sample adjustments simply illustrate how the Altura Prep team will determine next steps using data on outreach and recruitment.

The adjustments to the recruitment and outreach plan are in no way intended to impact the students that are accepted into the school as a result of a random lottery. On the contrary, outreach and recruitment at Altura Prep are intended to sustain a diverse community of students that live in and near the neighborhood of the school in the International District.

Why Recruitment and Enrollment Timelines are Reasonable:

We recognize the challenges of recruiting students to fill each class at Altura Prep in our first year. For this reason, we begin our active family outreach and student recruitment activities in September, immediately upon authorization. We have already begun working with community partners to identify ways to best reach families with children of the correct age to attend the founding grade levels at Altura Prep, and we will execute these plans as early as September of 2017.

Over the course of the 2017-18 planning year, the Altura Prep founding team will prioritize the outreach and recruiting activities listed above, adding events when necessary to stay on track toward reaching our enrollment targets by summer of 2018. This plan allows for 10 full months of various outreach and recruitment strategies and includes specific supports for assisting families with the enrollment process.

We plan to align to statutes regarding lottery and enrollment processes (see Section G.2. below for more information), and have also planned outreach events that stretch beyond the day of the application deadline in anticipation of needing additional time to ensure we have full classes on the first day of school.

Total Points Available	Expectations

4	A complete response must:
	 • Identify a prospective student outreach and recruitment plan including action steps, timelines, responsible parties and associated costs
	 • Describe:
	    ○ how the plan is tailored to ensure equal access to the school
	    ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district
	 • Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan
	 • Explain why the recruitment and enrollment timelines are reasonable

	REVIEW TEAM EVALUATION: Meets the Criteria The narrative describes that the founding team has been engaged in community outreach and planning

for the past months with the goal to develop relationships and build trust and interest in the proposed school. The narrative details the organizations that have been contacted and the support they intend to provide to APS. Multiple strategies have been described and provide a timeline by when each will be executed. In addition, the applicant has developed enrollment goals for recruitment, in order to reach its goal of having applications at 150% of the school capacity.

In conclusion, the applicant's outreach and recruitment plan is comprehensive and detailed because it includes multiple marketing strategies and identifies specific community members and events to reach their enrollment goal and attract its targeted student population.

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and **support equal access** to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates.

APPLICANT RESPONSE:

Altura Prep will abide by all legal admission policies, and will be nonsectarian in all its programs, admissions policies, employment practices and all other operations, will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Applications will be accepted during the open enrollment period. Should we have more applicants than seats available, we will hold a random public lottery process to place students within the school. Once students are enrolled into the school, families will be invited to participate in an orientation in which they will be able to become more familiar with Altura Prep, our model, and our culture. The orientation is where families will be able to ask additional questions of the school leaders, and turn in registration paperwork. This orientation is held two weeks after the lottery.

Pre-Lottery Entry

As described in Section G.1, Altura Prep plans an extensive outreach and recruitment process in order to encourage equal access and to recruit a diverse student body. Between September and December of each year (and particularly in 2017 to recruit our founding classes), Altura Prep team members and volunteers will attend a wide range of community events, hold our own community meetings, and build on our network of community supporters to meet and build relationships with future Altura Prep families. As a part of this outreach and recruitment process, we will distribute and collect Intent to Enroll forms. Intent to Enroll forms will be available on our website, Facebook page, and in hard copy at all recruitment and outreach events, and in multiple languages. These forms will help us tabulate interest from families and parents about Altura Prep, as well as create a list of families to whom we can reach out once our enrollment period is open. Our enrollment and application submission period lasts for 14 weeks, from January 1st each year to the first Friday of April. For our first year, the enrollment period will run from January 1, 2018 – April 6, 2018. Once our enrollment period is open, we will contact the families who have submitted Intent to Enroll forms, and invite them to fill out an application for enrollment. This application for enrollment will, like the Intent to Enroll forms, be available in multiple languages and in both hard copy and electronically via our website and social media outlets. Families have until the first Friday in April to either submit their application electronically or in person. We have set the close of the enrollment period one week prior to the lottery, so that the Altura Prep operations team has time to prepare the lottery drawing, which will take place on the second Friday in April.

Lottery:

Altura Preparatory School will conduct an open and public lottery with all application forms submitted prior to the end of the enrollment period in the first week of April. The date, time, and location of the lottery will be advertised on the school's webpage, social media outlets, and posted around the exterior of the school. If appropriate, the school may also announce the lottery via other publicity outlets. We will also publicize the lottery date at any events we attend or wherever we have a presence for recruitment and outreach. The goal is to ensure awareness of the enrollment period, process, and the lottery date. The lottery will take place during the second week of April for the upcoming school year.

At the end of the enrollment period (the end of the first week of April), the Director of Operations (with support from the Director of Academics and, after the planning year, the Office Assistant) will ensure that all student names are placed on individual cards, grouped by grade level, and (when it is time for that grade level lottery), the cards will be placed in a secure box or bucket. Pursuant to the publicly announced time and at the publicly announced location, the Director of Operations will conduct the lottery by randomly selecting names by pulling cards. Each grade level will have a separate lottery. For the first lottery, 2nd grade cards will be drawn first, followed by 1st grade, and then 3rd grade. The Director of Operations will pull cards to fill all available spots. As each card is pulled, the Director of Academics or other designated assistant will list the names of students into a spreadsheet that is then projected for display. After each grade level lottery is complete, families of students

whose names are drawn will be given the enrollment paperwork to complete. (See below: Post-Lottery Registration) This process will be repeated for each grade level.

In all other years (e.g. when the school is in operation), each grade level will have a separate lottery for all available open spots. The Director of Operations will pull the number of cards corresponding to the number of available spots for all grades 1 and above. For kindergarten, all students applying for enrollment who are siblings of current Altura Prep students will be placed at the top of the list of students accepted for the coming year. Their cards will not be included in the lottery drawing. Potential students who are not siblings will then be entered into the lottery for filling the remaining spaces in the grade level.

Post-Lottery Registration:
After the conclusion of each grade level lottery, students who have been admitted may pick up registration forms in person. If the family or a representative from the family is not in attendance, the family will be called and asked to pick up registration paperwork to complete in order to secure the student's spot for the upcoming school year. Families have 2 weeks from the day of the lottery to turn in their paperwork in order to hold their child's spot. The last Friday in April is the due date for registration paperwork. Families will be invited to attend an orientation in which we will discuss the school academic program, instructional and social-emotional supports, and school culture. Families can ask questions and raise concerns. This is also the time when families will turn in their registration paperwork.

Registration paperwork packets must be fully complete for a student to enroll at Altura Prep. Enrollment packets include a records release form, medical forms, a media waiver, general field trip permission slip, an emergency contact card, and free and reduced price lunch form. Also included will be information packets with resources regarding summer reading, uniform order slips, orientation and home visit sign ups, and the school calendar. Beginning in May, the Director of Operations, their designee, or the office assistant will begin notifying families on the waitlist if there are spots for their child. At the time that the family turns in their paperwork, families will participate in a mini-conference with a school leader that is modeled on the family orientation that is held after the lottery.

As enrollment packets are collected, the Director of Operations, with support from the Director of Academics, will oversee the development of student cumulative files. Any necessary follow up will be conducted within one week of receiving the completed packet. Necessary follow up includes outreach to families regarding additional paperwork, including the Home Language Survey. As described in Section 1, F.1, the home Language Use Survey (LUS) will be included in kindergarten registration packet. For students who are coming to Altura Prep from another school in New Mexico, the Director of Operations or Office Coordinator will request the Language Use Survey (and student cumulative file) from the prior school. After 3 documented tries, the Office Coordinator will reach out to the family to come to the school to complete the survey.

Waitlist Maintenance and Entry
All students who are not drawn to fill the available spots in a grade level (the number available, or for each incoming kindergarten class, 66) will continue to be drawn, and added to the waitlist in the order in which they are drawn. Students who submit an enrollment application after the enrollment period ends and/or after the lottery is held will be added to the end of the wait list for that grade level in the order that the application is submitted.
If, by the end of the registration period a student who was admitted via lottery has either declined their spot or not turned in their registration forms, students on the corresponding grade level waitlist will be admitted in order of their spot on the waitlist.
Once a family is notified that they have been granted a place at Altura Prep for the upcoming year, they are able to pick up the registration paperwork. The family has one week to return the registration forms to secure their student's spot for the upcoming year.
Students will continue to be admitted off the waitlist over the course of the spring and summer, depending on the decisions of families who have been admitted. In the event that a student leaves the school mid-year, we will offer that seat to a student on the waitlist.

Equal Access

All students submitting an application during the enrollment period for Altura Prep will be placed in the lottery. The only exceptions to the lottery process for new students are siblings of students who are already enrolled in the school. Each year, any student who has been admitted to the school for the prior year will be re-admitted without having to participate in the lottery process.

Our outreach program and student recruitment plan, outlined in Section G.1 are wide-ranging and robust: we dedicate over four months to specific outreach and relationship-building activities between September of 2017 and December of 2017 during our outreach period. We will have hard copies of Intent to Enroll forms at all events between September and December, and we will use these forms to support additional outreach to ensure wide and equal access to our enrollment process. Our proactive outreach and recruitment activities do not stop once we enter our enrollment period in January of 2018. We will reach out to families who have submitted Intent to Enroll forms and support them with filling out applications, and we will continue to attend neighborhood events, conduct our community meetings, and otherwise follow our recruitment and outreach plan. At these events, we will have copies of our application forms in multiple languages, and we will also direct families to our website or Facebook page where they can access the enrollment application form electronically. By having enrollment application forms in multiple languages and formats, we intend to provide a variety of ways for parents and families to apply to enroll at Altura Prep.

To support our construction of a viable lottery process, we consulted several resources, including parents, community stakeholders, other charter leaders, and *http://sde.state.nm.us/charter/dl09/Frequently%20Asked%20Lottery%20Questions.pdf*

Total Points Available	Expectations

4	A complete response must:
	
	• Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties
	• Describe each of the steps of the process:
	   o Pre-lottery entry
	   o Lottery
	   o Post-lottery registration
	   o Waitlist maintenance and entry
	• Describe how the lottery process supports equal access to the school

REVIEW TEAM EVALUATION: Meets the Criteria The applicant has developed a comprehensive lottery admission process, including action steps, timelines, and responsible parties. The applicant intends to accept applications from January 1 until April 6, with a lottery on the second Friday in April. Students will be selected through a public lottery system. After the seats are filled, the waitlist order is determined by random draw.	

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE:

Altura Preparatory School's Conflict of Interest Policy, attached in Appendix U specifically addresses the following four provisions of NMSA 22-8B-5.2 regarding family members, governing when conflicts of interest are present, and chartering authority members:

A. A person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly. Individual liability for knowing violation.

B. No member of a governing body or employee shall participate in selecting, awarding, or administering a contract with the charter school if a conflict of interest exists.

C. Chartering authority member may not serve on charter's governing body.

D. Definitions of immediate family member.

Part A is addressed in Article Two (2), Section 2.18, of Altura Preparatory School's Bylaws, which states:

"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."

Part B of NMSA 22-8B-5.2 Statute is addressed in Altura Preparatory School's Conflict of Interest Policy, Article Three (3), sections one (1) and two (2), centering on a duty to disclose and determining whether a Conflict of Interest exists. These sections state the following:

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.

NMSA 22-8B-5.2, Part C, is very clear that "Any employee, agent, or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation of charter school renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered by the governing authority." Altura Preparatory School will abide by this regulation. Altura Preparatory School's Board of Trustees will also ensure that no member of its governing body or employee of the school participates in the selection of any such contract with Altura Prep if a potential conflict of interest exists.

Part D of NMSA 22-8B-5.2 specifically defines immediate family members, which are specified as a "spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister,

sister-in-law, or any other relative who is financially supported." This is delineated in Article One (1) of the Altura Preparatory School's Conflict of Interest Policy, which states, "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."

Altura Preparatory School's Conflict of Interest Policy and the Conflict of Interest Disclosure Form are located in Appendix U. All Board Trustees, School Directors, and Board Committee members not serving the school in the capacity of a governing board member, will have to sign a statement yearly that reads as follows:
"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."

A sample conflict of interest statement might read:
"I have the following conflict(s) of interest [insert other boards – non-profit or for-profit- the board member or spouse sits on, any for-profit businesses for which the board member or an immediate family member are an office, director, or majority shareholder, and the name of the board member's employer and any businesses the board member or a family member own]."

This Disclosure Form will be signed at the first Board of Trustees Meeting of the new fiscal year, which begins on July 1st and will be thoroughly reviewed and discussed prior to signing the document. The Chairperson will oversee the Conflict of Interest Disclosure Process and will follow the Procedures for Addressing the Conflict of Interest, as outlined in the Altura Preparatory School Conflict of Interest Policy. This process is outlined as follows:

1. 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.

2. 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.

    a. 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.

    b. 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.

Any violations and failures to disclose actual or possible conflicts of interest can result in disciplinary and corrective action, including dismissal from the Board. At all times, our Board of Trustees and school representatives, will be mindful that we must always uphold the principles of this Conflict of Interest Policy, conscious that holding a public office is also a public trust.

Altura Preparatory School's Conflict of Interest Policy and Altura Preparatory School's Conflict of Interest Policy Disclosure and Signature Page can be found in Appendix U.

Total Points Available	Expectations
4	A complete response must: • Provide a governing body conflict of interest policy that includes action steps, timelines and responsible parties • Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011) • Include all forms the governing body will or may be required to submit pursuant to the policy

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's Conflict of Interest Policy meets the requirements of state statute and specifically addresses four provisions identified in page 233 of the application. The applicant also includes the disclosure statement to be signed by the Governing Board.

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(1) If there is /are third party relationship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE:

Altura Preparatory School does not have any third party relationships that are essential to the existence of the school, and so for this reason, we do not have evidence of a relationship, partnership, or contract to supply in this section.

Total Points Available	Expectations

8	A complete response must:
	
	• Identify any third party relationships with specific, identified organizations that control or influence essential elements including the existence, operation, curriculum, or instruction of the proposed charter school, are required by a partner organization, or any part of the application
	• Describe, in detail, the relationships
	• Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school
	• If any such relationships exist identify:
	    o The specific, identified organizations
	    o Contact information for that organization
	    o Specific individuals in the organization that will be associated with the proposed school
	• Describe all legal implications of the essential/required relationships including the legal benefits and responsibilities of each party

REVIEW TEAM EVALUATION: Not Applicable	

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE:
Altura Preparatory School does not have any third party relationships that are essential to the existence of the school, and so for this reason, we do not have an agreement to submit as evidence of a relationship, partnership, or contract in this section.

Total Points Available	Expectations
4	A response is only required if relationships were identified in questions I.(1) A complete response must: • In the application response, identify all MOUs or formal agreements that are attached in Appendix D • Include proposed formal agreements or MOUs that are signed in Appendix D • Identify the responsibilities, activities, and costs of both sides
REVIEW TEAM EVALUATION: Not Applicable	

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission, and the educational program and curriculum**. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	X	All classes in grade K-5 will have 22 students. This waiver will support class size alignment throughout the elementary years at the school, allowing Altura Prep to enroll 22 students in kindergarten and first grade to keep class sizes and numbers of students in each grade level consistent throughout all six years of elementary school. This will also allow us to dedicate funding to teacher development, curriculum, and technology instead of to hiring educational aides for the kindergarten and first grade classrooms.
Teaching load	X	Altura Prep teachers will teach one to two content areas to multiple groups of students through a teacher specialization model. This model allows teachers to become experts in a core area, and students to receive differentiated instruction from teachers who deeply understand how students learn their subject, and how to meet diverse needs in their classrooms.
Length of school day	☐	40T
Staffing pattern	X	Teacher support during transitions throughout the day will support school wide supervision and student-adult relationship building to create an inclusive and supportive school environment. In order to further differentiate instruction, Enrichment teachers may also support students in small group reading and math during specifically scheduled blocks of the day. Per the requested waiver for class load, our staffing plan for Kindergarten and First Grade will not include an Educational Aide for each class above 15 in Kindergarten and 22 in First Grade.
Subject areas	☐	40T
Purchase of instructional materials	X	Altura Prep seeks to be a leader in school innovation. In this regard, it may be necessary for the to adopt instructional materials that have not yet been approved by the state to build our blended learning and STEAM-focused curriculums.

Evaluation standards for school personnel	☐	40T
School principal duties	☐	40T
Drivers education	☐	

Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.
NMSA 22-10A-20 (Class Load)	Altura Prep plans to maintain consistent class sizes and staffing patterns throughout the elementary grades. In order to do so, we request a waiver for class load requirements so that our kindergarten and first grade classrooms can educate 22 students without an additional educational assistant assigned to the classroom. We are confident that through our professional development plan, school-wide structures, and our station-rotation blended learning model, our teachers will be able to effectively instruct and our students will be able to master grade level content in a room with 22 students and 1 teacher. This waiver will allow us to maintain consistent staffing and class sizes while allowing us to use our funding to support instructional materials and teacher development for our instructional staff, rather than educational aides in each lower grade classroom. The approved Altura Preparatory School 5-Year Facilities Master Plan/Educational Specifications document includes educational specifications and space planning to accommodate 22 students per classroom and 66 students per grade level for each year the school grows to full enrollment.
NMSA 22-10A-20 (Teaching Load)	Altura Prep teachers will teach one to two content areas to multiple classes of students as a part of the school's teacher specialization instructional model. We believe that allowing teachers to specialize in no more than two content areas allows teachers to become experts, and deeply understand their area of content while being able to facilitate student learning at high levels and differentiate instruction to meet a wide range of learners. Rather than planning multiple content areas to teach to a single class, Altura Prep teachers plan for one content area at a time (STEAM/Social Studies teachers trade off between content areas during the year). Teachers teach similar lessons to multiple groups of students, meaning that each teacher works with each student in the grade level –a total of 66 students, each day. We request a waiver for the teaching load so that our elementary school teachers and students can benefit from this specialization model. This approach allows for increased teacher focus and sustainability, as well as the ability to more rapidly improve as a teacher, because teachers (especially newer teachers) have the opportunity to practice their lessons more than once each day. This approach allows for improved student achievement because students are taught by adults who have deep knowledge of the subject they teach, as well as how to differentiate it to meet their specific needs at the appropriate time. Students also benefit from building sustained relationships with more than one adult during the day, and from having a number of advocates on campus that know and support each student.
NMSA 22-10A-20 (Staffing Pattern)	Per statute, teachers may not be required to perform non-instructional duties such as noon hall duty, lunch duty, and cafeteria duty. At Altura Prep, teachers may supervise morning arrival, transitions, recess, and dismissal depending on staff schedules and availability. Teacher

	visibility during non-instructional time is linked to increased school safety and improved student-adult relationships. This waiver provides the school with the flexibility to increase supervision and support for students throughout the school day to create a calm, safe, and supportive learning environment. We also will structure regular lunches in which students can eat with their teachers, to see positive role models regarding health and nutrition. We believe that students seeing their teachers eat lunch with them, and greet them in the hallways before and after school supports formation of strong relationships between students and teachers that then become a critical support in students' achievement at high levels.
NMSA 22-15-8 (Purchase of Instructional Materials)	Altura Prep seeks to prepare all students to succeed at high academic levels in middle school, high school, and in postsecondary pursuits. Thus, we believe it is incumbent on the school to select high quality instructional materials that will support achievement of this outcome. The school plans to implement innovative blended learning instructional methods and curriculum, and many of the programs and software that we have selected, though they have demonstrated outcomes when piloted in other schools and states, have not been added to a state-supported list. The school seeks the Instructional Materials waiver in order to utilize curricula and materials in STEAM, Mathematics, and English Language Arts that will support unique and innovative instruction, aligned to generating strong academic outcomes and supporting student choice and agency over their education.

Total Points Available	Expectations

3	A complete response must:
	 • Identify all non-discretionary waivers that will be utilized
	 • Describe how the non-discretionary waiver will support the school's plan:
	     o include a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement
	     o include a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum
	 • Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested
	 • Describe how the discretionary waivers will support the school's plan:
	     o Include a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement
	     o include a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum
	     o identify how the school will meet the requirements for being granted a discretionary waiver

REVIEW TEAM EVALUATION: Meets the Criteria The applicant describes the waivers that will be utilized, including individual class load, teaching load, staffing pattern, and purchase of instructional materials. The applicant seeks a waiver to have a class size of up to 22, without an instructional aide. The teacher load waiver enables the specialization model for teachers.	

K. Transportation and Food.

K. (1) *If Applicable,* state how the proposed school plans to offer transportation to its students. Provides **a clear description** of how student transportation needs will be met that is supported by the proposed budget.   For further information please see the following link: http://ped.state.nm.us/div/fin/trans/index.html.
APPLICANT RESPONSE: At this time, Altura Prep does not have sufficient funding to supply transportation to the students who will attend the school. We are in the process of exploring options for funding transportation. Should we be able to support this program, the school will identify equipment and/or contracting needs necessary, create job descriptions or requests for proposals for contractors, and work with charter school and district school leaders as well as the Public Education Department transportation bureau to establish training and inspection processes as recommended. The School Director(s) will also work with families and community members to identify bus routes and partners in providing services for transportation.   Altura Prep is, however, committed to including transportation in order to meet the specifications of student IEPs, should transportation be included as part of a student's individualized education plan.

Total Points Available	Expectations

4	A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.
	
	 These are awarded as "preference points" if the school plans to provide to and from school transportation to all students.
	
	 All schools must be prepared to meet IEP transportation requirements.
	
	 A complete response must:
	 • Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address:
	     o Identifying equipment purchase or contracting needs
	     o Identifying hiring and or contracting needs
	     o Hiring or contracting
	     o Establishing training needs and inspection process needs
	     o Establishing travel routes and pickup/drop off points
	     o Establishing transportation policies and practices
	     o Identifying student transportation needs
	 • Identify how the school will fund the transportation plan costs
	 • Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services

REVIEW TEAM EVALUATION: Not Applicable	

K.(2) *If Applicable* Provide a plan to offer food services to students (i.e., contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

Food Services

Altura Preparatory School is committed to establishing a food service program for our students to provide them with well-balanced meals that will contribute to the health and well being of our students. We believe that nutrition influences a student's development, lifelong health, and a child's potential for learning. Our meal program will be managed in accordance with the USDA National School Lunch and Breakfast Program (NSLBP) and The National School Lunch Program (NSLP) After School Lunch Program.

Contracting with Approved Food Service Vendors

After researching, speaking to and meeting with various PED approved food service vendors, Altura Preparatory School felt that their vision for making sure that healthy, delicious and clean foods should be available to all children and would be best met by Swan Kitchen. If approved, Altura Preparatory School is hoping to contract with Swan Kitchen, a food service management company that is an approved vendor by the New Mexico Public Education Department, for our food service needs. Agreements in writing cannot be obtained until the Request for Proposal (RFP) process begins in the spring of 2018, however, in our April 2017 meeting, it was clear that our philosophies on food and nutrition choices for children were aligned, and that both parties are interested in working together for the 2018-19 school year. Swan Kitchen will serve students local, seasonal, non-certified organic, and pesticide free meals. We believe that providing our students with meals made from scratch using fresh ingredients will give our students the healthy fuel their minds need to learn and that their bodies need to grow.

The Request for Proposal (RFP) process to contract with any PED approved food vendor begins in the spring before the school year in which the school plans to begin serving meals commences. If approved, Altura Preparatory School will plan to begin the RFP process in the spring of 2018. Timelines vary, so the Altura Preparatory School Director of Operations will be responsible for aligning the Altura Prep process with PED recommended and required timelines in order to ensure that our contracts for vendors and food service providers meet requirements prior to our first day with students in August 2018.

Food Service and Training Needs

Should the relationship with Swan Kitchen come to fruition, Altura Prep will prepare our cafeteria to meet the needs of the program (or any other program in which students will be served a lunch at school). Accordingly, Altura Prep will plan have the kitchen equipped with a warming oven, restaurant grade refrigerator, steam well, industrial sink and salad bar to support with food preparation and service to our students. The approximate cost for these items is $9,000, and will be accounted for in our Year 0 planning budget (because this will need to occur prior to July 1, the costs are not reflected in the budget submitted as part of Appendix G) as well as in the plan to equip the facility with the necessary infrastructure to support the program.

Swan Kitchen's current service model will offer Altura Preparatory School with a trained, certified server to assist with food service. Fingerprinting and background checks will be the responsibility of Altura Preparatory School, and managed by the Director of Operations. Altura Preparatory School has also developed a job description for lunch staff personnel, should we need to hire for that position. (See Appendix C for staff job descriptions) Our first year, we do not anticipate having any full-time contracting needs, but will consider employing one (or more) of our Altura Preparatory School community members (who meet the requirements of the position) to help us with kitchen needs part-time.

Additionally, Swan Kitchen assists its schools with training and inspection processes and needs and we will work with them during the Request for Proposal (RFP) process to make sure we are compliant in all required areas. The USDA also has training grants to support schools in food safety, trainings, technical assistance, culinary education, and integration of agriculture-based curriculums, with rewards ranging from $15,000-$50,000. These grants will be released in October 2017 and The Director of Compliance, Operations and Culture will submit the application

and required paperwork when it is due in December 2017.

Training and Inspection Processes
All schools participating in the National School Lunch Program (NSLP) must obtain a minimum of two food safety inspections per school year, as required by the 2004 Child Nutrition and WIC Reauthorization Act. The New Mexico Environmental Department will be in charge of one inspection, while local credentialed inspectors can conduct the other inspections. In the case that the school is unable to find someone to do a second inspection, the school will maintain documentation demonstrating that there was an attempt to find someone to do a second inspection and that the local government agency was unable to comply during that school year. It will be the responsibility of the school to inform the New Mexico Public Education Department about the two food safety inspections each year by June 30th.

In our plan to work with Swan Kitchen, Altura Preparatory School understands that a Food Safety Inspection must be held every school year for the Vended School Sponsor Meal Site, which would be Swan Kitchen, as well as at Altura Preparatory School, who would be serving the meals. We anticipate that our first Food Safety Inspections will be planned for July 2018, prior to the start of the school year.

NSLBP Relevant Program Application and Reporting Requirements
Upon charter approval, Altura Preparatory School will begin the application process for new USDA National School Lunch and Breakfast Program (NSLBP) and National School Lunch Program (NSLP) After School Lunch Program applicants. Altura Preparatory School will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received. The Altura Preparatory School Director of Culture, Operations, and Compliance will be a applying for one of the many federal implementation grants through the United States Department of Agriculture (USDA) that are available to help schools develop farm to school initiatives, which range from $65,000-$100,000, in the fall of 2017.

Based on our calculations and projections of students in the Highland Cluster, which we expect will be similar to our expected demographic of students, we anticipate that we will have 80% percent of students who will qualify for Free and Reduced Lunch and will be applying for federal reimbursement for breakfast and lunch program, including after-school snacks for students in our enrichment programs.

Total Points Available	Expectations

4	A response is only required if the school plans to offer food services at the school.
	These are awarded as "preference points" if the school plans to participate in free and reduced lunch programs.
	
	A complete response must:
	• Identify a plan for establishing food services at the school including specific action steps, timelines responsible parties, and associated costs that address:
	   ○ Identifying equipment purchase or contracting needs
	   ○ Identifying hiring and or contracting needs
	   ○ Hiring or contracting
	   ○ Establishing training needs and inspection process needs
	   ○ Identifying and completing relevant program application and reporting requirements
	• Identify all federal and state food service programs the school plans to participate in
	• Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements

- Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response indicates it has met with several food vendors and believes Swan Kitchen is the best fit for APS to provide "healthy, delicious and clean foods". The narrative describes the costs for implementing a food program and provides the amounts listed in the budget for training and equipment needs. The applicant does intend to enroll in the National School Lunch Program prior to the school opening.

These points were awarded as "preference points" because the school plans to participate in free and reduced lunch programs.

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 21, 2017**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

L.(1) **Complete, submit, and attach as Appendix E,** the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.
APPLICANT RESPONSE: On April 21, 2017, Altura Preparatory School submitted a Five-Year Facilities Master Plan and Educational Specifications Checklist for 2018-2022 to the Public School Facilities Authority. This plan was accepted by PSFA, as evidenced by the attached letter, dated April 16, 2017   On April 26, 2017, the PSFA approved the submitted Master Plan Ed/Spec Checklist. The approval letter is attached to this application as Appendix E.

Total Points Available	Expectations
4	A complete response must: • Demonstrate the applicant submitted a Facilities Master Plan to PSFA no later than April 21, 2017 • Demonstrate the PSFA has approved the applicant's Facilities Master Plan
REVIEW TEAM EVALUATION: Meets the Criteria The applicant submitted the Five-Year Facilities Master Plan on April 21, 2017 and the PSFA has approved the plan. Both the plan and the approval letter are attached to the application.	

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

Outreach and Research into Public Facilities:

We have sought to research and locate existing public school facilities through outreach to Albuquerque Public Schools, the City of Albuquerque, and the Facilities Management Division in the General Services Department that serves the state of New Mexico. We attempted to contact Albuquerque Public Schools, the Facilities Management Division at the state of New Mexico General Services Division, and the City of Albuquerque Municipal Development Office. We received a response from the General Services Division, recommending that we contact Albuquerque Public Schools. To date, we have not received a response from Albuquerque Public Schools regarding our inquiry. See Appendix V for documentation of the outreach attempts to locate public facilities in the targeted geographic area. These efforts at communication with individuals with information regarding public school district, city or state facilities did not yield any viable options of public facilities in which to locate Altura Preparatory School. Accordingly, we have begun to seek options for privately owned facilities that may be negotiated into lease-purchase agreements to comply with HB-283 and NMSA 22-8B-4.2.

Research Regarding Multiple Facilities in the Targeted Geographic Location:

In March of 2017, Altura Preparatory School facilities planning committee began the process of researching multiple facilities in the targeted geographic region. We targeted the search area to the 87108 and 87106 zip codes, though in order to compare multiple facilities and areas, we also expanded the search to include possible facilities in the 87110 and 87123 zip codes. We engaged several real estate brokers in our search to ensure that we accessed a range of properties in our targeted area. Constance Dove and Debbie Dupes are two realtors who have assisted with sourcing and sharing potential properties in the above-mentioned zip codes.

We reviewed and visited a number of property types and locations, including existing charter school facilities, office buildings, and warehouse spaces.

The spaces reviewed included the following:

Address	Type of Property	Size	Notes/Viability
8207 Central Ave, NE (87108)	Automotive Retail Property	11,000SF	Small for initial year, no eOccupancy Off Central, close to transit
146-148 Quincy St NE (87108)	Industrial	9,620SF	Small for initial year, no eOccupancy Near Copper, across Central from International District
5110 Copper NE (87108)	Retail-Commercial	15,000SF	Large enough for initial 2 years, no eOccupancy, across Central from International District
812 San Mateo Blvd SE (87108)	Retail-Commercial	9,000SF	Small for initial year, no eOccupancy (one space was a daycare), would need to add neighboring spaces to accommodate our space needs
5555 Zuni Rd SE (87108)	Shopping Center	11,200SF-66,275 SF	no eOccupancy, owner not considering schools for occupants
6900 Central Ave SE (87108)	Retail-Commercial	9,723SF	Small for initial year, no eOccupancy, near fairgrounds/ExpoNM
7600 Central Ave SE	Hospitality	9,563SF	Small for initial year, no eOccupancy
6601 Zuni Rd SE (87108)	Industrial/Retail-Commercial	9,265SF	Small for initial year, no eOccupancy, fenced yard for playground, sprinkler system, cooling
8020 Central Ave SE	Retail-Commercial	17,460SF	Large enough for first 3-4 years of

			operation, large land area, proximity to transit and on South side of Central Ave, no eOccupancy
5301 Central Ave NE (87108)	Office	14,140SF	Large enough for first 3 years of operation, no eOccupancy, located on bus route, office building without fire-separators
2013-2017 Ridgecrest Dr SE (87108)	Industrial	11,500SF	Perhaps large enough for first year only, close to Kirtland Air Force Base, no eOccupancy
5400 Gibson Blvd SE	Medical	3,734-200,000SF	Potential to lease space large enough each year as school grows, close to KAFB and International District, no eOccupancy, potentially difficult to fit classrooms into existing partitions
200-204 San Mateo Blvd SE (87108)	Retail-Commercial	8,000-18,420SF	Potential to lease space for growth, owner willing to work with school, noeOccupancy, easy to fit classrooms to space, on transit route
111 Wyoming Blvd SE (87108)	Retail-Commercial	11,052-22,052SF	Potential to lease space for growth, proximity to through-fares to KAFB, Sandia National Labs, International District, no eOccupancy, possibility of only leasing 11,052- not large enough
1258 Ortiz Dr SE (87108)	Office	13,000SF	Large enough for first year only, close proximity to International District homes, day cares, preschools
2000 Randolph St SE (87106)	School-Cien Aguas International School	Approx. 18,000SF	Large enough for all years of operation, eOccupancy status, currently serving school of similar size, farther from International District, may need transportation services
1128 Pennsylvania Place (87110)	Office	15,000+SF	Large enough for first three years of operation, no eOccupancy, east of target geographical region
2109 Air Park Rd SE (87106)	Office	28,600SF	Large enough for full enrollment, if lease timing with other occupants aligns, no eOccupancy, office building without fire separators
108 Juan Tabo Blvd NE (87123)	Retail-Commercial	10,000-60,000SF available	Land area set up with possible playground between two separate buildings, no eOccupancy, located east of target zip codes, close to transit

Altura Prep Facilities Committee representatives either contacted the property owners or realtors to discuss possible tenancy for a charter school in its' first five years with a growing enrollment. Many facilities listed above were either too small to accommodate our proposed program, or not viable because retrofitting the space to meet eOccupancy or adequacy standards would prove too costly and/or difficult for the owner to undertake.

Of the above researched facilities, the Facilities Committee further investigated the following spaces:

Address	Type of Facility	Space	Notes/Viability
2000 Randolph St SE (87106)	School-Cien Aguas International School	Approx. 18,000SF	Large enough for all years of operation, eOccupancy status, currently serving school of similar size, farther from International District, may need transportation services
200-204 San Mateo Blvd SE (87108)	Retail-Commercial	8,000-18,420SF with additional space pending to grow to 27,000+	Potential to lease space for growth, owner willing to work with school, no eOccupancy, easy fit classrooms to needed requirements for space, on transit route
108 Juan Tabo Blvd NE (87123)	Retail-Commercial	10,000-60,000SF available	Land area set up with possible playground between two separate buildings, no eOccupancy, located east of target zip codes, close to transit

Pursuant to the requirements of NMSA 1978 22-8B-4.2, discussions with owners and realtor representatives include
Lease requirements that state that the owner of the facility is responsible for upkeep and maintenance of the facility while occupied by Altura Prep.

Potential Viable and Appropriate Facility Located in the Targeted Geographic Region:
Representatives of Altura Prep's Facility Committee visited multiple sites described in the research section above. Of the facilities researched, the team identified 200-204 San Mateo Blvd SE as a potentially viable and appropriate facility in our targeted geographic region.
To come to this conclusion, the Facilities Committee took the following steps:
1. Initial visit with team realtor and owner realtor
2. Repeat visit with additional Committee members
3. Schedule visit from architect and developer to assess steps to take to prepare facility for eOccupancy and school operation
4. Discuss tentative intent to lease and process for charter approval and the necessary requirements for any lease agreement with the realtor representing the owner.

ii.

Plan to Prepare the Facility for Opening August 2018:
Between June 2017 and June of 2018, Altura Prep will follow a clear timeline for facility acquisition and preparation.
During this time, the Director of Operations and the Board of Trustees Facility Committee are responsible for ensuring that the plan is executing according to the timeline so that the facility is ready for staff to begin Summer institute in July of 2018 and for students to arrive on August 13, 2018.
The below activities are key actions that will be taken over the course of the planning year to ensure that the facility is complete, meets eOccupancy standards and wNMCI requirements. The timeline that illustrates the timing of each step over the course of the year is attached as Appendix W.

1. Schedule visit from PSFA to assess adequacy and weighted New Mexico Condition Index (wNMCI)
2. Work with developer/architect to test and fit the space plan to the space
3. Preliminary construction bids
4. Lease Intent
5. Construction Drawings

6. Construction Bids
7. Construction permits
8. Construction
9. Complete Construction
10. Move in to facility
11. Start of Summer Institute
12. Start of school

Funding:
Per NMSA 1978 22-8B-4.2, our discussions with the realtor representing the building owner have covered the fact that the owner will make the updates to the facility to ensure that the building meets E-occupancy and adequacy standard requirements.

Preparing a facility for the first days with teachers and students, however, requires more than simply renovating the property to meet code and adequacy standards. Schools also must consider furniture, signage, and procedures that enable the school to properly utilize the space they intend to occupy. To this end, Altura Prep has also been exploring potential partners in facilities development, including Raza Development Fund. This group supports schools with funding charter school facilities projects to assist start up charter schools with acquiring, renovating, and furnishing schools that will empower students to reach higher standards of learning and achieve their full potential. In addition to these potential funding partnerships, Altura Prep has begun to develop a robust fundraising and development plan to support the acquisition of an appropriate and viable facility for the school. This plan involves grant seeking to support the costs of purchasing furniture and classroom supplies and materials, as well as fundraising efforts from local individuals and corporations. Grants include Charter School Program Grants from either the New Mexico Public Education Department or the United States Department of Education for initial charter school planning and preparation.

Altura Prep will, in advance of operation, apply for lease assistance funds through the Public School Capital Outlay Council (PSCOC) in advance of the 2018-19 school year. Based on our projected enrollment for each year, the school's requests for PSCOC lease reimbursements will likely be:

Year	Type of Funding	Per Student Amount (Based on FY17)	Proposed Enrollment (#students)	Total Funding/Year
2018-19	PSCOC Lease Assistance	$700	198	**$138,600**
2019-20	PSCOC Lease Assistance	$700	264	**$184,800**
2020-21	PSCOC Lease Assistance	$700	330	**$231,000**
2021-22	PSCOC Lease Assistance	$700	396	**$277,200**
2022-23	PSCOC Lease Assistance	$700	396	**$277,200**

To support some of the funding requirements in additional to PSCOC Lease Assistance, Altura Prep has begun to build relationships with funders who support charter school start up processes, including facilities-related costs. One such group, Raza Development Fund, has written a letter of support, and may begin to work with both the school and it's supporting organization, Altura Schools (foundation), to support the facilities acquisition process in future years.

A separate entity from the school will apply for incorporation in New Mexico as Altura Schools. When the school's charter is accepted, this separate entity will file a Form 1023 to the Internal Revenue Service seeking non-profit status as a 509 (a)(3) "Supporting Organization" of Altura Preparatory School. This entity will then be able to support Altura Preparatory School with facilities acquisition and other development related activities. This entity is shown in the Organizational Charts in Section II D1 as a supporting organization, because the Altura Prep Board of Trustees will maintain oversight of the process to select and approve board members for the Altura Schools supporting organization to ensure close alignment in values and practices between the two organizations.

Total Points Available	Expectations
4	A complete response must: - Demonstrate the applicant has: - Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable - Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable - Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership - Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location - Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs - Identify how the project to prepare the facility will be funded

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant has conducted extensive research on available facilities. The narrative provides a detailed table providing their locations, type of property, size and observation notes. The applicant has narrowed it down to a specific facility as being potentially viable and appropriate for the targeted geographic region. In addition the board has engaged in conversations with Raza Development Fund ("RDF") for facilities development, evidenced by a letter from RDF, included in the application. The applicant has met with the realtor and building owner to discuss what modifications must be made to ensure it meets eOccupancy standards and state requirements. The narrative indicates the costs for modifications will be assumed by the facility owner and completion date for the facility will occur prior to the Summer Institute training.

III. Financial Framework

- **School size.**

State the requested enrollment, grade levels to be served and student/teacher ratio.

A.(1) Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	198	K, 1, 2	16.5: 1
Year 2	264	K, 1, 2, 3	15.5: 1
Year 3	330	K, 1, 2, 3, 4	16.5: 1
Year 4	396	K, 1, 2, 3, 4, 5	16.5: 1
Year 5	396	K, 1, 2, 3, 4, 5	16.5: 1
At Capacity (Enrollment Cap)	396	K, 1, 2, 3, 4, 5	16.5: 1

Total Points Available	Expectations
4	A complete response must: • Identify the anticipated number of students for each of the first five years and "at capacity" based on the long term strategic plan • Identify the grade levels requested to be served in each of the first five years (phase in plan) and "at capacity" based on the long term strategic plan • Identify the Student/Teacher Ratio (not student staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and "at capacity" based on the long term strategic plan
REVIEW TEAM EVALUATION: Meets the Criteria The completed table included in this section of the application clearly defines the enrollment from years 1-5 and at capacity. It includes the number of students, grade levels served, and the student to teacher ratio. These numbers align with the applicant's educational model and provide a well-thought progression of grade levels that will serve students in their early years in the school's first year of operation. As the school grows their students, the educational model and mission can be achieved.	

- **Budgets.**

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement,** New Mexico public school funding.
APPLICANT RESPONSE:
Altura Preparatory School's 910B5 (SEG) Computation Revenue Estimate Worksheet is attached as Appendix F in the Appendices section of this application.

Total Points Available	Expectations
8	A complete response must: - Include a complete 910B5 Worksheet in Appendix F - Use appropriate values and computations in each year - Use current unit value - Budget 15% for Special Education
REVIEW TEAM EVALUATION: Meets the Criteria The applicant has attached completed 910B5 worksheets for the operations of year 1 through year 5 of the school. These worksheets use appropriate values and computations in each year, use the current unit value, and budget for 15% of students to be special education. These worksheets demonstrate an understanding of how NM funding is generated.	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE:

Altura Preparatory School's proposed five-year budget plan (Appendix G) based on the 910B5 (SEG) Computation Revenue Estimate Worksheet (Appendix F) can be found in the Appendices section of this application.

Total Points Available	Expectations
12	A complete response must: • Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F • Supports the proposed school's mission and all elements of the proposed program laid out in the application • Align with the proposed school's five- year growth plan • Budget 15% for Special Education
REVIEW TEAM EVALUATION: Meets the Criteria The five-year budget plan provided by the applicant is based on the 910B5 worksheets noted in B(1) of this application. All areas of the budget align with the school's mission and the educational program for the next five years.	

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility.   The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

Altura Preparatory School ("Altura Prep") has designed a 5-year budget crafted to reflect the proposed educational program in this charter application. The multiyear budget scenario was developed using conservative revenue and expense assumptions. Our planning team leveraged input from national experts in the charter school budgeting and finance field, as well as tapping other local charter school experience. The 5-Year Budget plan only includes a limited amount of public funds available to New Mexico charter schools and a secured grant through Excellent Schools New Mexico.

The chart below provides a high level financial summary of each fiscal year. The budget reflects a positive operating income and an increasing fund balance to meet any unforeseen financial developments. The operating income is projected to be positive in every year, with the school's fund balance anticipated to hit reach 49% by the 5th year of operations.

5-Year Budget Overview

5 Year Budget	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Revenue	1,939,219	2,678,766	3,138,710	3,598,655	3,107,061
Total Expenses	1,868,000	2,256,135	2,654,058	3,103,047	3,087,442
Operating Income (EBIDA)	71,219	422,632	484,652	495,608	19,619
Beginning Fund Balance	-	71,219	493,851	978,503	1,474,111
Ending Fund Balance	71,219	493,851	978,503	1,474,111	1,493,730
Operating Income as % of Total Revenues	3.7%	15.8%	15.4%	13.8%	0.6%
Fund Balance as % of Total Revenues	3.7%	18.4%	31.2%	41.0%	48.1%
Total Revenue Per Student	$9,794	$10,147	$9,511	$9,088	$7,846
Total Spending Per Student	$9,434	$8,546	$8,043	$7,836	$7,797

Revenues

The Altura Prep team has estimated revenue rates to remain flat year over year, based on starting enrollment of 198 Kindergarten, 1st, and 2nd grader students and the goal of adding 66 new students and one new grade level through 5th grade, reaching a final enrollment of 396 students through Year 4. The budget includes a startup grant of $200.000 from Excellent Schools New Mexico.

The recurring public revenue projections are based on our completion of the 910B5 SEG Revenue Workbook. Key assumptions are that total special education population should be 15% each year, with Level A students constituting 2%, Level B students constituting 4%, Level C students constituting 3%, and Level D students constituting 5% of total enrollment. For SEG calculation purposes, we were careful to only include funding being generated from Level C and Level D students.

Other SEG worksheet assumptions include an adjusted ancillary FTE calculation of 0.0315 based on the same

calculation used for Albuquerque Public Schools.   While we anticipate having a large English Language Learner population, we did not assume we will implement a program that qualifies for bilingual units funding. We did assume participation in the elementary arts program and the elementary physical education program equal to 5% and 6% of our enrollment, respectively, in a given year. The T& E Index was tied to the T&E index for Albuquerque Public Schools or 1.066 in each year. For simplicity purposes, we assumed one teacher max each year would be nationally board certified. We also assumed the at-risk index to be 0.075, which is also the current at risk index for Albuquerque Public Schools. Finally, in Year 1, we qualified for an additional size adjustment for having a membership smaller than 200 in each year. Each SEG total reflects the net amount calculated due to Altura Prep after the 2% administrative fee is withheld.

Because there was no place to enter other critical revenue assumptions for other public funding sources, we included the net impact of lease assistance funding (estimated at $700 per student) to our facility lease assumption, National School Lunch Program and School Breakfast Program funding (estimated at $949 per student) to our school breakfast and lunch and snack programs, and E-rate reimbursement funding to our telecommunication expenses or a net 80% savings.

We should note that while we did not include it, we understand that we are likely to be able to tap into federal Title I program funding. Additionally, we may be able to tap into other funding sources such as IDEA funding, instructional materials funding, and possibly transportation funding should we decide to offer transportation in future years of operation. We also did not include any assumption for Governing Board fundraising per year, something that we fully intend on implementing.

Personnel & Benefits

Personnel costs, benefit costs, and employer liability costs, equate to roughly 63% of the anticipated spending during the first 5 years for Altura Prep, or an average of $5.2K in spending per student per year. The staffing plan reflects the proposed personnel plan and the phase-in of those positions over time. For a closer look, please consider the following chart:

Function	Object	Class	Role	Yr 1 Total	Yr 1 FTE Count	Yr 2 Total	Yr 2 FTE Count	Yr 3 Total	Yr 3 FTE Count	Yr 4 Total	Yr 4 FTE Count	Yr 5 Total	Yr 5 FTE Count
1000	51100	1411	Classroom Teachers	376,200	9.0	511,632	12.0	652,331	15.0	798,453	18.0	814,422	18.0
1000	51100	1411	Stipends & Bonuses	10,000	N/A	31,953	N/A	41,936	N/A	49,562	N/A	54,808	N/A
1000	51100	1412	RSP Teachers	41,800	1.0	85,272	2.0	86,977	2.0	88,717	2.0	90,491	2.0
1000	51100	1416	Elective Teachers	83,600	2.0	127,908	3.0	130,466	3.0	177,434	4.0	180,983	4.0
1000	51100	1612	Subs	6,750	N/A	9,000	N/A	11,250	N/A	13,500	N/A	13,500	N/A
2100	51100	1218	Director of Curriculum & Instruction	-	-	51,000	1.0	52,020	1.0	53,060	1.0	54,122	1.0
2100	51100	1218	SPED Coordinator	-	-	-	-	26,010	0.5	26,530	0.5	27,061	0.5
2400	51100	1112	Co-Principal (Academics)	80,000	1.0	81,600	1.0	83,232	1.0	84,897	1.0	86,595	1.0
2400	51100	1112	Co-Principal (Operations)	80,000	1.0	81,600	1.0	83,232	1.0	84,897	1.0	86,595	1.0
2300	51100	1217	Office Manager	32,000	1.0	32,640	1.0	33,293	1.0	33,959	1.0	34,638	1.0
2500	51100	1217	Office Clerks	7,500	1.0	7,650	1.0	7,803	1.0	15,918	2.0	16,236	2.0
2500	51100	1511	IT Coordinator	42,000	1.0	42,840	1.0	43,697	1.0	44,571	1.0	45,462	1.0
3100	51100	1617	Lunch Staff	15,000	2.0	15,300	2.0	23,409	3.0	23,877	3.0	24,355	3.0

The largest staffing category, teachers, starts at an assumed average salary of $41,800, with half of the teachers assumed to be Level I starting at $37,400 and the other half assumed to be Level 2 starting at $46,200 based on our pay scale. This assumption reflects a 10% increase in starting pay relative to Albuquerque Public Schools, and the pay scale builds in also a larger increase year over year at 2% each year. Other roles have also been budgeted, specifically around administrative functions, special education, IT, clerical and lunch staff. On average, 71% of the proposed personnel spending is going towards instructional roles when comparing spending on teachers, subs, and teacher stipends and bonuses to all staff.

When Altura Prep opens its doors, it will have a staff of 19 in 2018-19 and grow to a final staff of 34.5 in 2022-23. This staffing plan represents a minimum level that will otherwise be evaluated and revisited should more resources be available. As mentioned earlier, teacher salaries are budgeted to increase 2% year over year starting 2019-20 to ensure continued competitiveness; all other salaries will also increase by 2% year over year.

The budget reflects a 13.9% assumption for employer contributions to the state retirement system based on the FY 2017 employer contribution rate in Object 5211 in the respective functional areas for each position, regardless of actual position participation and full time status. We have also budgeted the assumption of Altura Prep contributing, on average, $5,000 per full time employee toward medical, dental, and vision benefits, with a 5%

increase year over year. This has been budgeted all in Object 52311 in the respective function areas for each position; the $5,000 assumption works out to be a $416 per month employer contribution, which will fulfill the employer contribution minimums outlined by New Mexico Public School Insurance Authority. The budget also contains allocations for Social Security (6.2%) in Object 52210, Medicare (1.45%) in Object 52220, state disability ($2 per person per fiscal quarter) in Object 52316, and state unemployment insurance (1.37% on the first $24,100 per person per calendar year) in Object 52500. We have also budgeted for workers' compensation insurance at 1.00% of total wages in Object 22710. In addition to evaluating compensation each year, we will continue to assess contributions towards benefits to keep Altura Prep competitive with other local public schools.

Facilities

Altura Prep is currently identifying a final facility. For the purposes of the budget and without an official option, we have included our bare minimum required space. This is a space that initially has 12,300 square feet, grows to 15,200 square feet in Year 2, grows to 18,400 in Year 3 and then caps out at 22,000 square feet at full size. Total square footage includes both classroom, office, and general space. The assumed cost is $12.5/square foot with a 1.5% increase each year. Janitorial services have also been budgeted at $1.50/square foot in a given year, utilities at $1.50/square foot in a given year, and maintenance at $0.50/square foot in a given year. At these levels, this budget represents an average $738/student lease cost, with total facility costs averaging around 10%. As noted earlier, $700 per student has been subtracted from this line item to account for the impact of the lease assistance funding. You can find the facility rent and operating expense totals in Function 2600 in the appropriate Object codes in the 54000 series.

For all other proposed spending, our assumptions reflect conversation and details from vendors. When it made sense, we included a 1.5% increase year over year for line items. Spending assumptions are outlined below:

Function	Object	Year 1	Year 2	Year 3	Year 4	Year 5	Year over Year Increase of 1.5% included	Assumptions
1000	53414	12,000	16,240	20,605	24,678	25,048	Yes	SPED services at $400 per SPED student; estimated 15%
1000	53711	1,980	2,680	3,400	4,141	4,203	Yes	$10/student for field trips
1000	55820	4,750	6,344	7,598	9,019	9,154	Yes	Professional Development of $250/staff
1000	56112	79,200	26,796	27,198	27,606	-	Yes	$400/student; extra purchased in Years 1 through 4 for Year 5
1000	56113	43,820	27,334	28,084	10,437	4,601	Yes	$85/student for educational software; SIS system at $6K fixed cost; $5 per student license; remainder is assessments based on vendor quote
1000	56118	26,235	35,505	45,047	54,867	55,690	Yes	$85/student for classroom materials; $25/student for uniforms; $150/SPED student for materials
1000	57332	91,350	30,907	31,370	31,841	2,500	Yes	$75/student for desks; $2,500 budget per new classroom, $800/staff member for computers; $250/every student for chromebooks
2100	53414	9,200	9,200	9,200	9,200	9,200	No	$50/instructional day for nursing
2300	53411	13,000	13,000	13,000	13,000	13,000	No	based on authorizer meeting; cost of annual audit
2300	53413	2,500	2,500	2,500	2,500	2,500	No	set aside of 20 hours at $125/hr for limited legal support
2300	55812	500	508	515	523	531	Yes	annual training; remainder free through PED
2300	56115	600	609	618	627	637	Yes	$50/month; 12 meetings
2400	56118	15,930	18,514	21,171	23,904	24,263	Yes	$750/month office spending; $35/student in copiers & supplies
2400	57332	16,533	7,372	6,209	6,683	2,500	Yes	staff computers at $800/staff; $5K in office furniture in Yr 1, $2,500 thereafter
2500	53414	61,967	62,119	62,234	62,361	62,361	No	backoffice services at $59,999 per year; $149 average per employee for payroll services
2600	54312	6,150	7,714	9,478	11,502	11,675	Yes	$0.50/square foot
2600	54411	6,150	7,714	9,478	11,502	11,675	Yes	$0.50/square foot
2600	54412	6,150	7,714	9,478	11,502	11,675	Yes	$0.50/square foot
2600	54415	6,150	7,714	9,478	11,502	11,675	Yes	$0.50/square foot
2600	54416	720	731	742	753	764	Yes	$300/month for internet and telephone less an 80% reimbursement through E-rate
2600	54610	15,150	8,050	5,952	10,362	14,675	Yes	See section on facility rent less $700/student in facility rental assistance
2600	54620	14,400	14,616	14,835	15,058	15,284	Yes	$800/month for three copiers each year
2600	55200	18,000	21,315	23,695	26,142	28,657	N/A	based on quotes for similarly sized schools
2600	56216	3,960	5,359	6,799	8,282	8,406	Yes	$1.50/square foot for janitorial services
3100	55915	747	996	1,245	1,494	1,494	Yes	$5.45/student for meals and snack* an average attendance of 95% for an effective $952/student less the calculated reimbursement for $949/student through NSLP

Total Points Available	Expectations
4	A complete response must: • Explain basic assumptions • Identify reliable sources for each assumption • Include priorities consistent with the proposed school's mission • Include priorities consistent with the proposed school's educational program • Include priorities consistent with the proposed school's staffing • Include priorities consistent with the proposed school's facility
REVIEW TEAM EVALUATION: Meets the Criteria	

The applicant's budget narrative thoroughly describes all items in its 5-year budget plan. The response takes into account sources that will meet the goals of the mission and elements of the educational model.

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE:

Altura Preparatory School will be able to successfully meet unforeseen financial challenges, whether affecting budget or cash flow, through three key strategies: 1) by implementing a highly rigorous, strategic budgeting process, 2) ensuring that its constituents have access to accurate and timely dashboards and reports, 3) leveraging financial expertise and 4) implementing corrective actions when necessary.

Strategy #1 The Budget Process

Altura Preparatory School's budget cycle will start in early spring with a draft budget developed by school leadership, EdTec, and the standing Finance Committee. EdTec will solicit input from school leadership and facilitate planning conversations each year to ensure budgeting aligns to mission and intended outcomes as well as various contractual obligations and expenses. EdTec will prepare analysis and provide comparative expertise around charter school funding and spending, observed trends, and other key industry financial benchmarks. EdTec will develop the actual budget pro forma, accompanied with clear assumptions and notes. EdTec will also ensure this is properly translated into any state reporting templates. This will then be considered and reviewed by the standing Finance Committee, who will make recommendations or suggested changes prior to forwarding on to the broader Governing Board for review. Proper diligence will be exercised around any spending compliance requirements for federal and state revenues. The budget will be otherwise developed with a broad commitment to using public funds in the most prudent manner possible.

The proposed budget with recommendations from the standing Finance Committee will be brought forward for presentation at an open, public board meeting, and then for approval at a subsequent open, public board meeting after the initial presentation. June 30th will be the deadline to have a board-approved budget in place, and a copy of the approved budget in the required format will be provided to the New Mexico Public Education Department and Public Education Commission by any required deadline. As a public entity, Altura Prep Charter School will treat documents such as the approved budget as public record, and such documents will be made available upon request in line with any other standard public records request.

Strategy #2 Timely Reporting

Altura Preparatory School will be able to meet unforeseen budget challenges by having timely information. Enrollment and financial dashboards that communicate student enrollment leading up to the 40 Day Count, as well as revenue and spending trends, will be paramount and we will take steps to ensure those reports and dashboards are available real-time. That includes adopting policies and procedures that facilitate a high level of accountability for statement generation.

Altura Prep also understands the need for timely reporting to ensure that public funding arrives in a timely manner. To that end, it will work with EdTec to ensure that all reporting is done in a way that ensures that Altura Prep isn't otherwise encountering self-inflicted cash flow difficulties.

Strategy #3 Leveraging Financial Expertise

By making the investment of working with EdTec, Altura Prep will be better positioned to address financial

challenges. EdTec has a significant amount of national experience and expertise in the world of charter school finance, and we have included them as part of our operation plan versus some of the alternative options available to charter schools. Through this partnership, we can ensure we have qualified individuals proactively looking at our finances to flag problems before they begin.

Strategy #4 Corrective Action

Should Altura Prep encounter any financial difficulties that produce a budget gap, it will identify ways to re-balance its budget immediately. A budget shortfall would most likely come from a missed enrollment target – we understand this to be the greatest area of risk for new charter schools. In this situation, Altura Prep would first realize some savings on expenses that are driven naturally by number of students, such as instructional materials, textbooks, and other expenses tied to number of students. After realizing any of those natural areas of savings, there would be a review of the staffing plan to ensure it is still reasonable considering the enrollment and if possible, realign it and lower costs. Specifically, the number of teachers, as the largest area of staff spending, would still need to make sense in light of new enrollment. Altura Prep will also be cognizant of this as we approach staff hiring, and may potentially delay some hires until it has more certain enrollment numbers early in the year, or based on projected enrollment (measured by intent to enroll and registration forms). The budget priority will always be to preserve key educational elements critical to the charter and scale back on otherwise discretionary or non-mission critical. An example of a corrective action that the school may take in the event of lower enrollment than anticipated while preserving key components of the Altura Prep educational program and philosophy is to reduce the number of teachers per grade level to two (2), aligning their specialized areas to ELA/Social Studies and Math/STEAM. This action preserves the core of the academic approach by safeguarding teacher specialization and integrating multi-disciplinary project based learning across content areas.

Altura Prep would also look to defer certain costs to future years when enrollment or finances were more stable, renegotiating with vendors contracts to delay or otherwise push out expenses to a later time when the school may otherwise be able to afford the services. Altura Prep will also seek out opportunities to partner with other charters schools and potentially share costs for services that lend themselves to being coordinated across multiple charters.

The proposed budget plan conservatively doesn't include any non-secured fundraising, but we will have extensive development efforts going on each year. Should we encounter a budget challenge, we will invest more effort and resources into pursuing fundraising activities and philanthropic opportunities. The Director of Operations, along with an ad hoc Fundraising Committee of the Governing Board, will be responsible for researching and applying for supplemental funding to help close any financial gaps that the school may experience.

Meeting Unforeseen Cash Flow Challenges

Altura Preparatory School will be building up its non-public funding early on to provide a cash flow buffer going into the start of the year. To that end, Altura Prep has secured a commitment from Excellent Schools New Mexico for funding to be used for startup related expenses in Year 1. Altura Prep has also received a grant of $215,000 from NewSchools Venture Fund to be used in the planning year (between June 2017 and June 2018), with an option to apply for a further grant to be used in the first year of operation. Because the terms of the grant require the funding to be used between June 2017 and June 2018, the grant from NewSchools Venture Fund is not reflected in Altura Prep's Year 1 budget, though the grant does provide an option to apply for additional funding for the first year of the school's operation. Altura Prep plans to apply for this additional funding in order to assist with any unforeseen cash flow challenges, and to provide supplemental staffing and technology support.

Additionally, Altura Prep will be pursuing vendor relationships to take advantage of deferred payment options anywhere from 30 to 120 days deferred. This, combined with the starting cash reserve from secured and potential grants, will provide the school with adequate cash flow at the front end to fund critical expenses such as special education services and food service prior to funding starting.

To support implementation of Altura Prep's special education program prior to receipt of state and federal funding is disbursed based on accurate 40-day counts, Altura Prep plans to time hiring using start-up grant funding. One of the founding School Directors also possesses a Special Education License in New Mexico, and will support implementation of the program should the need arise.

Altura Prep will also apply to the New Mexico Public Education Department or the US Department of Education for the Charter Schools Program Grant, which can provide anywhere from $300,000 to $600,000 in additional startup

funding for a charter school. The New Mexico Public Education Department recently applied for funds through this grant, and we plan to take the appropriate next steps to access this funding should the Public Education Department receive funding through the Charter Schools Program Grant. In addition to meeting cash flow challenges through pursuit of additional funding streams, Altura Prep has put corrective action measures in place to adjust the expenditures required of the school while still implementing our program. These corrective actions (also described above) include:

1. Revised staffing plans to adjust to the size of the student population
2. Removing office support position(s) and adjusting responsibilities assigned to other staff
3. Decreasing the number of support staff positions (lunch, office clerk, custodial) and exploring opportunities to further cost share for these positions
4. Decrease the FTE positions for enrichment teachers (.5 FTE for PE Enrichment, for example, potentially shared with another school).

We believe that it is critical that our student and financial data drive our decisions related to budget and necessary adjustments. Thus, when making decisions about adjustments to staff or programs, the School Director(s), with the Governing Board of Trustees, will review the programs, enrollment, and actual budget constraints in order to make the best decision with student needs in mind.

Total Points Available	Expectations
4	A complete response must: • Describe budget control strategies **as well as** budget adjustments that will be made to meet financial budget and cash-flow challenges • Include explanations that are viable and realistic based on the professional judgment of experienced, licensed school business officials • Address how special education students will receive services ***before*** special education funding is provided based on accurate 40 day counts • Address how gaps between budgeted students and actual enrollment will be addressed

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant's response has provided sufficient detail to address the steps/solutions to ensure minimal downfalls take place in the school year. The narrative begins with providing an overview of the budget process and will entrust the school management of the finances to EdTec, a back-office provider.

In order to meet unforeseen cash flow challenges, APS will build up its cash flow with non-public funding. APS has received a commitment from Excellent School New Mexico to secure start-up funds and has received a grant for $215,000 from Newschools Venture Fund to be used during the planning year. The applicant will also approach vendors about agreeing to a deferred payment option anywhere between 30 to 120 deferred days. Most importantly, to support implementation of special education services prior to funding, ASP plans to use start up funds for hiring and will support additional implementation of services, if needed, with the founding School Director, which possesses a Special Education license in New Mexico. Other corrective actions APS would consider include revising the staffing plans to meet the student needs, removing office support positions, decreasing the number of support staff, and decreasing the FTE for enrichment teachers.

Overall, the applicant has described adequate controls to monitor potential budget shortfalls with short-term solutions.

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE:

As part of Appendix H, Altura Preparatory School has provided a draft of its financial policies and procedures. These policies and procedures are intended to constitute a high-level codification of its internal control framework for ensuring a number of intended outcomes, specifically safeguarding assets, ensuring payroll activity is properly posted and reconciled, segregating disbursement responsibilities from reconciliation responsibilities, ensuring a high level of fidelity and reliability in financial information, and ensuring more broadly compliance with federal and state statutes, rules, and regulations. Aspects of these financial policies and procedures have been borrowed from other charter schools with successful financial management, and a majority of the provisions included have been reviewed by audit firms working with charter schools nationally.

No less than annually, the Governing Board, with the consultation of the Finance Committee and EdTec, will review and evaluate the adequateness of its financial policies and procedures. Specifically, Altura Preparatory School will conduct an internal audit to evaluate such things as adequate documentation and approvals on file. The Finance Committee will review the results of this internal audit and make recommendations for corrective action or improvements to the current policies and procedures. Additionally, the Governing Board through its Audit Committee will also solicit feedback from its audit firm, and the Governing Board will utilize any findings, auditor concerns, or lack thereof as evidence of the adequacy of its internal controls.

These policies and procedures were drafted in close consultation with EdTec, the proposed back office provider. EdTec employs certified public accountants and staff who otherwise meet the school business official requirements. As part of working with EdTec, Altura Prep Charter school will enjoy a segregation of duties vis-à-vis its differentiated staffing structure across the functions of cash disbursement, payroll, and cash reconciliation. Specifically, EdTec employs staff with different functions and permissions on behalf of clients so that there are checks and balances on behalf of its clients – no one EdTec staff member has responsibilities that crosses these three functional areas. In practice, this looks like:

Cash Disbursements – Non-Payroll

The School Director of Culture, Operations, and Compliance (Director of Operations) will manage the purchase order and invoice approval process, as well as facilitate all direct communication with vendors. He or she will solicit bids when applicable and bring contracts in front of the governing board for approval. Approved invoices, based on the adopted budgeted and consultation with the School Director, will be submitted to an EdTec Accounts Payable Representative for processing. Invoices will be remitted to EdTec with coding based on the adopted budget and the implemented chart of accounts that conforms to state coding standards. EdTec will process the transactions, and then it will generate a report for review and quality assurance. Once the Director of Operations has reviewed the report and the school leader has approved payment, EdTec will issue payment to those invoices and vendors. In circumstances when an invoice requires a second approval or signature, EdTec will request approval from the designated second signer such as the Treasurer. Once the payments have been generated, EdTec will issue a check register which lists all payments made and an aging report for any unpaid invoices. Monthly, the Director of Operations will prepare a combined check register for all payments made on behalf of the school for review by the board as part of an additional layer of financial oversight. Credit card and debit card transactions will have a separate process for entry to ensure that all activity is being entered and proper documentation is secured. The school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year, and the back-office provider will keep electronic versions as well. For payments to independent contractors, the Director of Operations will collect W-9s from all eligible vendors to be submitted to EdTec. EdTec will complete all the required tax reporting for vendors to IRS.

Cash Disbursements - Payroll

The Director of Operations will maintain employee files, including but not limited to, employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a bi-weekly or semi-monthly basis, the Director of Operations will submit payroll information and changes to an EdTec Payroll Specialist. From there, the EdTec Payroll Specialist will process all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through a payroll processor such as Paychex or ADP. This payroll preview will be sent to the Director of Operations who will approve or modify payroll as needed. After approval, the EdTec Payroll Specialist will process the payroll and coordinates delivery to the school and employees. On a quarterly basis, EdTec will complete all the required tax reporting to IRS and any state agencies. In addition to the standard payroll processing, EdTec will manage reporting related to retirement and plan administration as needed.

Cash Reconciliation

The Director of Operations will submit bank statements and deposit logs each week. Based on the adopted budget and the state chart of accounts, an EdTec accountant will enter and code all revenues in an accounting system. Other financial activity not originating within the accounting system, like for example payroll activity, or otherwise not processed through the accounts payable system will be entered by an EdTec accountant. EdTec will complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize banking activity until documentation is supplied. EdTec will maintain a fixed asset schedule and ensure all expenses are capitalized and depreciated as appropriate. EdTec will also make sure transactions that should be applied to the balance sheet are correctly recognized. Monthly, the general ledger will undergo routine maintenance to ensure that items are properly coded.

Total Points Available	Expectations

4	A complete response must:
	
	• In the application response identify all the internal control procedures that have been attached in Appendix H
	
	• Attach in Appendix H internal control procedures the proposed school will utilize to:
	
	  o safeguard assets
	  o segregate its payroll
	  o segregate cash and check disbursement duties
	  o provide reliable financial information, promote operational efficiency
	  o ensure compliance with all applicable federal and state statues, regulations, and rules
	• Attach procedures that, based on the professional judgment of experienced, licensed school business officials, successfully ensure appropriate segregation of duties
	• In the application response, provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school

REVIEW TEAM EVALUATION: Meets the Criteria	

The applicant's response describes a clear process for reviewing and evaluating the adequateness of the financial policies and procedures with the committee and EdTec. The narrative provides a description for areas to be evaluated: cash disbursements-non-payroll, cash disbursements-payroll, and cash reconciliation. With the use of EdTec, conducting the back-office work and managing it off-site, The Director of Operations will be the point person for organizational matters.

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly-qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

Altura Preparatory School is proposing to work with EdTec, a back-office provider for charter schools, to fulfill its financial management functions. Altura Preparatory School has used EdTec to support it in budget development and preparation of the 910B5 worksheets, as well as in its preparation of responses to B.(2), B.(3), B.(4), C.(1), C.(2), and C.(3). The cost of using EdTec has been budgeted at $59,999 in each year in the budget. In contracting with EdTec, Altura Preparatory School will receive the services of a business manager, an accountant, a payroll specialist, and an accounts payable specialist to meet the functional responsibilities outlined in C.(1). Since these staff will work for EdTec, EdTec will be responsible for establishing the qualifications and responsibilities for each staff member. However, Altura Preparatory School will ensure that its EdTec business manager will be licensed in New Mexico at least two weeks prior to the start of the proposed school year.

The Director of Operations will also be a critical role in the financial management and operational functions for Altura Prep Charter School. Specifically, he or she will have familiarity and experience with the financial and operational management of a high performing charter school. S/he will also be charged with managing and overseeing the day to day relationship with EdTec, as well as ensuring that EdTec has access to the information outlined within C.(1).

The Director of Culture, Operations, and Compliance is, among other activities, responsible for ensuring that operational functions of the school occur in accordance with required policies. Related responsibilities fall under the Director of Culture, Operations and Compliance "Operational Leadership" competency category:

- 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 challenges 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
- Supervise requisitions, shipments (receiving & distribution), storage room, classrooms, school offices, workroom materials and supplies. Responsible for maintaining ongoing inventory; processing packing slips
- Establish and maintain the school bookroom and curriculum resource library
- Prepare and process field trip request forms and transportation
- Maintain school web site
- Assist in writing, translating (if bilingual), all school publications and distribution of the monthly school newsletter
- 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
- 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
- Prepare breakfast, lunch, recess, and before- and after-school supervision schedules
- 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

The School Director of Culture, Operations, and Compliance must have an in-depth, working understanding of school finance, budgeting, instruction, Special Education services and related costs, as well as certain required qualifications and licenses:

- 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.

The full Job Description for the School Director of Culture, Operations, and Compliance is located in Appendix B.

The School Business Manager plays a key role in ensuring that Altura Prep appropriately executes the financial tasks required of the school. As stated above, and as reflected in both the budget submitted in Section B(2) and Appendix G and in the Organizational Charts presented in Section II. D(1), Altura Prep plans to contract with EdTec to provide back-office support and business manager services.

- Serve as a point of contact for schools with client-facing responsibilities
- In partnership with the accounting team, prepare monthly financials statements, including YTD income statements, cash flow statements, and variance analysis for clients
- Create monthly presentations to Governing Board, analyzing the key issues in the financial statements and offering recommendations for changes in the school operations
- Complete grant reports, State interim reports, and other compliance-related reports and maintain Charts of Accounts, multi-year budgets, and other financial documentation (i.e., loan applications) for school clients
- Ensure that all school reports and disclosures comply with applicable governmental regulations, professional standards, and organizational policies
- Analyze, model, and solve problems for clients on a wide range of business issues
- Manage the ongoing forecast for the school, and support the annual budget development process
- Build relationships between EdTec and the charter community throughout New Mexico
- Maintain current knowledge of relevant financial management procedures and practices
- Develop a functional expertise in one or more areas of school business operations
- Lead special projects including, but not limited to, drafting charter renewals, implementing budget model improvements, and updating charter school manuals

EdTec requires financial analysts to have the below experience, and Altura Prep plans to ensure that any individual working with Altura Prep has the required New Mexico Business License at least two weeks prior to the beginning of the school year (ideally by July 15).
- 1-5 years of work experience in a related field (i.e., education or finance)

- Strong communication and analytical skills
- Experience in client services or similar responsibilities internal to company
- Significant experience with Microsoft Excel, financial modeling, and/or forecasting
- Ability to travel to school sites and work non-standard hours to attend board meetings
- Strong commitment to education
- Altura Prep Specific: New Mexico Business License

Altura Preparatory School has identified a proposed Founding Director of Culture, Operations, and Compliance that will be hired in the 2017-18 year to ensure that Altura Prep's systems and processes are set up in accordance with state and federal requirements and to ensure that the school begins the first year of operation with sound practices related to finances and operations. This individual will be a co-head administrator, and will be hired according to the processes laid out in Section II C.2 with the qualifications laid out in Section II C.3.

Altura Prep has begun to work with EdTec in preparing the financial components of this charter application, and plans to contract with the organization throughout the start up process and into the years of operation. No later than March of 2018, the school plans to have a contract with EdTec and an identified financial analyst/client manager that have the required experiences and licenses. If the individual must pursue a business license in the state of New Mexico, Altura Prep will ensure that the license is secured at least two weeks prior to the start of the year.

Total Points Available	Expectations
4	A complete response must: - Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks - Align completely with the organizational chart from response to D(1) in the Organizational Framework - Align completely with the budget in A(1) and A(2) responses in Financial Framework - Describe appropriate qualifications and responsibilities for each of the identified positions - Include a plan that will result in the recruitment, identification, and evaluation of candidates and the hiring of highly-qualified staff for each of the identified positions no later than two weeks prior to the start of the proposed school year

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant provides a clear and concise description for the key roles that will perform the financial tasks of the school and includes the timeframes for hiring and starting dates that are in line with the school start up. The roles include the Director of Operations, Director of Culture, Operations and Compliance, and the School Business Manager (EdTec). These align with the budget and organization structure. APS will contract with EdTec for financial management functions, and the cost of those services are included in the school budget.

C.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE:

Altura Preparatory School will form a standing Finance Committee to be composed of board members with relevant financial management and charter school finance experience and expertise. This committee will meet monthly to review the finances of the school as evidenced by its financial statements and other financial analysis produced by EdTec. As necessary, this Finance Committee will also request any supplemental information, either or both from EdTec and school management to otherwise facilitate its analysis and decision-making. The Finance Committee will also be responsible for assessing the continued adequacy and appropriateness of its standing financial policies and procedures, making financial recommendations to the Board, and developing and recommending the Annual Budget. The Governing Board of Trustees will make all formal decisions, including but not limited to formal Annual Budget adoption and contract approvals. The Finance Committee will ensure that Altura Prep is meeting compliance with financial requirements associated with funding sources through its work with EdTec and the school management. Lastly, the Finance Committee will ensure that the Governing Board takes action that is free from conflict of interest or that said conflicts are adequately and appropriately disclosed.

Altura Prep will annually form an Audit Committee with the expressed purpose of facilitating and overseeing the audit process. The Audit Committee will be comprised of a subset of board members (at least two (2)) with relevant audit expertise and experience, with a majority of the Audit Committee members not otherwise on the standing Finance Committee to avoid any conflicts of interest. The Audit Committee will also include, in alignment with state statute requirements, one (1) volunteer member who also has experience in accounting or financial matters, and one (1) volunteer member who is a parent of student who attends Altura Preparatory School. To the extent necessary, the Audit Committee will look outside of its board to utilize volunteers and advisors to provide requisite expertise and need in the absence of board members with the required expertise. Altura Prep has budgeted $13,000 to contract with the state-selected audit firm. The Audit Committee will meet with the audit firm prior to the start of the audit to get an overview of the audit process, as well as the respective roles and responsibilities of all involved parties including EdTec. From there, the Audit Committee will report back to the Governing Board what to expect on an as needed basis.

When the audit process commences, the school administration and EdTec will ensure the audit firm has all necessary financial information and records as well as non-financial records and documents maintained by the school in advance of actual audit field work. During the audit field work, any documents requested will be provided in a timely manner. The Audit Committee will oversee that the audit firm has the information it needs and is otherwise receiving materials in a timely manner.

Once the audit is complete, the Audit Committee, along with the school administration and EdTec, will review the audit report and management letter. If the audit report or management letter include any findings, including but not limited to material weakness or significant deficiencies, the Audit Committee will respond to those findings and develop a formal plan to address those findings in future audits, to avoid repeat findnings. To the extent that it requires additional input, the Audit Committee will work with the Finance Committee to implement any policy or procedural changes or corrective action under the Finance Committee's jurisdiction. In addition, the Audit firm will be asked to present the findings to the board, and the Audit Committee will share its recommendations in a manner that is transparent and free from conflict of interest.

Copies of the final audit report will be sent to the state and authorizer, as well as any other required agencies. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required of public charter schools in New Mexico, as well as in addition to any other conditions or criteria required the authorizer. Altura Prep will also retain the same audit firm for any other required reporting, including but not limited to the filing of its annual 990 return with IRS, and other tax matters.

The committees, whether the standing Finance Committee or the Audit Committee, will interact with school

management in a manner that preserves and is deferential to the broader Governing Board prerogative. Specifically, the said committees will work closely and collaboratively with school management to meet their responsibilities, but these committees will not unilaterally take action or otherwise engage in decision making that is typically reserved for the Governing Board. The committees will look to facilitate and enhance decision making by sharing of their expertise and providing oversight over their respective subject manner competencies for the Governing Board to then leverage. Ultimately, the School Director(s) will report to the Governing Board, not individual committees, but the committees may otherwise be allowed to request information from the School Director(s) otherwise relevant to carrying out its respective areas of oversight.

Total Points Available	Expectations

4	A complete response must:
	
	 • Describe how the Governing Body audit and finance committees will be formed and how they will:
	     o Function generally
	     o Ensure proper legal oversight
	     o Ensure proper financial oversight
	 • Describe how the proposed school's audit and finance committees will interact with the school's management
	 • Describe how the audit and finance committees will interact with the full Governing Body

REVIEW TEAM EVALUATION: Meets the Criteria

The narrative describes how APS will create a standing Finance Committee, comprised of members with relevant finance and charter school finance experience. This group will meet no less than monthly to oversee the school's financial health. All necessary materials used by the committee will be provided by EdTec. Additionally, APS will form an Audit Committee. Both committees will work closely and collaboratively with school management and will provided recommendations to the full board. Only the board will take any action.

The applicant's process provides a clear picture of the general functions of the committees, governing body, school management, and EdTec.

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.

APPLICANT RESPONSE:

We believe that a school should be a cornerstone of the community in which it operates. We have made engaging the community a priority in our work to build a solid foundation for Altura Prep. This work will continue throughout the planning year, and once Altura Prep opens its doors.

Our outreach process during the application period consisted of a variety of outreach strategies including: individual meetings, attending community and neighborhood association meetings, participating in community events in Southeast Albuquerque, holding focus groups of parents and key family members, and generating wider connections via social media platforms and e-newsletters.

Throughout the application process, we held meetings with individuals in community-based organizations, neighborhood associations, businesses, not-for-profit organizations, Sandia National Laboratories, local charter schools, district schools in Southeast Albuquerque, faith-based organizations, elected officials, university personnel, Kirtland Air Force Base representatives, national charter school advocates and organizations, and families in the areas in which we seek to locate. We held focus groups with families who live in our proposed geographic region and we participated in regular community meetings and visioning activities.

Community members and organizations have been engaged during the recruitment of potential board members and community supporters beginning in the fall of 2016, and throughout the spring of 2017 to solicit feedback and community input on the school's instructional model and family engagement strategies. The Altura Prep team has prioritized building deep and sustained relationships with key community groups and individuals, and we believe that these strong relationships will be instrumental in broadening the reach and scope of our outreach and recruitment efforts in the planning year prior to opening. Each initial contact or meeting with an individual or group was followed by a follow up email, phone call, or thank you note, as well as (in over 75% of cases) a follow up meeting or additional contact or invitation to participate in another meeting or event.

We also believe that not only will Altura Prep be part of the community of Albuquerque and the geographic area in which we seek to locate, but also part of a broader state and national charter community. To this end, we sought to develop relationships with school leaders who have proven results either with similar models or as charter schools in Albuquerque. Altura Prep has reached out to and begun to collaborate with schools both in the 87108 zip code *and* in the greater Albuquerque area in general to form collaborative groups that can support the school throughout the start up process with access to connections.

Evidence and Outcomes of Meetings with Community Members

The Altura Preparatory School team met with a wide range of individuals from local businesses, community organizations, government, and schools to inform our planning and build a wide-ranging base of support for launching Altura Prep in the fall of 2018.

Month	Activity	Outcomes
Dec-16	Keith Ortiz, Sandia National Laboratories	Support and connections/introductions to individuals working with Sandia Laboratories in STEAM fields
	Robert Wilson, New Mexico Orthopaedics	Connections with City Councilors and board membership

	Brent Maddin, Relay Graduate School of Education	Feedback regarding model, leadership development, support, potential school for his two children
	Christine Sargent, New Classrooms	Feedback regarding model, board membership
	Katharina Sandoval, Albuquerque Institute of Math and Science	Support as existing school leader, connections and feedback regarding instructional approach and teacher hiring
	Dean Hector Ochoa, UNM School of Education	Support of programs with teacher mentoring
	Jennifer MacMillian, Founder, Detroit Preparatory School	Feedback and support regarding blended learning for younger grades
	Jennifer Anderson, Modrall Law Firm	Support and connections to potential board members
	William Keleher, Smidt, Reist, and Keleher Law Firm	Support, consultation, and connections to potential board members
	Amber Turner, Turner Education Consulting	Feedback regarding model, support
Jan-17	Jeri Heileman, Van Buren Middle School	Support, connections to community workers in neighborhood schools
	Nadine Maxwell-Henry, Director of Diversity at Albuquerque Academy	Support, offer to volunteer in support
	Gabriela Gomez, Albuquerque Community Foundation	Support, referrals to potential board members
	Ezra Spitzer, NM Child Advocacy Networks	Support, ongoing collaboration to support foster youth
	Victoria Saad, New York Life Insurance	Support, board membership (had to withdraw due to conflicts with board meetings)
	Patrick Barnes, Sandia National Laboratories	Support, board membership
Feb-17	Robert Strain, Transcend Education	Support planning innovative school models and connecting the models to community needs.
	Copper Pointe Church, Albuquerque	Support and invitation to meet with congregation/families
	Enrique Cardiel, International District Healthy Community Coalition	Support, invitation to contribute to IDHCC monthly meetings, and publicize school mission, vision, and community input hearing
	Seth Saavedra, 50CAN Fellow	Support, models for parent advocacy, and community connections
	Amanda Aragon, 50CAN Fellow	Support, connections to parent advocates
	Casey Deraad, Kirtland Air Force Base Technology Engineer	Support, board membership and connections to KAFB Key leaders
	Constance Dove, ASK Academy in Rio Rancho	Support, collaboration with school tours and facilities needs
	John Bettler, UNM Southeast Health Clinic	Support, connections to community health workers
	Roberto Martinez, Community Worker at UNM Southeast Health Clinic	Support, connections to community leaders, invitation to participate in community health week
	Fred Oppel, Sandia National Laboratories	Consultancy regarding instructional model, support, connections to potential board members, interest in future board membership

	Mike Gannon, Sandia National Laboratories	Consultancy regarding competencies needed for students in high skill jobs, including technology
	Trey Hammond, La Mesa Presbyterian Church	Support and connections to community, input on programs and outreach strategies
	Meg Meister, Modrall Law Firm	Support and pro-bono legal advice regarding facilities and public entity status
	Cindy Dominguez-Trujillo, Diversity and Affirmative Employment Programs, Kirtland Air Force Base	Support and connections to key parent groups at Kirtland Air Force Base
	Andrea Plaza, Encuentro New Mexico	Support and opportunity to present to families regarding STEAM education and school choice
	Sue Rzendzian, Saranam LLC	Support and community connections, including focus group facilitation at Saranam
	Tracy Sharp, Saranam LLC	Support and community connections, referrals for board member candidates
	Bridget Llanes, Sunflowers for Change	Support and invitations to participate in IDHCC visioning events to focus on improving the community for children
	Erin Williams, Albuquerque Academy	Support with future student recruitment and outreach
Mar-17	Reynaluz Juarez, Community Worker at La Mesa Elementary School	Support and ideas around providing access and transportation for students without access
	Skyler Wildenstein, Empire Trust Inc.	Support and interest as a parent with young children
	Mariah Harrison, UNM Center for Engaged Learning and Research	Support and interest in providing opportunities for UNM CELR staff and students to volunteer and participate in opening the school
	Charles Longfield, Longfield Foundation	Support (funder of charter schools in Boston, MA)
	John Bulten, East Central Ministries	Support and connections to community
	David Montes, Libre Initiative	Support and input regarding communicaiton
	Michael Martin, NM Bank and Trust	Support and interest as a parent with young children
	Kay Bounkeua, NM Asian Family Center	Support and partnership in translation and opportunities to educate parents about elementary school options
	Ronda Cole, Air Force Research Laboratory La Luz Program	Support and collaboration between Altura Prep and AFRL La Luz to provide more access to STEM/STEAM education in Southeast Albuquerque
	Keith Weber, Duke City Software	Support, and consultant/pro-bono work with creating school website and technology platform
	Channing Kelly, Realtor	Leadership connections, support, interest in future board membership opportunity
	City Councilman Patrick Davis	Supportive of the plans for the school, provided connections and contacts to other key leaders in the district
Apr-17	City Council Policy Analyst Sean Foran	Support and follow up regarding connections made by Mr Davis
	Christopher Ramirez, Together for Brothers and Juntos	Support and ideas for collaboration/mentorship

	Michael Stanford, President, Payday HCM	Support and interest in future board membership opportunities
	Janine Goff, small business owner- Book Co.	Resources regarding texts, books, school library set-up and planning once school has materials
	Kristin Leigh, Explora	Support and planned collaboration for teacher and student participation in Explora programs, field trips,.
	Allison Brody, Explora	Support, planned to add Altura Prep to STEM Ecosystem to improve access to STEM options for all students
	Tara Henderson, Explora	Support, planned professional development for Altura STEAM teachers at Explora
	Nate Morrison, Teach for America	Partnership to recruit TFA alumni and corps members to teach at Altura Prep
	Sara Gonzalez, UNM Children's Health Clinic	Support of social-emotional learning component and core values, planned collaboration to prepare teachers to teach with trauma and poverty in mind
	Denise Nava, Albuquerque Community Foundation Scholarship Program	Support with marketing and fundraising
	Pam Scanlon, Director of Finance and Financial Aid at Albuquerque Academy	Support, board membership
	Kelly Schraz, IStation	Support, free pilot program opportunities to test Istation instructional material in ELA and Math
	Jennifer Mullen, Saranam LLC	Input and support as part of co-facilitation process at Saranam LLC
	Greta Mayans, Raza Development Fund	Support, partnership exploring facilities options and financing possibilities
	Casey Benavides Cien Aguas	Principal support of proposed program and input re: facilities and model
	Charles Ashley III, Cultivating Coders	Support with providing "pop up schools", will draft elementary coding curriculum for piloting at Altura Prep, interested in sending his daughter to Altura Prep
	City Commissioner Maggie Hart Stebbins	Support with facilities location and connections in community and District 3 broadly
	Jessica Swan, Owner, Swan Kitchen	Potential partnership for food service at Altura Prep To be explored via RFP process in 17-18 school year
	Virginia Schraff, UNM	Support, connections with UNM CELR and other key education leaders, potential board member in future years.
	Talia Winokur, Executive Director Breakthrough Santa Fe	Support, partnership with teacher development and teacher pipeline from Breakthrough Santa Fe.
May-17	Roberta Rivera, Sandia National Laboratories and Hispano Chamber of Commerce STEAM 2017	Connections to leaders of the STEAM 2017 initiative through the Hispano Chamber of Commerce
	Ken Armijo, Hispano Chamber of Commerce, Sandia National Labs, STEAM 2017	Support, connections to Albuquerque STEAM 2017 initiative and ecosystem
	Dr. Andy His, Director of the Institute of Reslience, Health and Justice	Support, connections to community support workers, pledges of ongoing connections
	Marco Harris, Principal Highland High	Feedback and insight regarding community needs

School	and existing partnerships
Russell Baker, National Dance Institute	Support, potential partnership in offering NDI programs at Altura Prep
JoAnn Myers, Mission, Achievement, Success Academy	Support and collaboration between charter school leaders
Brian Colon, Mayoral Candidate	Support
Jennifer Ramo, New Mexico Appleseed	Support, partnership with healthy meal initiatives for high need students
Katharine Winograd, CNM and InnovateABQ	Support, partnership with teacher preparation, connections to high performing leaders, letter of support
Beth Mann, School Liason Officer, Kirtland Air Force Base	Support, connections to families and recruitment opportunities related to KAFB, offers to provide feedback on Special Education and 504 procedures
Audrey Wilson, Former Teacher, Albuquerque Public Schools	Support, feedback on model, additional connections to community organizations and mission-aligned teachers
Todd Resch, Principal and Karen Krall, Dean of Students, College and Career High School	Support, feedback on model, additional connections to community organizations and mission-aligned leaders and school-based innovation
Valerie Romero Leggott, Vice Chancellor of Diversity, UNM	Insight and feedback regarding community, diversity and UNM
Nancy (Last Name Withheld), Elementary School Parent in International District	Feedback regarding parent engagement and outreach strategies, resources for families and community engagement. Support.
Jamie Collins, Dissertation Coach: Teaching Methods and Structure, University of New Mexico	Feedback regarding instructional model and assessment practices, potential future board member candidate, pledge of continued thought partnership regarding instructional model and practices.

Evidence and Outcomes of Focus Groups and Meetings with Community Groups:

International District Healthy Community Coalition:
As part of monthly meetings, Altura Prep representatives participated in meeting discussions around public health week, opportunities for schools to provide improved access to healthy food, community gardens, safe walking areas, well-lit streets and parking lots, and clean and useable park facilities. From this group, we solicited input regarding ways to reach a wide array of families and children, ideas regarding transportation challenges in the International District, and an analysis of the needs of youth in the area we intend to serve. Altura Prep team members will also be a part of an "Education = Health" inititative that is under development and will focus on developing partnerships between education organizations and health-focused groups to ensure that families and students are provided access to resources and education regarding health and the role that education and levels of education can play in one's health. Altura Prep has been one of two elementary schools represented at these meetings consistently, and has become an active participant and partner with many organizations attending the meetings. Bridget Llanes, Sustainable Neighborhoods Coordinator, wrote a letter of support for Altura Prep which is included in Appendix X.

International District Healthy Community Coalition Visioning for Children and Community:
This group, built from the International Healthy Community Coalition as a whole, came together multiple times as a group of parents, educators, and community organizers to brainstorm and action plan areas in which to work to improve the International District community, specifically focusing on children. The team created a vision for a community in which all children, regardless of language, parental income level, or home life, would have access to

a bright, welcoming environment in which they can learn and succeed. Altura Prep took this input to heart when planning our facilities, designing the individualized components of our program, and when developing our robust social-emotional curriculum.

The second visioning meeting focused more explicitly on specific action steps that different participants might take to make the vision a reality between now and 2037. Altura Prep founding team members were key participants, and submission of this charter application was a key action step toward making the vision a reality. Other key parts of the community vision involve creating shared community spaces and green areas, which have significantly influenced the plans that Altura Prep has for our facility and the components of the space, both indoors and outdoors. For example, we intend to have a community and family space that welcomes parents and guardians to use school resources and technology. Additionally, our existing plans for an outdoor play structure and play space as well as initial ideas for a school community garden developed to be more robust as a result of the conversations in this group setting.

Saranam LLC Parent Focus Group:
We conducted a focus group of parents supported by the programs at Saranam, LLC. Saranam supports families experiencing homelessness, and provided us with an opportunity to meet with five single-mother families for an extended period of time to learn from them about their experiences (positive and needing improvement) with the schools they and their children attend.

The mothers have students who are at various stages of their educational careers: high school, middle school, late elementary, Kindergarten, and pre-kindergarten. Over the course of a 90 minute conversation, parents highlighted the following:

- Desire for clearer social-emotional support: in particular, one mother said, "you know, things like responsibility and empathy, and how to get along with their classmates" (We had not yet discussed our REACH core values which include Responsibility and Empathy)
- Home visits: one participant noted that a school her daughter had attended did a home visit once, and it was "a great way to learn about the school in a way that wasn't intimidating". The participants all said that they would be excited about having a teacher or school leader visit their home prior to their child beginning school.
- Access and transportation: during a discussion on the importance of locating a school in a location easily accessible by a variety of transportation methods, each participant agreed with the statement, "if the school was the right school, I would figure out a way to get my child there." However, some of the participants noted that school provided transit did make it easier for families to send their child to a given school.
- Support for Altura Prep: though the conversation was not focused on generating support, all of the participants asked at the end if they would be able to send their child to the school when the school opens their child's grade level.

How the outreach enabled our team to understand community needs:
Ms. Sandoval, of the Albuquerque Institute of Math and Science, stressed how critical it is for charter schools in New Mexico to have clear systems and processes for governance and to have board members who are invested in the plans for the school from the beginning. We took her advice and created a robust board recruitment strategy.

Ms. Heileman, Principal at Van Buren Middle School, helped us understand what academic gaps (as seen on paper) in elementary school mean for students as they go to middle school and high school. Her students, while involved in engaging programs during and after school, are academically far behind, which limits the amount that they are able to grow when they receive strictly grade-level instruction in their content classes. Thus, we believe it is crucial for Altura Prep to individualize learning to accelerate progress for all students, regardless of the level at which they begin.

Mr. Spitzer, Executive Director of New Mexico Child Advocacy Network helped us understand the challenges that the foster youth in his programs experience on a regular basis. We recognize that foster youth are historically "at risk" populations, and that sensitivity to students' individual experiences and needs is a critical part of our work with students. Mr. Spitzer highlighted that many of the older students that participate in NMCAN programs might have benefitted from additional support and access to intervention in elementary grades. Our data-rich,

personalized learning environment was informed by conversations such as these.

Mr. Cardiel of the International District Healthy Community Coalition has been quite supportive in dedicating time and energy to meeting with us to discuss the International District and the community organizing that occurs within the neighborhood. He highlighted specific programs that district schools and neighborhood organizations that have become deeply embedded in the community. He has also helped us to identify key ways to get to know the community by inviting us to community events, and providing contact information to key individuals.

Mr. Martinez provided deep insight into the health foci in the International District, and he demonstrated to us that families and communities with high poverty levels focus a great deal on health and nutrition and that, frequently, education is a more difficult priority to address. He invited us to participate in ongoing Health Awareness activities when they are held in 2018.

Mr. Hammond has been involved with the La Mesa community for decades, and he spoke with us regarding the transiency of the population enrolled in elementary schools and the patterns of enrollment overall. This helped us understand the importance of developing programs to create community and to provide access to our programs to families across the city. Families in the International District move regularly due to challenges with housing. Accordingly, we will be proactive about communicating with our families and ensuring that our contact information is up to date. One of the benefits of being a public charter school is that a family's address does not dictate their ability to attend our school. Our meeting with Reverend Hammond highlighted that this is an important consideration to make when sharing information about Altura Prep with families.

Our meeting with Ms. Plaza at Encuentro NM provided valuable insight into the experiences of many Hispanic and Latino families with regard to school choice. As a result of this conversation, along with threads of many other conversations, we know Altura Prep must pay thoughtful attention to providing robust information about school choice and why it matters for all families in our targeted area (and beyond). Ms. Plaza also underscored the importance of providing both students and families with language supports, and the fact that it is not enough to simply educate students, that we must integrate the entire family into the learning experiences at Altura Prep. We have thus developed robust plans for family and student opportunities to learn together (home visits, STEAM Night, Literacy Night, Community Meetings, family field trips etc.), and continued to build our program to integrate a variety of ways to reach and involve parents.

Mr. Bulten has been a member of the International District for over 20 years, and met with us to discuss his experiences in beginning an organization in the community. He praised us for approaching the school launch process as listeners, and stated that this continued approach will help us to gain the trust of families and parents. He noted that the International District (and Southeast Albuquerque more broadly) is a relationship-based community, and that in order to succeed our plans need to include ongoing trust building. To this end, we have been thoughtful about attending community events and participating, as community members, in visioning exercises and community meetings. We have also included, in our planning year recruitment and outreach plan (See Section II.G.1) activities aimed at building relationships (e.g. pop up schools, attending community fairs and walks, etc).

Ms. Juarez, a community worker at La Mesa Elementary helped us understand the ways that La Mesa approaches supporting students with non-academic necessities (partnerships with non-profits providing food and goods to students and families with great need). She also helped us understand the ways that families work around lack of transportation, and emphasized the need to have a safe walking route for students and families, and ways to work with community members to create safe passage areas to and from school.

Ms. Bounkeua, Executive Director of the New Mexico Asian Family Center, helped us understand the distinct challenges of pan-Asian immigrants, including a need for increased cultural sensitivity, empathy, and language development opportunities that recognize Asian families. Too often, she described, families attend events for bilingual families that are focused on Hispanic/Latino parents, and not pan-Asian immigrants. We have thus developed our program and outreach plans to ensure that we are sensitive to all backgrounds and experiences, and that we seek these purposefully and thoughtfully. From this conversation, we have planned to create a large

board in our front office that contains translated materials and tools for a wide range of languages (beyond Spanish and English to serve our pan-Asian and refugee families).

Ms. Gonzalez, of the UNM Children's Health Clinic in Southeast Albuquerque, spoke with us about the families and children that receive services at the UNM Youth Health Clinic in Southeast Albuquerque. She noted that families receive as much or more support via social work as medical treatment in the clinic. She also described the impacts of many of the types of trauma experienced by families in the area surrounding the clinic (and the rest of the neighborhoods we seek to serve) and said that many clinic patients report that schools (teachers and leaders, not certified social workers) do not seem well prepared to address these challenges in the classroom. We left this conversation understanding that we will need to prepare all Altura Prep teachers to teach with the goal of meeting the needs (academically and social-emotionally) of a wide range of learners. We also discussed with Ms. Gonzalez the possibility of working with her to provide professional development to our staff regarding best practices for working with students coming from backgrounds of poverty.

The above are some of the ways that our outreach has informed our planning. Each conversation, community meeting, and focus group provided valuable insight into the needs of our intended community, the city as a whole, and the national charter school landscape.

Total Points Available	Expectations
4	A complete response must: • Describe an outreach program to develop community support for the proposed school that has been implemented during the application process • Describe specific activities that have been implemented, include evidence of implementation • Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community • Describe how this outreach has enabled the applicant team to understand community needs
**REVIEW TEAM EVALUATION:** Meets the Criteria   The applicant has demonstrated a significant history of outreach and community involvement, since December 2016. In addition, an online presence has been created, including a Facebook page and online survey, to get a read of the community in which the applicant hopes to serve. The applicants describe how meetings with specific stakeholders helped to support beginning steps of the school plan. Well documented letters and meetings held. Plan during year O for continuing recruitment and creating partnerships.

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to support earlier descriptions of the anticipated the demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

APPLICANT RESPONSE:

There is a clear and pressing need for high-quality educational options in the 87108 zip code, as illustrated both by school based data (reported in Section I . E.3) and as articulated by the community members and organizations with whom we met.

Altura Prep's Community Outreach plan is a multi-pronged approach to soliciting feedback and support for the school during the application process, planning year, and into operation. During the application process, the team prioritized building key relationships with core individuals living and working in, near, and with the International District and families that live there, as well as on the Kirtland Air Force Base installation and working for Sandia National Laboratories.

Quantitative Data Demonstrating Support from a Broad Audience

- Of over 90 conversations, 90% percent of individuals or groups indicated support of our school program as evidenced by connections to other community partners and potential supporters, letters of support, or participation in community meetings or focus groups. 6% indicated that they might be supportive of the school, but that it was too early in our process for them to decide whether or not they support the school. Others (approximately 4%,) indicated that personally, they support high quality school options, but that because of their role or position, politically or organizationally, they were unable to publicly commit support.

- Altura Prep has received letters of support from community groups, non-profit organizations, schools, and individuals across Albuquerque, the geographic breadth of which is demonstrated in the map included in Section IV.C below. Many of these organizations work with families of students that we will target in our recruitment and outreach efforts to attend Altura Prep. These letters of support can be found in Appendix X.

- Within one day of launching Altura Preparatory School on Facebook.com, the page had 45 views and 17 likes. Over the course of the next week, the page was viewed over 450 times. The subsequent post reached 1230 individuals. While the school began with a small following, the reach and growth have increased significantly over the past months.

- Altura Prep has received a $215,000 grant from NewSchools Venture Fund and has been accepted into the 2017-18 planning cohort as ongoing professional development opportunities for the founding school leaders. A letter from New Schols Venture Fund is attached as Appendix Y.

- Altura Prep team members conducted community walks through specific areas near a potential identified facility to engage neighbors in discussions about their educational opportunities and feedback and potential support of Altura Prep. We focused these walks specifically on areas near our proposed facility at 200-204 San Mateo, aware that, should the school eventually locate in a different area, we will need to repeat and broaden the scope of community walks and neighbor/family engagement. The specific walks in targeted areas are illustrated in the map below in this section, outlined in red. As part of the outreach and conversations with families and neighbors in the community walk areas, team members gave individuals a survey to document their feedback and extent of support. Below are data trends from the combined neighborhood walks:

-

How likely would you be to send your child/grandchild to an elementary school focused on personalized learning and preparing each child for high levels of personal and academic success in college or other post-secondary opportunities?

Answered: 37   Skipped: 0   First: 5/2/2017   Zoom: 4/17/2017 to 5/15/2017

Very Unlik...   Somewhat U...   Somewhat L...   Very Likel...

Weekly (Starting on the date)
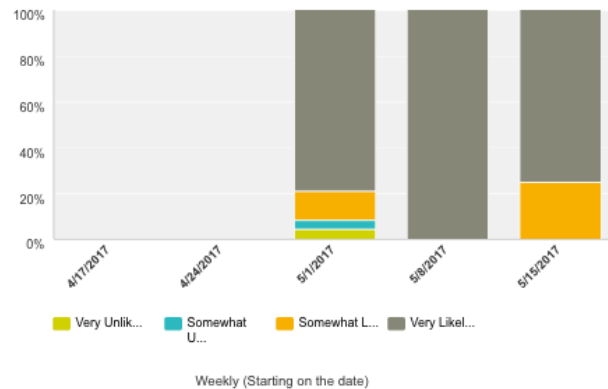
On a scale of 1-5, 5 being most supportive, how supportive are you of Altura Preparatory School founding a new elementary school focused on personalized learning and high levels of personal and academic success in Southeast Albuquerque?

Answered: 37   Skipped: 0   First: 5/2/2017   Zoom: 4/17/2017 to 5/15/2017

1   2   3   4   5

Weekly (Starting on the date)
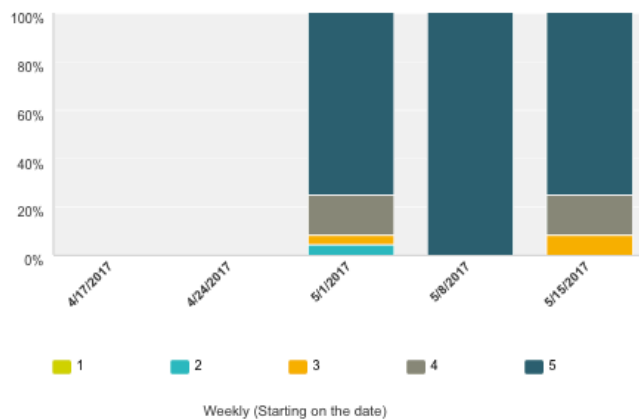
Qualitative Data Demonstrating Support from a Broad Audience
Altura Preparatory School has received broad based support from the communities and individuals that we have engaged throughout our planning and initial outreach process. A significant part of our outreach efforts included building deep and sustained support from key individuals and groups in our target geographic area, in Albuquerque in general, and as a part of the national charter school movement.

The Altura Prep team has conducted community walks throughout the 87108 zip code, targeting areas with high populations of young children. Each community walk focused on areas near the school's proposed location near Zuni and San Mateo, and the team sought to speak with parents of young children. The following are excerpts from anonymous survey responses received throughout the community walks, providing not only evidence of support, but the specific reasons that the community member supports Altura Prep:

- "We need more options of schools that help students learn differently…Everyone learns differently and I know from experience that kids aren't dumb, they just learn differently. My daughter sent her son to a charter school and they are able to take field trips and integrate projects. When I grew up, the neighbors were involved in schools and when I got in trouble, I'd get home and my mom would already know. We need to bring that community back to support all the kids in the school."

- "The schools [in Southeast Albuquerque] are problematic, and the education is poor because the behaviors are problematic. More problematic, though, is the fact that the teachers deal with the problems and the surface level behaviors rather than the underlying issues. We need schools that understand that each student may have underlying challenges to address, and that those can be part of the learning process rather than something that needs to be 'fixed'."

- "Education and schools should be more about hands on experiences. I support the opening of any new school that wants to make sure kids get more hands on learning time."

- "At school, nutrition should be a part of learning. What I love about Altura Prep is that there is a plan for having high quality nutrition for lunch. All students deserve a healthy lunch that teaches them good eating habits."

- "The school plans to give teachers the tools they need- there will be plenty of books and materials and supplies so that teachers will focus on teaching the students."

- "The schools in this area are substantially under-performing in a district which is also under-performing. These children are obviously not getting what they need to succeed."

- "I have a grandson who moved here from Arizona. He moved to [the 87108 zip code] and he's advanced for his grade. My grandson is the same age as my granddaughter who goes to school here, and he is more advanced than she is. It is clear to me that our schools do not give kids the same opportunities that other states and other schools give students. I like the idea of Altura Prep because they plan to give each kid individualized attention to improve."

- "Until recently, I planned to homeschool. Schools now don't have enough funding to really support the kids. If this school starts, I may change my mind."

- "Schools here do not teach kids how to think. They don't give kids a chance at a career, they just become a part of the system. Any school that's worth supporting has to start to change the system. This school sounds like it can change the system and teach kids how to think."

- "I'm not currently satisfied with the options in this area, and I think schools need to push reading and math! This school plans to focus on reading and math and push kids at their level, which I think is super important."

- "This school will be great for our community because I won't have to travel so far to take my daughter to La Mesa."

- "I am very likely to send my child to the new Altura Prep school- I like that the school is different than the other schools that have Title 1 in my neighborhood. The leaders really know the students and what they need that is different."

- "One thing I think that stands in the way of student success in our neighborhood is the bullying- we need to teach children how to be kind and understanding- empathy, I think, is very important for students to be exposed to on a daily basis. If schools focused on that, we'd have a lot less [sic] issues."

- "My kids have struggles with math, and lots of their friends do too. There's too much [sic] kids in the classes in the schools, so I sent mine to Cesar Chavez. There's smaller classes there and he's doing better."

- "This school will give students a different and blended experience, they will have more options for students to more and different activities and projects. The schools here are well-attended, and I think parents need to know that there are different places they can send their kids."

- "I like my child's school. But, they are not learning well. I move[d[my older daughter['s] school- she did not do well in the school where my kids are now. They are not really learning how to read."

- "I think it's great that the school plans to pay teachers more. Even though they are working longer hours, the teachers get to specialize in a subject area, and those two things will help teachers focus on teaching."

In addition to the community walks that revealed the broad community support evidenced above, Altura Prep team members conducted focus groups that included families and community members. At the end of one Saranam, LLC-based focus group, the families present reviewed our one-pager that detailed our plans for enrollment over the first five years. As a group, they began to calculate the year that their children would be able to attend one of the grades that we serve. This is a significant demonstration of support: after discussing education-related (not simply Altura Prep specific) themes and asking questions of the Altura Prep team, the families who talked with us about their visions and our visions for the future of Albuquerque's children, parents counted the years until they are able to send their student to Altura Prep.

We believe that not only is Altura Prep part of the local community and the community in the 87108 zip code, but we have already become a part of the broader, national school community. In April of 2017, Altura Prep was selected as one of 29 innovative schools to receive a grant from the national organization NewSchools Venture Fund. The granting process was a rigorous, multi-step application process that required different phases of document submission, application submission, and interviews with educational leaders from across the country. Because of the proposed model and track record of the two proposed founding School Directors, NewSchools Venture fund awarded Altura Prep with a grant for our planning year. Though this grant is not included in our submitted budget scenario, the school plans to wrap some of our Year 1 costs (furniture, etc) into our Year 0 expenditures to support strong implementation of the program. As part of the Innovative Schools Invent Cohort, the school will also have the opportunity to apply for an additional grant for the first year of implementation in 2018. Evidence of the school's participation as part of the Invent Grant Cohort for NewSchools Venture Fund can be found at http://www.newschools.org/our-ventures/innovative-schools/#altura-preparatory-school. A letter of support from NewSchools Venture Fund can also be found in Appendix Y.

Support from Community of Specific Targeted Location
Focus groups and community meetings were held and attended within the geographic area, or inclusive of individuals who live in the targeted geographic area for Altura Prep. Altura Preparatory School's Community Input Survey was distributed via social media and our email newsletter. Altura Prep founding team members also organized a community walk, and went door to door in the neighborhoods surrounding our targeted location. We spoke with families and community members, and in one hour, collected over 25 survey responses that indicated that families with children or grandchildren in grades K-2 would be interested in sending their child to Altura Prep if and when it becomes an option. On a second date, the team targeted a separate, nearby area to gather a second round of survey responses. Similar to the first round of surveys collected, only one survey respondent indicated they would not be supportive of a school like Altura Prep opening in the area. This individual cited concerns that students should not use technology during the school day. Though the time and overall number of positive survey responses seem little compared to the 198 students we plan to open with in 2018, our recruitment and outreach plan intends to span months and large portions of Southeast Albuquerque, and will build on the broader networks we have built through the preliminary exploration process.

We have developed broad based support from across Southeast Albuquerque, as evidenced by the locations of the

organizations we mention in this section (and Section IV A and Section IV C) regarding community outreach and strategic partnerships, and the locations outlined in red which were targeted neighborhoods for survey responses:
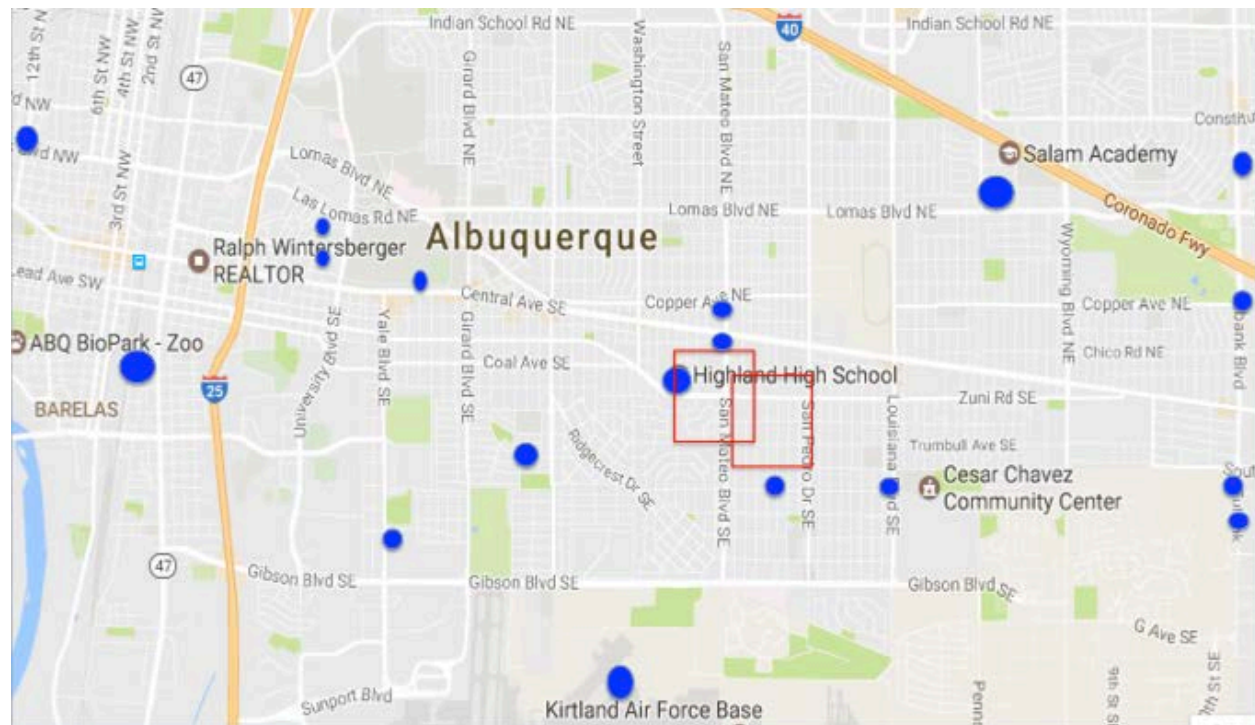
Key: Blue Dots: Locations of specific partnerships and locations that have given input and articulated support through survey responses, pro bono work, community connections, or letters of support?
      Red Box: Areas targeted for survey response outreach through community walks. These areas neighbor our proposed facility, and were selected to gather responses from individuals close to the potential school location.

Why the Evidence Demonstrates the School will be Embraced and Supported in the Community
In addition to the abovementioned support from families and community members, we have created strong networking relationships with key influencers in the International District and surrounding area. We recognize the importance of trust and relationships in our state, city, and community, and have prioritized ensuring that we have key individuals and groups who are supportive of and invested in our vision for Altura Prep, and committed to helping families have access to great school options. We know the voices of families, community, and leaders are critical to the success of achieving our target enrollment and growth goals and family engagement and outreach will become even more of a focus upon charter approval. We believe that we have significant support as a part of this community which has not only demonstrated need but that is looking for an alternate public path towards accessing high-performing schools.

At the most recent International District Healthy Community Coalition meeting, Altura Prep presented our plans and timeline, culminating in the announcement that our charter application is nearing completion and submission, and we were greeted with applause from each participant in the meeting. We believe that this display illustrates the support that we have from a key group that organizes and supports families in the International District.

The Kirtland Air Force Base School Liaison Officer and her office are likewise supportive of the efforts to launch Altura Prep because of the opportunity the school offers in serving children of servicemen and women who are relocating to Albuquerque to work on the Kirtland Air Force Installation. The School Liaison Officers have close relationships with other family support networks on the base, including the Kirtland Air Force Base Key Spouse Group. This body is a close network of families that share information and recommendations among one another. This is an important group with which to have a supportive relationship because of the connections they will have

to families who are not yet in New Mexico, but who will move here between when Altura Prep is authorized and when the school opens for students. The input from these individuals has been helpful in designing enrollment and lottery timelines to provide access to families depending on their timeline for deployment.

The Focus Group at Saranam, LLC lasted over two hours, and the families who participated gave positive feedback on the school's model, and highlighted areas that our approach will differ significantly from their experience in their current neighborhood district schools. The families present articulated a strong desire (verbally, 4s and 5s on a scale of 1-5 with 5 being the strongest desire) to send their children to a school like Altura Prep, and no knowledge of a similar school like it that exists already.

In making decisions about the best way to gather and demonstrate support, the Altura Prep team followed the belief that sustained partnerships with families and community organizations are critical to ensuring that the school is able to execute the outreach and recruitment strategy planned for the 17-18 year prior to opening the school. We believe that the depth, type, and geographic locations of support evidenced in this section illustrate that the school will be embraced as part of the community, especially through the engagement and outreach process planned for the fall, winter, and spring of the planning year.

Total Points Available	Expectations
8	A complete response must: • Include quantitative data that demonstrates community support from a broad audience for this proposed school • Include qualitative data that demonstrates community support from a broad audience for this proposed school • Ensure the demonstrated support includes support within the community of the specific targeted geographic location • Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community
REVIEW TEAM EVALUATION: Meets the Criteria The applicant's response provides quantitative and qualitative data demonstrating support from the community for APS. the narrative lists the activities that took place to engage community members and the outcomes support the notion of having an additional school choice . The applicant created, disseminated, and analyzed a survey that targeted families and community members in the proposed location. The data also supported the need of a school with the educational model APS is offering. In order to engage with people from the community, the applicant conducted Community Walks, was provided letters of support, and shares information through social media.	

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE:

Prior to submitting our Notice of Intent to submit our application for Altura Preparatory School, the founding team began to build our network of supporters in the 87106 and 87108 zip codes, with Sandia National Laboratories, and in the city of Albuquerque in general.

Southeast Albuquerque contains active community organizations and leaders who are supportive of public schools and equal opportunities for all children. Thus far, Altura Prep has been fortunate to be the beneficiary of support from educators, business leaders, and community leaders. Their support has translated into input into the school's vision and added capacity to our ability to achieve academic success. A number of these key partners have written letters of support for Altura Preparatory School documenting the deep desire for the high quality education that we seek to provide. (See Appendix X for Letters of Support.)

Key Networking Relationships:
As described in Section IV. A.1, engaging with and learning from the community in Albuquerque and in Altura Prep's target zip codes has been a priority over the application period. Our conversations and outreach have yielded many key relationships across the city and in Southeast Albuquerque in particular. We have intentionally created a roster of diverse partnerships that can support the school with: outreach to students and families, access to professional development opportunities for the school leadership team and staff, opportunities for student extra-curricular activities, improving the health and wellbeing of our students as well as access to medical and social work opportunities outside the school, district partnerships, and a local cohort of charter schools that are beating the odds and leading high need populations to great outcomes.

Throughout the spring, Altura Prep has been involved in meetings and programs with the International District Healthy Community Coalition, and has developed a relationship with Director Enrique Cardiel. Mr. Cardiel has connected us to individuals and agencies throughout the community and been a helpful resource in executing our outreach plans during the application process. Through him, we came to participate in the IDHCC's visioning process for creating a healthy community for children in the International District. Altura Prep has been a key partner in the conversations around bringing extended opportunities to the children in this area.

In April, we met with the Transition Coordinator for the Youth Development Incorporated Head Start Programs; we discussed ways that Altura Prep can most effectively support students (not just Head Start students, but students in the community who do not attend Head Start or other pre-kindergarten programs. Head Start places programs across Albuquerque, including three in the geographic area that Altura Prep is seeking to serve. We have planned, upon authorization, to attend specific parent classes and meetings to speak with parents in a group setting to provide information regarding options for elementary schools and to share more about STEAM education and personalized learning instructional approaches. Our work thus far with the YDI Head Start program has laid the foundation for continued partnership with family outreach and student recruitment for upcoming years.

In March, we met with Andrea Plaza, the Executive Director of Encuentro NM. While Encuentro's offices are not located in the 87106 or 87108 zip codes, the organization serves immigrants and English Learning families from across Southeast and Southwest Albuquerque. Encuentro NM works closely with families to provide access to adult education and support services, and we have discussed Altura Prep's participation in a fall presentation series regarding education and Science, Technology, Engineering, Arts, and Math programs.

New Mexico Asian Family Center (NMAFC) works with a large number of pan-Asian immigrant and refugee families in Southeast Albuquerque, providing access to social work, counseling and translation. Kay Bounkeua, Executive

Director, provided us with insight into how NMAFC families experience life in Albuquerque. Her feedback included a need for developing a more all-encompassing approach to teaching English Language Learners who do not speak Spanish as their first language and providing supports to families in this regard. NMAFC works with local schools to provide translation in person and of written materials, and encouraged us to collaborate with the NMAFC team to offer translated materials for pan-Asian families. This partnership will not only allow us to better support and communicate with the diverse families that we seek to serve, but also will help us to form connections with families through an organization that they trust.

Van Buren Middle School has been a key community partner in the International District for an extended period of time. Principal Jeri Heileman has meet with us multiple times regarding Altura Prep and our team's plans for an elementary school that may potentially feed students to Van Buren. She has provided key introductions to community personnel, including Community School Coordinators and the International District Healthy Community Coalition. She has also offered ongoing guidance and support regarding challenges that she faces in the middle school level that can potentially be addressed in elementary school. These insights have provided us with input to adjust our programs to ensure that we meet the needs of the community and prepare our students for success in middle school, high school, and beyond.

Highland High School has been receptive to meeting with members of the Altura Preparatory School team to discuss ways to create an education-focused ecosystem in the Highland High School cluster. The meeting discussed the importance of ongoing communication between schools (charter and district), aligning support structures for students in poverty, and Altura Prep's commitment to providing all students in the Highland cluster with an opportunity to succeed in middle school, high school, and beyond.

Mission Achieve Success (MAS) Charter School is located in Southeast Albuquerque, just east of I-25. Though we intend to serve different geographic areas, we have developed a relationship with Founder JoAnn Myers. MAS is one of the more successful charter schools in Albuquerque, rated an A for at least two consecutive years. Ms. Myers is supportive of our proposed school (as evidenced by the letter of support provided in Appendix X. Altura Preparatory School and MAS have tentatively planned to collaborate to share professional development opportunities (for example: sharing the cost of travel and fees for workshops and speakers, and planning school visits to one another's campuses) and resources for operational processes. Ms. Myers offered to make connections to various providers in Albuquerque, including copier services and telecom providers, to support Altura Prep's planning year.

Albuquerque Collegiate Charter School, a proposed K-5 school, is applying for approval in the current year. Altura Prep and Albuquerque Collegiate have collaborated to identify potential facilities, share best practices in board training and development, and have created an informal community of practice among the proposed school founders and Governing Councils.

UNM Young Children's Health Center serves children and families in Southeast Albuquerque providing network of care including medical, behavioral, and social work. Sara Gonzalez, Executive Director, shared the health center's work with us, including supports that their practitioners give to families and children. We discussed the effects of trauma and poverty on young school-age children, and the importance of preparing teachers and school staff to address some of these challenges by structuring learning environments to support students with learning adaptive and non-academic skills that are critical to succeeding in school. Working with UNM Young Children's Health Center, Altura Prep plans to provide staff development and teacher development about these effects and ways that the school can address these.

Altura Prep has worked with Saranam, LLC, a non-profit in the Southeast Heights, to understand and incorporate family perspectives into the school planning process. We partnered to conduct a community meeting focus group in which families attended to provide insight into their experiences with schools in their communities as well as their hopes for schools and education in Albuquerque. Throughout the planning year, we intend to continue working together to provide parents and families with information regarding school options and to continue to elicit input into our planning process. We are hopeful that this outreach and relationship will support both organizations by providing extended supports to families we serve.

Air Force Research Laboratories (AFRL) La Luz Program provides out-of-school and in-school opportunities for students and teachers in Science, Technology, Engineering, and Math related areas. Existing AFRL La Luz programs focus on students in 5th grade through high school. However, in speaking with Ronda Cole, STARBASE NM Director, we began brainstorming potential ways that Altura Prep and AFRL La Luz might partner to expand some of the curricular offerings for younger students, pending authorization. We have planned, regardless, to work with AFRL La Luz to provide opportunities for our 5th grade students to participate in AFLR programs such as Mission To Mars, STARBASE, and STEM classes. In addition to providing the opportunity to partner, AFRL La Luz has also connected us to a larger STEM/STEAM Ecosystem that is currently growing and gaining traction in Albuquerque. A networking relationship with AFRL La Luz will potentially benefit both organizations *and* add to a growing movement to diversify and grow STEM fields in New Mexico.

Over the past few months, Altura Prep team members have reached out to and connected with several key elected officials in the area the school will serve. District 3 County Commissioner Maggie Hart Stebbins and District 6 City Councilor Patrick Davis both provided connections to a variety of individuals and groups within the International District and their broader districts as well.

In March, Altura Prep participated in a final interview as part of an application to join the New Schools Venture Fund INVENT Cohort. In April, the school was awarded a grant and participation in a yearlong founding school cohort designed to support schools as they launch innovative schools and build strong community and national partnerships. Altura Prep is the first charter school, proposed or approved, in New Mexico to receive an award from New Schools Venture Fund, an organization that has invested in such powerful models as Yes Prep Schools in Houston, Texas and others across the country. As part of a member of this cohort, Altura Prep's school leaders will receive opportunities to attend professional development sessions and visit schools across the country to help increase our capacity to launch a school that serves our students well, using innovative and proven strategies. The accompanying funding is to be used to support Altura Prep in the launch process and planning year.

Altura Preparatory School, upon authorization, will also seek to join the New Mexico Charter School Coalition to build our network and connections to charter school leaders and capitalize on training and support offered by the body. We believe that the opportunity to work with other charter organizations and leaders here is a valuable asset, and that we can learn from others who have started schools here while simultaneously adding our perspective and innovative strategies and plans to local networks.

Strategic Resource Agreements with Groups and Individuals who will support the school:

Explora Science Center and Children's Museum of Albuquerque has long been a fixture in early education and providing science-based learning opportunities to Albuquerque's families. Explora programs provide hands-on learning for families and children, as well as chances for Albuquerque educators to participate in professional development programs in STEAM- based instruction. Explora is a key contributor to Central New Mexico's STEM ecosystem, and a core driver of the 12 Months of Math initiative. Altura Prep and Explora have planned to collaborate as part of the STEM ecosystem as well as to offer ongoing opportunities to Altura Prep families and teachers. Altura Prep teachers will have the opportunity to attend Explora teacher mentor programs and work with an Explora educator to plan and teach STEAM focused units and lessons. Altura Prep families who cannot afford Explora memberships will be given memberships, and will be invited to participate in Altura Prep Family Field Trips to Explora. The school will provide field trip transportation to the museum, and families will be able attend museum events and activities together.

Teach for America- New Mexico is currently based out of Gallup, NM, and supports 25 current first and second year corps members in Gallup Public Schools. We have met with Executive Director Nate Morrison, and have begun to discuss bringing Teach For America to Central New Mexico and placing corps members at Altura Prep for their corps year commitment. As part of this agreement, Altura Prep will pay Teach for America the agreed upon "finders fee" for staffing TFA corps members. Beyond placing current TFA corps members, we have begun to work with Nate Morrison and his team on creating an ongoing plan to recruit more Teach for America alumni to Albuquerque to work in schools or to become more involved in growing the ecosystem that supports high quality

education. We believe this partnership to be important on many levels, for Altura Prep's school team as well as for the greater community, if more Teach For America alumni become active in education in the city. Currently, TFA NM alumni generally stay in the state for their corps commitment and then pursue opportunities elsewhere. We believe that by providing alumni with clear pathways to career opportunities in education in the state of New Mexico, we are more likely to keep talented young entrepreneurs and educators in the state to improve outcomes for our children.

Cultivating Coders is a New Mexico- based organization that runs "Learn to Code" boot camps for rural and urban areas across the state. Cultivating Coders currently has developed curricula for middle school students, high school students, and postsecondary aged students. We are working with Charles Ashley, Founder and Executive Director, to pilot Cultivating Coders curricula for elementary aged students at Altura Prep. In addition to supporting the school with programs to help students learn to code, Cultivating Coders will also provide a scholarship for an Altura Prep teacher to attend a Cultivating Coders boot camp to learn the program and then return to the school to teach other teachers and our students. Enrichment classes at Altura Prep, by virtue of this partnership, will provide students in all grades access to coding skills that will likely be essential for their futures.

New Schools Venture Fund, as described above provides Altura Prep leaders and founders with the opportunity to participate in a Community in Practice of school founders from across the country. In addition to this valuable development opportunity, New Schools Venture Fund has also awarded Altura Preparatory School a planning year grant to use to support the planning process. This investment in the school's planning year significantly increases the team's capacity to conduct the ongoing and robust community outreach and student recruitment plans described in Section III.G.1 of this application, and to support the Year 0 staffing plan described in Section III.

These agreements are referenced in Appendix X, in which representatives of each group have sent in letters of support that include the agreements between Altura Prep and the supporting organization

Altura Preparatory School has also begun coordinating with various assessment and instructional resource providers, including IStation, University of Chicago STEP Literacy Assessment, and Reading Horizons English Language Arts curriculum. These agreements and contracts are contingent on authorization, and the Altura Prep School Directors, once hired, will lead the creation and execution of these agreements.
We have also begun the process of creating a non-profit supporting organization that will assist the school with fundraising and supporting facilities acquisition.

Why the Evidence Demonstrates the School will be Embraced and Supported in the Community:
Upon authorization, Altura Prep will join a number of communities: the local International District community, the city of Albuquerque and State of New Mexico communities, and the national charter school community. At each level, groups and individuals have provided time, energy, money, and input to Altura Prep over the past 9 months. In that time, we have grown the network described in Section IV.A.,B., and C. above. Our plan to engage and reach out to the community at various levels does not stop upon submission of this application. Indeed, we plan to continue working with our community partners to grow the number of partnerships we have, elicit more feedback, and continue to develop the trust that we have acquired.

This network includes groups deeply rooted in the groundwork of improving the International District, institutions with a long history of contributing to the work of educating Albuquerque's youth, and individuals who are genuinely committed to improving educational outcomes for the students that Altura Prep intends to serve. Individuals in this group are key influencers in their organizations and personal communities and networks. Their names have been referenced over the course of multiple conversations with community stakeholders.

These supporters and partners all have longstanding roots in the community and relationships with families and other community members. With this geographic range that is representative of the Southeast quadrant of Albuquerque and the depth of the existing relationships these organizations and individuals have, we believe that the school will be embraced throughout our planning year and into operation, and that the school will come to be recognized a the community's school.

In each meeting that we have had with stakeholders or community members, we have come away from the meeting with a list of other individuals with whom to connect, offers for partnership and access to families Over the course of our planning year, we will grow this network to include other faith-based groups, early childhood centers, and neighborhood non-profit centers who have suggested we pursue a more developed relationship upon authorization.

Letters of Support for Altura Preparatory School's application for charter approval can be found in Appendix X.

Total Points Available	Expectations
4	A complete response must: • Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships • Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships • Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community
REVIEW TEAM EVALUATION: Meets the Criteria The applicant demonstrated clear networking and relationships being built, with a specific emphasis on developing relationships with New Mexico local organizations. In particular, the applicant sought out the advice of successful charter schools in the community, as well as schools that would feed into APS, to gauge the needs of the community. This is evidenced by the multiple letters of support provided in the application.	

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program.

APPLICANT RESPONSE:

Altura Preparatory School will be founded with a mission expressly dedicated to achieving high academic success using a blend of multidisciplinary and personalized learning. We strive to prepare students to be "agents of their own education", which means that students who leave Altura Prep leave as empowered individuals who endeavor to find the opportunities for their future academic careers, challenge systems that do not provide equitable access, and advocate for their needs regardless of the context. To achieve these ambitious outcomes, Altura Prep has an intentionally designed program that teaches academic and non-academic skills aligned to produce students who are prepared to compete academically in a 21st century world.

Innovative and Unique Curriculum:
Altura Prep's proposed curriculum includes STEAM-based (Science, Technology, Engineering, Arts, and Mathematics) learning in lieu of a science-only class. Many schools nationally and in New Mexico are beginning to focus on STEM (Science, Technology, Engineering, and Math) and Altura Prep will add "Arts" to Science, Technology, Engineering and Math to broaden the interdisciplinary scope of the class. The added "Arts" component also aligns with values in the community and allows the school to participate in the growing International District arts movement. We also propose to integrate Arts in the curriculum at a time when many district schools do not offer arts instruction and classes in elementary grades. Of the schools in the 87106 and 87108 zip codes only four (Lowell Elementary, Emerson Elementary, Wherry Elementary, and Bandelier Elementary) offer Art classes in the 2016-17 school year (Information from aps.edu).

In Albuquerque Public Schools, SR.Marmon and E.G. Ross Elementary Schools have recently launched STEAM or STEALH (Science, Technology, Engineering, Arts, Literacy, Transformation, and Health) classes, and the APS Foundation has created The STEM Trajectory Initiative, though fourteen of the district's 180 schools participate, and none of the mentioned elementary schools are located in the 87106 or 87108 zip codes. In addition to those programs, APS offers magnet programs in Science and Technology at Inez Elementary in the Sandia Cluster, in Technology and Communication at Zuni Elementary in Northeast Albuquerque and in STEM at San Antonito Elementary in Sandia Park. While these programs play an important role in expanding opportunities in STEM/STEAM related education, the stakeholders engaged in our planning process have noted that these programs and schools are not readily accessible to many families in the International District and in Southeast Albuquerque. Altura Prep provides families in this area of town a singular opportunity to attend a school with an integrated STEAM-focused curriculum that uses technology as a tool for learning.

In addition to integrating a unique approach to science, technology, engineering, arts, and math, Altura Prep includes weekly time dedicated exclusively to developing student's passions through choice and ownership. "Genius Hour" takes place each week, and Altura Prep staff supports students as they brainstorm, select, plan, research, and execute a project directly related to something they choose. Schools in the 87108 and 87106 zip codes may integrate classroom time called "Self Selection" or "preferred activity time" in which students are able to choose an activity for a period of time. "Genius Hour" focuses on developing students' skills in project planning and management, and allows students to apply concepts and skills learned in other classes to an area about which they are excited to learn more. While the STEAM lab at SR Marmon and the STEALTH lab at EG Ross allow students to select and pursue an interest in the designated spaces, Altura Prep's Genius Hour is a recurring school-wide event that brings the school together as a community in the spirit of innovation and agency. Genius Hour also provides a time for welcoming speakers, interviewees, and community activists to participate in broadening students' experiences, supporting their learning, and connecting the school to the broader community.

Innovative and Unique Instructional Models:

Altura Prep's proposed instructional model in mathematics and English Language Arts/Literacy classes is based on a blended learning station rotation model, using instructional programs aligned with assessments to personalize instruction for all students based on their individual levels, strengths, and areas for improvement. A 1:1 Chromebook computer to student ratio allows for all teachers at all times to provide students opportunities to practice key skills at their individual instructional levels. Station rotations allow teachers to spend more time in small group settings, adjusting their lessons to meet the needs of each student. In traditional classrooms, students are in small group settings for guided reading only. At Altura Prep, students receive small group and individual instruction in reading, math, writing, and any content with which they struggle. These intentionally designed intensive and individualized instructional methods help the school ensure that all students are on track to meeting and exceeding the ambitious goals we set for them while maintaining a personalized and relationship-focused environment.

At Altura Prep, students and teachers benefit from a specialized model in which teachers focus on one or two content areas deeply, and work with a team of educators to ensure that all students in a grade level receive well-rounded instruction. Traditional school elementary models assign students to one teacher for the year to learn all core content areas, covered in varying depths each day. This model is the norm in elementary schools across Albuquerque. Altura Prep, however, provides each student access to three teachers throughout the school day, allowing students to participate in individualized and in-depth learning from a teacher who focuses his/her energy on teaching that subject area well. Teachers are able to focus on deepening their understanding of their core content and broadening the strategies they know to effectively teach the content so students learn it. Teacher specialization supports teachers by allowing them to focus on an area of content, becoming the expert on their team. Instead of planning 4-8 lessons per day, teaching them all, and repeating the process for the next day, Altura Prep teachers plan 1 lesson block per day with the needed differentiation for all students, and they teach these differentiated lessons to different groups of students at different times of the day.

It is important that students and families know who to contact regarding questions or concerns, and that they have someone to meet regarding student progress. To this end, students have a "homeroom" teacher with whom they begin and end the day, and who serves as the main point of contact for the students' family and any staff concerns. Though there is an assigned "homeroom" teacher to support communication and family-school relationship building, the specialization model allows students to build relationships with three teachers every year. Thus, students form a higher number of secure bonds with adults on campus, translating to a more positive and collaborative school environment.

Innovative and Unique Teacher Development:
A cornerstone of Altura Preparatory School's teacher development model is ongoing embedded instructional coaching for all teachers, not just novice instructors. In the 87108 and 87106 zip codes, Albuquerque Public Schools elementary schools Wherry, Kirtland, Bandelier, Sandia Base, Whittier, Hawthorne, Emerson, Lowell each have a full time instructional coach on staff. There are 107 employed Instructional Coaches in Albuquerque Public Schools, which has 180 schools and approximately 6,000 teachers serving approximately 84,000 students. (Statistics gathered from www.aps.edu) 180 schools with 107 instructional coaches means that the ratio of schools to instructional coaches is 1.7 to 1. 6,000 teachers work in APS, which equates to a ratio of teachers to instructional coaches of 56:1. APS serves approximately 84,000 students, and thus the ratio of student to instructional coach 4,115 students per instructional coach. In addition to coaching teachers, APS instructional coach days are also filled with other tasks that impact their abilities to be in classrooms and meeting with teachers.

Altura Prep is intentionally focused on providing ongoing embedded professional development to all teachers and staff. To this end, all school leaders will be instructional coaches working directly with teachers to support and develop their capacity for great teaching and ability to lead their students to high levels of learning. By comparison, at full growth, Altura Prep will serve 396 students with three school leaders (Director of Operations, Director of Academics, and Dean of Curriculum and Instruction) coaching general education teachers, and a Student Support Coordinator supporting Special Education teachers. The ratio of students to instructional coaches at Altura Prep is 132:1, and the ratio of teachers to instructional coaches will be 8 to 1. We believe that prioritizing on the ground and in classroom support of teachers is the most effective way to improve student outcomes and ensure that the school is providing equitable instruction and access to all learners. To support this, our operations staff is thoughtful about school systems and routines so that leaders' time is spent where the true work of the

school occurs- in classrooms and with students.

Innovative and Unique School Structure:
Altura Preparatory School offers an extended school day, beginning at 8:00am and ending at 4:00pm. Students are able to arrive as early as 7:30am to eat breakfast and check in with their teacher. On Wednesdays, students dismiss at 1:00pm, so that teachers can participate in weekly professional development. At Altura Prep, students are in school for a total of 2,220 minutes per week (37 hours), with 1,920 of those minutes (32 hours) allotted to instructional time (not lunch or recess). Over the course of our 183-day school year, students spend a total of 70,272 minutes engaged in instructional activities at Altura Prep.

Below is a table of school day and school time comparisons for schools in Altura Prep's targeted geographic area:

School	School Day Schedule	Minutes/Week	Days	Hours/Yr
Wherry Elementary	9a-3: 50 pm (M,T,Th,F) 9a-1p (W)	1,920	178	1,139
Emerson Elementary	8a - 2:10 pm	1,850	178	1,097
Kirtland Elementary	8:35a -2: 50 pm	1,875	178	1,112
Bandelier Elementary	9a -3: 10 pm	1,850	178	1,097
La Mesa Elementary	7:50a - 2:00 pm	1,850	178	1,097
Whittier Elementary	7:50a - 2:00 pm	1,850	178	1,097
Manzano Mesa	8:53a - 3:45 pm	2,040	178	1,210
Average		1,890.7	178	1,121.3
Altura Prep	8:00a-4:00 pm(M,T,Th,F) 8a-1p (W)	**2,220**	**183**	**1,354.2**

If hours in school are divided equally among the number of school days, students at Altura Prep spend 1,354 hours at school per year. Altura Prep students spend 233 hours more in school each year than their peers attending neighboring district schools, or 29 full eight-hour days over the course of a year.
(Hours and schedules accessed via aps.edu)

Altura Preparatory School believes that each student should be known as the individual they are. Even upon full enrollment, Altura Prep will be a smaller school than neighboring district schools.

School	Total Enrollment (2013)	APS reported Enrollment (2017)
Bandelier Elementary	578	549
Emerson Elementary	492	387
Hawthorne Elementary	397	499
Kirtland Elementary	351	371
La Mesa Elementary	700	744
Lowell Elementary	379	396
Wherry Elementary	547	525
Whittier Elementary	465	458
Zia Elementary	423	391

In alignment with our mission to serve an intentionally diverse student body, Altura Prep will be diverse by design: we purposefully seek to recruit and educate students from a wide array of backgrounds and experiences. Our yearly plan includes a robust recruitment plan targeted at various neighborhoods and families with diverse socio-economic backgrounds. Charter schools in Albuquerque either do not continue to recruit students as the school matures and its' lottery fills up, or they tend to recruit from a small base of neighborhoods and families to serve a specifically targeted population. We intend a wide-ranging approach, more expansive than that used by other schools to ensure that we fulfill our mission and create a diverse learning environment. We believe that students learn best in diverse learning environments, and that the world our students will encounter is a diverse one that requires the ability to collaborate with individuals and groups that are different from one another. As we strive to

prepare our students for success in middle school, high school, and in postsecondary pursuits, the ability to engage with diverse groups of people is a critical one. New Mexico is one of the most diverse states in the country, and it is our privilege to capitalize on this aspect of our state in order to prepare students who can be among the most promising young people in the country.

Compelling Demand:
Since 2013, the United States Department of Education has advocated for states and schools to prioritize Science, Technology, Engineering and Math. In the changing world, students need to be equipped with the skills and knowledge to integrate and apply these fields in various contexts. Key community supporters at Sandia National Laboratories and Kirtland Air Force Base noted repeatedly that it is currently difficult for them to hire students from New Mexico because many are not prepared to excel in STEM-based fields when they graduate from schools in New Mexico. Our students in Southeast Albuquerque are underprepared in math (recent proficiency rates, as seen in Section I, E.3 of this application, are an average of 19% at elementary schools and 6% in middle schools in the 87108 and 87106 zip codes). In order for our city and our students to meaningfully participate in the future, economically and civically, students must be prepared with the knowledge and skills that it takes to succeed. Parents who have participated in Altura Prep focus groups, community meetings, and input surveys have noted that they feel dissatisfied with the outcomes their children are demonstrating. They want their students to have as many opportunities as possible, and do not feel as though the current schools they attend offer both the academic and personal preparation and the opportunities to participate in out- of school enrichment activities connected to their learning.

In conversations with city employers and institutions of higher education, as well as other leaders in the field preprating students for college and career, the overwhelming trend is that schools need to do a better job of preparing students for flexible and changing work environments, applying critical thinking skills to a wide range of tasks and content areas, and collaborating with diverse colleagues and partners. Though the schools in Albuquerque may be attempting to work in the best interests of the students they serve, it is clear from proficiency and graduation rates that district schools in and near the 87108 zip code are not agile enough to respond to the growing need to support students academically and personally, particularly in areas that have a significant impact on a student's ability to be successful in high school, college, and other post-secondary pursuits. Altura Preparatory School is founded out of this specific need to prepare students both personally and academically to be successful students and citizens. Students that are agents of their own education will be uniquely positioned to contribute to their community, city, and state, as they grow into empowered adults with the skills, habits, and mindsets necessary to be productive and engaged community members.

Total Points Available	Expectations
8	A complete response must: • Describe the uniqueness, innovation and significant contribution of your educational program to the broader or the local NM public education environment • Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate • Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate

REVIEW TEAM EVALUATION: Meets the Criteria

The applicant has demonstrated throughout the application that the comprehensive educational plan supports the implementation of the unique qualities of APS to provide an extended school day and year, blended learning model, project based learning, teacher specialization model, and innovative

professional development and coaching for teachers. The applicant further supports the need for high achieving charter schools in the International District of Albuquerque through ELA and math proficiency levels, which are below 19% in the aforementioned community and the qualitative analysis conducted through surveys.

Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	X
B	Head Administrator Job Description	X
C	Job Descriptions for Certified, Licensed, and Other Key Staff	X
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	☐
E	PSFA-Approved Projected Facility Plan Documentation	X
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	X
G	5-year budget plan	X

New Mexico Public Education Commission

2017 New Charter School Application Kit
Part D. Capacity Interview Questions

Scoring – All responses will be scored using the following rubric:

Meets the Criteria **4 points**	• The applicant's response completely addresses the question posed • The applicant's response aligns with and enhances the related information presented in the written application • The applicant understands the information in the written application and the work that will be necessary to successfully implement the proposal • The applicant demonstrates the ability to appropriately respond to contingencies and challenges that will be faced when implementing the proposal • The applicant demonstrates a strong capacity to successfully operate a high-quality, effective school by implementing the proposal in the written application
Approaches the Criteria **2 points**	• The applicant's response does not meet all of the criteria required to be evaluated "Meets the Criteria" • The applicant's response addresses the question posed, but may not do so fully • The applicant's response mostly aligns with the related information presented in the written application • The applicant partially understands the work that will be necessary to successfully implement the proposal in the written application • The applicant demonstrates limited capacity to appropriately respond to contingencies and challenges that will be faced when implementing the proposal • The applicant demonstrates some capacity to operate a functional school by implementing the proposal in the written application
Falls Far Below the Criteria **0 points**	• The applicant's response does not meet all of the criteria required to be evaluated "Approaches the Criteria" • The applicant's response does not address the question posed • The applicant's response does not align with the related information presented in the written application • The applicant does not understand the work that will be necessary to successfully implement the proposal in the written application • The applicant demonstrates no capacity to respond to contingencies and challenges that will be faced when implementing the proposal • The applicant does not demonstrate the capacity to operate a functional school by implementing the proposal in the written application

	Capacity Interview Questions
Educational Plan: Mission	1. How is the mission, as described in the application, essential to the success of the proposed school?

Score			Review Team Comments:
4 ☒	**2** ☐	**0** ☐	The founders believe that the mission and its goals are focused on achieving success for students, families and its communities. They intend to make varied efforts to find families that believe in their approach of personalized education and students being agents of their own education. They believe that a curriculum focused primarily on reading and math proficiency with an integrated approach in STEM enriches the communities that the students will serve in the future.

Educational Plan: Innovation	2. What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?

Score			Review Team Comments:
4 ☒	**2** ☐	**0** ☐	The founder believes that the most important contribution is meeting the needs of the workforce by educating students in the use of data and technology through personalized education. Their educational model includes project-based STEM learning and innovative assessment strategies that teach students to be their own agents of learning. Furthermore, elements of the model contribute to the success of the mission by providing a character education program, Genius hour, specialized projects, and an extended school day. A student attending the proposed school for grades K through 5 will have had an additional full year of instruction by the end of fifth grade. Lastly, Altura Preparatory School has been granted additional funding from the School Ventures Fund which will support the elements being proposed for the school.

Educational Plan: Mission Implementation	3. How will you evaluate whether your mission and implementation of it are working?

Score			Review Team Comments:
4 ☒	**2** ☐	**0** ☐	Throughout the capacity interview, the founders made it very clear that any board decisions and actions are "data and evidenced driven". They also indicated that in their decisions they will be mindful to ensure they are following Open Meeting Law. Their process for evaluating whether mission goals are being met through the implementation of the model is to create and review data dashboards that reflect the classroom, parent engagement, and leadership team.

	Leadership & Governance	4. What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?

Score			Review Team Comments:
4 ☒	**2** ☐	**0** ☐	The founding team believes the role of the board is to provide oversight of the school administrator to ensure successful implementation of all academic and operational initiatives. In order to be able to do that, the selected members must be aligned with the mission and be willing to accept the time commitment and have a specific unique skill set to contribute to the success of the proposed school. The selection process was clearly articulated by the team and aligns with the description in the application. The founders represented at the capacity interview represented vast areas of knowledge and experience that indicate how well the school will be supported in the coming years. Each member was able to address sufficiently the questions asked and provided additional detail on certain aspects not reflected in the application. Based on this team, there is confidence that the board for the proposed school would have equal representation in the coming years.

	Leadership & Governance	5. What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?

Score			Review Team Comments:
4 ☒	**2** ☐	**0** ☐	The founders have identified two persons for the school leadership roles that will form their co-leadership model. This model includes a separation of duties between the academic and operational responsibilities. The founding team clearly understands that the board will provide the oversight and that the leaders will be running the day-to-day operations. Two members of the founding team have been identified to take on these leadership roles. During the capacity interview, both Ms. Hines and Ms. Stern provided informative responses regarding the operations of a school and connected how their prior experiences make them skilled as school leaders to operate the proposed school and implement the educational model. Based on the responses from the proposed directors, there is confidence that the board has made a quality selection for the proposed school. Furthermore, if in the future a school leader is needed, the founders described their selection and hiring process as indicated in the application.

	Leadership & Governance	6. How does a high quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?

Score			Review Team Comments:
4 ☒	**2** ☐	**0** ☐	As stated previously, the founders believe in having a data-driven focus at every step in the process to ensure the success of the proposed school. They indicated that the matrix provided in the application details the process that

| | | | will be used to evaluate the effectiveness of the board and the school. It includes monthly dashboards to inform the board on weaknesses that can be improved through a continuous evaluation process**. |

| **Leadership & Governance** | | | 7. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school's administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school. |

Score			**Review Team Comments:**
4 ☒	**2** ☐	**0** ☐	The founders identified the multiple stages that must take place during the planning year and those identified to complete those steps. As a board they will provide the initial oversight and ensure accountability and sustainability of the model as it moves from the planning year to the first year of operation. The founders fully understand that along with a vision and mission, there is a learning experience involved to ensure the success of the opening of the school. They feel confident and "lucky" to have Ms. Hines and Ms. Stern to ensure that the initial stages of the planning year are met and also know that their plan has plasticity built in to address any of the "What do we do if?" situations occur.

| **Leadership & Governance** | | | 8. Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establishing and implementing them and how these will contribute to the success of the proposed school. |

Score			**Review Team Comments:**
4 ☒	**2** ☐	**0** ☐	The founders expressed that the by-laws are the "religious document for the organization" and understand the importance of researching effective by-laws to ensure the board's by-laws are fair, transparent, and accountable. In the development of the policies, the board will review model policies and determine how they will fit with the vision and mission of the proposed school. Once the policies are developed, data and dashboards will be used to evaluate and refine them.

| **Leadership & Governance** | | | 9. How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react? |

Score			**Review Team Comments:**
4 ☒	**2** ☐	**0** ☐	In the prior question, the founders explained how data will be used to ensure effectiveness of its policies and when a change is needed, it will be conducted at the board level. Furthermore, the founders understand that after the board reviews the data and makes the decisions, they will communicate with the school leadership to address or implement any decisions. As it transitions to the leadership, the two leaders will be responsible for

			communicating to all stakeholders and asking for feedback to make determinations on any next steps.
Facility			10. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school?
Score			**Review Team Comments:**
4 ☒	2 ☐	0 ☐	The founding team has delegated the responsibility of acquiring a facility to school leadership and the financial sub-committee. They have been working with a realtor and have identified a building that will require minimal improvements. They are currently working with a developer and architect on the renovations. They expressed that this building allows for the school to grow up through full capacity and includes an outdoor space. They anticipate an intent to lease in November and to complete renovations by June of 2018.
Facility			11. If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?
Score			**Review Team Comments:**
4 ☒	2 ☐	0 ☐	The founding team indicates that their contingency plan is to expand their search of facilities to neighboring zip code areas and to work with PSFA. Although they would prefer to have a building with room to grow, they would look at starting in a smaller building and later move as they grow.
Finance			12. How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)?
Score			**Review Team Comments:**
4 ☒	2 ☐	0 ☐	The founding team has secured funds from Venture Fund to cover their costs during the planning year. These costs include setting up accounts, hiring consultants, and paying the leadership salaries. As recipients of the Venture Fund they will have the opportunity to apply in the Spring for additional funds. Additionally, the board is creating a non-for profit corporation, Altura Schools for fundraising and donations. Throughout the planning year, EdTec will be consulted to assist with the budget and work with the finance committee to make recommendations to the board.

Finance	13. In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?
Score	**Review Team Comments:**
4 ☒ **2** ☐ **0** ☐	The goal stated by the founders is to receive 1.5 times the enrollment projections of intents to enroll to ensure the actual enrollment aligns with the 40 day count. They have developed varied marketing and outreach initiatives to recruit both staff and student. Methods range from conducting initial and follow-up family home visits, family welcome events, pop-up classrooms, and canvasing neighborhoods.
Finance	14. Suppose your actual enrollment on the first day is 50% below your pre-opening "enrollments" and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.
Score	**Review Team Comments:**
4 ☒ **2** ☐ **0** ☐	The founders clearly expressed that as a board that reviews data monthly to make decisions, they will be readily aware the instant certain deficits are identified and will be able to take action quickly. First and foremost their decisions are prioritized by keeping the value of the mission. Some decisions that may take place would be to eliminate any non-instructional personnel, having the school leadership take on additional roles, and restructure the instructional staff.
Planning Year	15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening?
Score	**Review Team Comments:**
4 ☒ **2** ☐ **0** ☐	The founding team clearly articulated the stages during the planning year that would result in being ready to open by the targeted date. The Milestones document in their application was referenced in this interview as an outline for providing responsibilities and timelines for curriculum, handbooks, budgets, etc. In their recruitment and marketing efforts they understand they will have a challenge with enrolling 1st and 2nd graders and have purposefully placed most resources towards that sub-group. Based on the application and the responses provided during the interview it is evident that the founding team has developed a thorough plan to address all aspects of starting a charter school.
Review Team's Individualized Questions	16. The target population described in your application is made up of families that have a low socio-economic status and sometimes transportation is an obstacle in choosing a good school to send their children. Why do you think that by not providing transportation, you will still be able to recruit students and reach your enrollment goals?
Score	**Review Team Comments:**

4 ☒	2 ☐	0 ☐	First and foremost, the proposed school leaders emphasized having a school within walking distance and to be centrally located to offer a short commute for families is important to them and the board. They do continue to have conversations for providing transportation in the future and identifying alternative funding to support the costs.
Review Team's Individualized Questions			17. In developing the 5-year budget, what steps did the team take into consideration? The application indicates you will be hiring EdTec, were they consulted for the development of this budget? If so, what supports did they provide.
Score			**Review Team Comments:**
4 ☒	2 ☐	0 ☐	The founding team has consulted with EdTec from the beginning in creating the budget for this application. The budget went through several revisions before the final one was submitted with this application. EdTec ensured that the budget did not compromise the academic model and at times elements such as transportation were removed from the budget. The consultant from EdTec was present at the capacity interview and explained that moving forward they will provide business manager supports to the school.