

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***



**Effective Options
for New Mexico's
Families
Charter Schools**





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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at Julia.Barnes@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Julia Barnes
Interim Director
Options for Parents: Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Julia Barnes at Julia.Barnes@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Ms. Barnes about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

(November 14-December 2)**	
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

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

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

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

- (1) demonstrate the school’s ability to implement the 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.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

***SAMPLE.** The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School’s Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report ACE Leadership High School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: 800 20th St NW, Albuquerque, NM 87104
 Physical Address: 800 20th St NW, Albuquerque, NM 87104
 Phone: (505) 242-4733 Ext: Fax: (505) 242-2220 Website: <http://aceleadership.org/>
 Opened: 2010 State Appvd: Sep-09 Renewal: 2015
 School District: Albuquerque County: Bernalillo

Tori Stephens-Shauger, Executive Director/Principal Email: tori@aceleadership.org
 Maria Guy, Gov Board President Email: info@aceleadership.org

Mission: The Mission of ACE Leadership High School is to equip young people who love to design and build things to become leaders in the construction profession. We will serve young people who have limited means to have successful careers by caring for their intellectual, physical and emotional well-being as students.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	9-12		435	308	15	20.5

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	D	B	D		
2. 3 Year Avg Grade		C	C		
3. Current Standing	F	F	F		
4. School Growth		A	F		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	B	C		
7. Opportunity to Learn	B	C	C		
8. Graduation	A	A			
9. Career and College	B	F			
10. Reading Proficiency	7.7	10.8	5.1		
11. Math Proficiency	6.9	1.99	2		
12. SAMS	Y	Y	N		
13. SAMS Graduation %	175	142.5			
14. Bonus Points	0	1	1.69		

NM PED Charter School Division - Renewal Snapshot Report ACE Leadership High School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment		105	199	285	308
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male		73.3%	73.4%	67.0%	67.9%
3. % Female		26.7%	26.6%	33.0%	32.1%
4. % Caucasian		12.4%	10.1%	6.7%	5.5%
5. % Hispanic		80.0%	85.9%	88.1%	92.5%
6. % African American		2.9%	1.0%	1.1%	0.3%
7. % Asian		0.0%	0.0%	0.0%	0.0%
8. % Native American		4.8%	3.0%	3.9%	1.6%
9. % Economically Disadvantaged		71.4%	46.7%	43.9%	54.2%
10. % Title 1 TS		100.0%	0.0%	100.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		15.2%	13.6%	12.6%	16.6%
15. % ELL		0.0%	0.5%	3.9%	7.1%



Part B—Self-Report/Looking Back
(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).

To directly address the school's charter and mission:

We teach exclusively through projects and provide no explicit preparation for the NMSBA, yet our students have demonstrated remarkable growth in this assessment. We proudly have graduated 78 young adults from our evening re-engagement program in our first three years of operation (13, 32 and 33 graduates), and 72 students in year four from both day and evening programs. Additionally, the school sustains a strong relationship with our professional partners to develop curriculum, assess student learning and graduation readiness, and in developing effective transition experiences with support for student success after graduation. Our students have grown academically, socially and emotionally. Over half of the school's clientele is off track to graduate or has previously dropped out of school. These young people succeed despite the labels given to them from previous schools and I am very proud to have them as future leaders in our community.

ACE Leadership practices a project based curricular model where students learn their required skills and content through completing projects based on cutting edge practices in the design and build industry. The school's relationship with New Mexico's design and build professionals is key to ensuring that what students experience at ACE is preparing them for the post-secondary training programs and industry jobs of the future. Our industry collaboration is critical to the success of our students and our state in terms of workforce development and economic and community health. ACE was founded with the belief that there is untapped leadership and innovation within our youth and that having high expectations around real-world skills as well as academics requires high levels of support for the whole child. The relationship between the industry and the design of the school allows ACE to provide engaging learning experiences that are authentic and relevant to students and their futures.

The work of ACE Leadership High School is respected across the country. Funders and school leaders (listed below) both within and outside of New Mexico support our work at ACE even as they learn from it.

PNM Resources

Kellogg Foundation

Pyramid Peak Foundation

Daniels Fund

Partners for Developing Futures

McCune Foundation

Providence School District

Denver chapter of the Associated General Contractors

Louisiana Public Education Department

National Association of Social Workers

To directly address the NMPED School Report Card, please refer to the sections below.

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

ACE Leadership High School students grow at unprecedented levels while attending ACE. Most do not reach proficiency, as measured by the NMSBA, by the time they graduate. Most do not, as a cohort, reach proficiency because they enter the school with significant deficits as measured by the same test.

We serve students who have rejected traditional educational experiences. Over half our students are off track to graduate or have dropped out of school prior to enrolling at ACE. They choose to come to our school because they can learn and demonstrate their learning in a way that gives relevancy and purpose to their daily experiences at school. Mastery* is the goal. We have made a promise to our students and our partners that graduates from ACE will be prepared for a successful transition into apprenticeship or college.

By the nature of our educational model, we attract students who learn best through authentic project based learning experiences. However, the assessment tool used by the state is created to measure traditional, isolated content learning. It would be more appropriate to measure learning at ACE Leadership with a Performance Assessment tool that aligns with our instructional methods. Our students do not come to ACE "proficient" according to the NMSBA and most are considered Q1 when they begin at ACE. ACE Leadership students show remarkable growth in learning as measured by the NMSBA although most do not reach proficiency. However, based on a study by the University of New Mexico, proficiency rates are greater when measured by a Performance Assessment tool that is aligned with the project-based learning curriculum at the school:

Prepared by Dr. Vanessa Svihla and Abigail Stiles, University of New Mexico

Introduction

With support from UNM's College of Education and the Office of the Provost, a pilot study was conducted to design, test, and refine performance assessments in partnership with schools from the New Mexico Performance Assessment Network (NMPAN). This effort involved three *strands* of expertise: 1) *core & professional disciplines* (e.g., applied chemistry, architecture); 2) *school leadership*; and 3) *education research & assessment*. Participants with diverse skills, roles, and experiences collaborated to design, test, and validate performance assessments (PAs) that were aligned to standards and guided by the NMPAN definition of PAs. NMPAN defines PAs in reference to authenticity; being public; and reflecting the school context.

Dr. Svihla created a "shell" to guide the development, implementation, and assessment of PAs. She piloted the shell with teachers from three Albuquerque schools and revised it based on feedback. The shell is "filled out" by teachers, documenting their planned assessment points, their actual implementation of assessments, and their evaluation of student achievement on the assessment. This information provides a robust and rich picture of student growth and learning, as well as the impact that teachers have on growth and learning.

The ACE Leadership teachers used the shell across three trimesters. In the first trimester, they discovered through practice and reflection that they had included too few details and that they had not adequately documented (1) their feedback to students and (2) evidence of student growth. This led to changes in their practice for the next two trimesters, in which they followed the shell more carefully and documented both of those areas.

Validity was assessed using guidelines from the scholarly literature (American Psychological Association, 1985; Cronbach, 1990; Donmoyer, 1990; Guba & Lincoln, 1994; Haertel, 1991; Linn, Baker, & Dunbar, 1991; Mertens, 1998; Messick, 1989; Moss, 1992; Parkes, 2007).

Comparing evidence from videos of classroom teaching, student artifacts, and the PA shell, Dr. Svihla found:

- There were more potential assessment points that occurred informally than were accounted for in the PA shell, but the shell still provided a sufficient and representative picture of the range of student performance and growth.
- PA shells for Trimester 2 and 3 provide sufficient detail for **reliable** scoring.
- **Construct Validity.** PA shells for all Trimesters provide sufficient information to assess the **construct validity** of the PA tasks; the assessments were judged to be credible, direct, and cognitively complex, meaning that students who reached proficient and advanced levels demonstrated mastery.
- **Content Validity.** PA shells for all Trimesters provide sufficient information to assess the **content validity** of the PA tasks; the assessments were judged to measure appropriate scope and coverage; were authentic; were meaningful, and involved quality tasks. Because the PAs were new, they only partially met the criterion of transparency; while they did make expectations of success clear, prior examples were not available at the start of the assessment.
- **Criterion & External Validity.** PA shells for all Trimesters provide sufficient information to assess the **criterion and external validity** of the PA tasks; the assessments were judged to have systemic validity based on the scoring sessions; fairness and bias were recorded; and exhibitions demonstrated the ecological validity of the assessments. Only the second two trimesters demonstrated that students had opportunities to revise and improve.

Based on this evidence, Dr. Svihla used the original scores provided by the teachers for the PAs, using the school's grading policy:

A: 90-100% of all outcomes experienced met

B: 80-89% of all outcomes experienced met

I: incomplete (a student has a plan in place to complete mastery of outstanding outcomes for a class). Incompletes must be converted to a grade by the end of the last interim school of the current school year.

F: 79% and less of all outcomes experienced met

End of Trimester:

Credit Earning:

Met 80-100% of outcomes experienced AND passed exhibitions to earn credit for the class (.5, 1.0, etc)

Grade/credit earning is a reflection of the learning not just an average of numbers.

Dr. Svihla defined each level of proficiency as follows:

- Beginning step = F or I
- Nearing proficiency = C (given seldom in practice)
- Proficient = B
- Advanced = A

Percent of students achieving at each level was calculated for mathematics and for English Language Arts. Totals reflect the total number of students assessed **across** the three trimesters. Because of the somewhat mobile nature of this population of students, this results is an **underestimation**; it includes students who left part way through the year or who joined late, regardless of the trimester.

	Beginning Step (%)	Nearing Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Above (%)
Mathematics, Trimester 1	78%	0%	17%	5%	22%
Mathematics, Trimester 2	62%	2%	29%	8%	36%
Mathematics, Trimester 3	69%	0%	18%	13%	30%
English Language Arts, Trimester 1	73%	0%	19%	8%	27%
English Language Arts, Trimester 2	66%	0%	23%	11%	34%
English Language Arts, Trimester 3	67%	4%	20%	9%	29%
Mathematics, across the year	42%	1%	36%	22%	57%

English Language Arts, across the year	37%	3%	38%	22%	60%
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Trimester 1 data account for the lowest percent of students achieving proficiency in a mathematics or English Language Arts course.

Trimester 3 data account for the greatest number of students earning a score of “I” on their PA, indicating that a student has a plan in place to complete mastery of outstanding outcomes for a class.

Across the year, a majority of students achieve proficiency or higher in both a mathematics and English Language Arts credit.

The approach to credit earning at ACE Leadership allows students to earn credit within a project, and only to earn credit for grades of B or higher. This means that it is expected that many students earn credits in any given trimester. This is a very different model from most schools, and one that serves the students at ACE well, allowing for significant differentiation.

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*Mastery is defined by ACE as "I know a student has mastered a skill or concept when he/she is able to talk about it accurately or produce one or more products that require the knowledge or skill of what is being assessed. A student demonstrates mastery though a cumulative process where they tackle an authentic problem using acquired skills/concepts/knowledge."

School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

Measuring school growth involves comparing different sets of developing students who enter high school at different skill levels to determine if a school is effective. The PED's assumption is that with each new group the scores will get higher if the school is effective. In other words, this year's group out-performs last year's group who out-performed the year before if the school is effective. It is unclear how each group's entering skill level is considered when doing this calculation but our students enter below proficiency at varying levels and we certainly expect growth. However, expecting one group to perform better than the last as a measure of overall effectiveness is not valid unless all other variables are controlled.

For our 2014 school grade our current standing score fluctuates widely (2.4 in 2012, 9.63 in 2013 and 1.01 in 2014) which results in a low school growth score overall. Comparing a group that was 7.23 points lower than the next is clearly going to produce a positive calculation as shown in 2013, just as comparing a group who was 8.62 points lower than the one before it is going to produce a negative calculation as shown in 2014.

Our first and second year, we completed a data based inquiry process that allowed us to implement an action plan targeting literacy skills in all projects students take in addition to the reading program taught through advisory. We have strong support for students who are dual language speakers and developing both their English and Spanish skills, but all of our students struggled with English language literacy. In addition to ensuring that grammar, reading and writing were consistently part of all of our students' experiences, we also began to openly include some strategies from our reading program so that students could see where these strategies could help them with any text.

According to the PED's calculations for the 2013 report card our student reading scores showed that we exceeded the

scaled score needed to indicate that the school is “generally improving their ability to increase student achievement.” Students showed growth towards proficiency. Rather than using grade level, this data was collected in terms of beginning steps, nearing proficiency, proficiency, and advanced. This data was collected in terms of beginning steps, nearing proficiency, proficiency, and advanced rather than grade level. Only roughly 5% of students come to ACE proficient in Reading and/or Math. In 2012, students who were farthest behind in reading and math (Q1) grew towards proficiency 22% above the state average. In 2013, Q3 students grew 68% above the state average and Q1 students grew 14% above the state average. In 2014, Q3 students grew 300% above the state average and Q1 students grew at 5% above the state average.

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.

Because most of our students come to us as Q1 students from other schools, we are pleased that we continue to see growth trends among individuals on the SBA and short cycle assessments. While we know from performance assessments that they are growing towards proficiency, we are glad to see this growth reflected on traditional assessments as well, even though those assessments are outside of the context of their learning.

We feel this growth of Q3 and Q1 students is due to the culture at the school, which creates a safe learning environment that promotes making mistakes and taking healthy academic risks with the ultimate goal of producing a quality product that is made public beyond the school itself.

There is no way for us to know which students were considered Q3 for the 2012 grade but we do know there was positive growth in reading and math above what was expected by the PED.

For the 2013 school year the Q3 students in all subcategories increased their performance and scored above the growth that was expected by PED for reading and math. In general, all of our students scored higher than expected.

For the 2014 school year the Q3 students in all subcategories increased their performance and scored points at the growth that was expected by PED in reading and math. In general, all of our students scored higher than expected.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

As mentioned before, most of our students come to ACE in this category. A detailed breakdown of our first grade in 2012 was completed, in an effort to better understand how the School Grade tool is applied.

School Grade Analysis 2012

Grade Report	Current <u>Grade</u>	Current <u>Points</u>	State <u>Average</u>
Performance in Math and Reading Value added points for social Conditions (La Cueva = 4.3) *	F	2.4	12.5
Performance for the highest skilled Students (only 2 of the total 90	F	0.9	8.8

In this category) **

Performance for the lowest skilled Students (87 of the total 89 tested)***	B	9.3	7.3
Opportunity to Learn Student survey of classroom Instruction	B	6.4	6.0
Graduation	A	19.1	12.8
College & Career Readiness	B	9.7	9.0
Bonus Points****	F	<u>0</u>	<u>1.6</u>
Total		48.0	58

*Value added points are based solely on “mobility” rates (students in and out in the same school year). This is thought to be a proxy for poverty, English language learner, gender, and other social conditions. ACE Leadership High School has a value added score of 0.1 (not many students leave after enrolling), while Rio Grande High School has a score of 2.2 and La Cueva High School (an affluent school in Albuquerque) has a score of 4.4.

** This score is based on the test results from the last SBA exam taken by the students. Two of the ACE Leadership students had scores that were in the top 75 percent of all students tested in the state. Therefore, the points awarded (or denied) were based on the growth of only 3 percent of all students at the school. The score received (0.9 of 15) is disproportional to the students in this category.

*** This score is based on the test results of the last SBA exam taken by the students. 85 of the ACE Leadership students tested had scores that were in the bottom 25 percent of all students tested in the state. Therefore, the points awarded were based on the growth of 97 percent of all students at the school. In essence, this score represents virtually all of the students tested at the school.

****This score is based on unclear criteria and the school did not apply for points. Based on conjecture, the work of the Community Engagement Center at ACE Leadership might generate at least 50 percent of the points possible.

Comparison to similar schools:

Closer examination of statewide scores indicates that ACE Leadership has outperformed most schools who serve similar clientele. According to the Public Education Department, two percent growth for low performing students would be exceptional. Points earned for growth in Reading at ACE Leadership for low skilled students was 3.7 percent higher and Math was 5.7 percent higher—both significantly higher than normal.

Again, the 2012 grade is less clear in terms of which students were considered Q1 and Q3, but there was positive growth above what was expected by PED in reading and math according to the detailed report of the PED’s School Report Card.

At the time of our 2013 grade 33% of our students were Q1 in math and 27% of our students were Q1 in reading. Students in all subcategories increased scores in reading and math, and overall our students showed higher growth than expected by PED in reading and math.

At the time of our 2014 grade 38% of our students were Q1 in math and 41% of our students were Q1 in reading. Students in all subcategories increased scores in reading and math, and overall our students showed higher growth than expected by PED in reading and math.

Opportunity to Learn

Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.

The goal of every high school is to prepare students for a successful future. At ACE we depend upon careful, intentional community engagement to accomplish this. The ACE Community is comprised of three separate groups: the present community of ACE students and parents; ACE industry partners from the architecture, construction, and engineering sectors; and our immediate neighbors throughout the greater Albuquerque community. With these three pillars as its foundation, ACE instills its students with both a commitment to their community and the skills needed for success in their professions.

From new student orientation to capstone projects for graduation, ACE students are immersed in our school’s project-based-learning curriculum. This curriculum is based upon real community-driven projects, which instill our students with a sense of pride and investment in their city and its diverse communities. The outdoor learning classrooms ACE students created at the Montessori of the Rio Grande Elementary School are one example of how students have applied skills from our curriculum to enhance the community. ACE students also used these skills to beautify the yards of elderly residents in the Sawmill Neighborhood.

The school’s landscape architecture curriculum imbues students with the science, biology, math, and graphic design skills needed to prepare them to undertake such projects, while at the same time empowering them to engage and serve their immediate neighbors. As part of the curriculum designed for the Rio Grande Silvery Minnow Restoration Project, ACE students researched, designed, and presented kiosk and bridge plans to representatives of the US Fish and Wildlife Service. The Service selected one of these designs and engaged ACE students to complete its construction inside the Rio Grande Silvery Minnow Sanctuary, thereby cementing another connection between ACE students and their greater community.

In the curriculum model for the Pitch Perfect project, ACE students researched architecture, construction, and engineering companies to create their own business models for companies they might create in the future. This project culminated in students presenting their business models to members of the New Mexico chapter of Associated General Contractors (AGC), the founding organization that created ACE Leadership High School. Through this public presentation forum, ACE students were able to present to and network with potential future employers in the industry. ACE students’ families were also invited to attend the forum, which served to strengthen the connection between all arms of the ACE Community.

These are just a few examples of how the ACE curriculum connects students with projects based in their community. From the initial stage of project design, through the time spent in classrooms on relevant content, to final public exhibitions of the skills they have learned and the final products they have created, ACE students are immersed in opportunities that make them invested in their community while preparing them for future roles as community leaders. Each year since the school’s inception, a select group of ACE students have participated in the AGC Best Builder Awards, where they meet and network with the most highly regarded and talented contractors in the New Mexico construction field. Students are also given opportunities to participate in the AGC-NM Building Branch Multi-Trade Apprenticeship Training Program. To date all of the graduates of this apprenticeship program have either started AGC internships or are attending college classes in industry-focused majors. This apprenticeship allows ACE students to work within the ACE industry partner field, and to secure job training and career readiness skills – all while they’re still in high school. These opportunities outside of the classroom allow ACE students to make relevant community connections, while enriching their overall educational experience.

“Communication, Collaboration, Client-driven” is written on the back of each ACE Leadership High School uniform. These “3 C’s” are there to remind ACE students that our goal is to deliver an education that will provide them with a rich

foundation emphasizing collaboration with our community and our industry partners. Every aspect of the school model is designed to empower our students by delivering job training through project based learning and collaboration with our community and industry partners. From the beginning of each project through its completion, each component of our curriculum is created with this ultimate goal in mind: that ACE students collaborate, communicate, and interact with their future clients and their community. Each step an ACE student takes on the path to a diploma is cheered on by encouraging crowds of “family” at his or her side.

On the survey used to determine a school’s points for this category, we have scored average or above on all questions on the survey for all three report cards.

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

In 2011, 13 students graduated from the evening re-engagement program at ACE. That number grew to 32 in 2012 and 33 in 2013. These students would have continued to be “drop-outs” had they not chosen to return to school for their high school diploma. These young adults now have opportunities to have fulfilling futures that otherwise would have been out of their reach.

2014 marked the first graduating class from our day program. Combined, the day and evening programs graduated 72 students.

Approximately one-third of our day students come to us behind in credits. Statistically, students who fall behind in credits have roughly an 80% chance of dropping out of school. These students graduated from ACE instead of dropping out or remain a high school drop-out.

Our 2012, 2013 and 2014 report cards only reflect our evening graduates. We calculated our points for graduation for 2014 to be 12.1, which is equal to the state’s average. The PED chose not to report our graduation or college and career readiness data. Additionally, ACE Leadership is a SAM school which is not indicated on the current report card. Our appeal to have the graduation data included was denied and we are still seeking explanation. We were able to provide our calculations for graduation but because we do not have access to the data needed to calculate the college and career readiness data we could not do our own calculations for that category. We are currently working with the PED to understand what our points would have been for those categories had they been included. Based on our best estimation our grade would not be lower than what it is currently but would more accurately reflect the work that we do. Discussion between the PED and ACE continues.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

100% of our graduates had transition plans to be successful in selected coursework or program.

In collaboration with AGC-NM, UNM and CNM, students successfully participated/completed the following mission linked college and career readiness experiences:

-A final year program in which students undergo a rigorous process of academic inquiry, creating substantive portfolios that include personal reflection essays, resumes, evidence of mastery and transition plans.

-Professional exposure to architecture, construction & engineering firms both domestic and internationally, through direct

mentorship experiences throughout the Capstone project.

-Individual concentration on guiding student's post-graduation aspirations, including applications to programs and ensuring pre-requisite experiences are completed (i.e. ACT, recommendation letters)

-Grant, financial aid, and scholarship application assistance including sessions that involve parents.

-Introductions and internships for students into the construction trades made possible by leading companies in the ACE community.

-40 hours of community work with ACE perspective (i.e. Habitat for Humanity, Little Libraries)

-Start-up of the first pre-apprenticeship, dual credit course in the state (AGC-NM, CNM and ACE collaborative) and supported by a Workforce Readiness Program grant from PED.

-UNM College of Civil Engineering collaboration which resulted in Project Management classes and introduction to design courses as well as UNM student mentorship of ACE students.

-CNM- Making Money Work course which supports students making sound financial decisions for personal and professional planning.

-10 day student trip to Da Tong, China for the Solar Decathlon with the UNM undergraduate architecture student team.

Interviewed and worked alongside International students, made office visits with world renowned architecture designer's offices.

We make attempts to stay in contact with our graduates to provide support and to track their successes for longitudinal study. While keeping track of phone and address changes is difficult, we have continued relationships with some of our graduates. Some specific examples of what some of our graduates are doing: climbing the leadership ladder at Bradbury and Stamm Construction; running his own landscaping business, attending UNM on the path to project management; serving in the marines; PNM apprenticeship program; AGC apprenticeship programs; one graduate now works for the school full time.

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.

According to the explanation in the guidance, bonus points are awarded for NMAA activities such as sports and clubs, which are aligned with traditional education models. This is unfortunate, because the Charter School Act provides an opportunity for innovation, and innovation requires education models that are different, and those models do not always support NMAA type of experiences as they are defined and traditionally organized. Several activities at ACE come close to the descriptions provided by the NMAA. ACE participates in the charter school sports league, has student clubs and a parent group that raises funds for student awards and rewards.

We did not apply for "Bonus Points" in the 2012 school year. We submitted for one category for the 2013 year and earned 1 point for student engagement in our school's Advisory program. For the 2014 year we submitted for each category and earned 1.6 points for parental engagement in curriculum development.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: The student graduation rates will be at least 10% above the APS average in the year of comparison for similar cohorts of students.
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Public Education Department and STARS records.

Provide a statement of progress and additional information regarding the above data: Please refer to the data table below that shows the success of ACE Leadership High School in terms of graduation rates. The table reflects the 4, 5, and 6-year cohort. The Grads column is the number of students that graduated at the end of the school year and were slated to graduate at the 40th day. The Hold Over Senior column is the number of students who were slated to graduate at the 40th day but did not do so by the end of the school year. The Total column is the number of students slated to graduate at the 40th day. The ACE Rate column is the percentage of ACE students slated to graduate at the 40th day who graduated at the end of the school year. There was no data for the APS Rate available to us. As you can see, if students are ready to complete their final year and receive their high school diploma at the beginning of the school year, most meet that goal in May.

		Grads	Hold Over Senior	Total	ACE Rate	APS Rate
					0.83018	
4 Year	Total	44	9	53	9	No Data
	Hispanic	43	7	50	0.86	No Data
	ELL	13	0	13	1	No Data
	SPED	8	2	10	0.8	No Data
	Low Income	28	8	36	0.77777	No Data
		Grads	Hold Over Senior	Total		
5 Year	Total	19	0	19	1	No Data
	Hispanic	17	0	17	1	No Data
	ELL	9	0	9	1	No Data
	SPED	1	0	1	1	No Data
	Low Income	15	0	15	1	No Data
		Grads	Hold Over Senior	Total		
6 Year	Total	9	0	9	1	No Data
	Hispanic	8	0	8	1	No Data
	ELL	4	0	4	1	No Data
	SPED	0	0	0	n/a	No Data
	Low Income	3	0	3	1	No Data

Student Academic Performance Standard/Goal #2:

Students will have reading and math performance scores on the state assessment that are at least 15% greater than the APS average for similar cohorts of students.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used

(Identify level of scores that indicate proficiency):

NM Public Education Department

Provide a statement of progress and additional information regarding the above data: Please refer to the data table below. Sy2012 refers School Year2012, H2 and H3 refer to the year in high school classification given to students by the NMPED. Numbers under Reading and Math columns reflect percentages. We have not met this goal yet, but know our students are progressing towards meeting it.

Group	sy2012							
	H2				H3			
	Reading		Math		Reading		Math	
	ACE	APS	ACE	APS	ACE	APS	ACE	APS
All Students	29.1	36.8	29.6	35.0	27.8	39.6	31.0	37.4
Special Ed	22.4	26.2	25.9	24.9	No Data	28.4	No Data	26.6
ELL Current	No Data	26.4	No Data	26.0	No Data	28.5	No Data	28.4
Hispanic	28.8	35.4	29.4	33.4	27.9	38.2	30.6	35.5
Low Income	27.6	33.8	29.0	31.9	27.1	36.2	28.9	33.6

Group	sy2013							
	H2				H3			
	Reading		Math		Reading		Math	
	ACE	APS	ACE	APS	ACE	APS	ACE	APS
All Students	30.18	38.02	27.49	35.15	31.88	41.63	27.62	38.19
Special Ed	No Data	26.44	No Data	25.03	24.61	30.74	26.77	27.49
ELL Current	No Data	27.53	No Data	26.32	No Data	30.03	No Data	28.36
Hispanic	29.47	36.55	26.93	33.51	31.65	40.45	27.07	36.65
Low Income	31.42	34.70	27.40	31.89	30.02	38.66	26.07	34.95

Group	sy2014							
	H2				H3			
	Reading		Math		Reading		Math	
	ACE	APS	ACE	APS	ACE	APS	ACE	APS
All Students	26.50	36.90	24.10	35.10	27.40	39.70	27.40	37.90
Special Ed	No Data	25.60	23.70	24.10	No Data	36.70	No Data	26.60
ELL Current	No Data	25.20	No Data	25.40	No Data	27.90	No Data	28.50
Hispanic	25.90	35.50	27.40	33.50	27.10	38.30	27.4	36.10
Low Income	26.00	33.90	28.0	32.00	28.70	36.70	28.00	34.70

Student Academic Performance Standard/Goal #3:

Students that are two grade levels behind in reading and math will improve by two grade levels each school year.

<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): NM Public Education Department</p>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> Students showed growth towards proficiency. Rather than using grade level, this data was collected in terms of beginning steps, nearing proficiency, proficiency, and advanced. Only roughly 5% of students come to ACE proficient in Reading and/or Math. In 2012, students who were farthest behind in reading and math (Q1) grew towards proficiency 22% above the state average. In 2013, Q3 students grew 68% above the state average and Q1 students grew 14% above the state average. In 2014, Q3 students grew 300% above the state average and Q1 students grew at 5% above the state average.</p>

<p>Student Academic Performance Standard/Goal #4: 100% of graduation students will be accepted to a postsecondary program based on their career choice.</p>
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Interviews of graduates upon graduation.</p>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> 100% of graduates from ACE have been transitioned to CNM, UNM, apprenticeship or jobs. This information is collected by the Transition Coach when interviewing graduates at graduation. 2011 graduates (13): 5% to apprenticeship, 5% to CNM and 90% to work 2012 graduates (32): 19% to apprenticeship or internship, 80% to CNM, 1% to UNM 2013 graduates (33): 15% to apprenticeship, 85% to UNM or CNM 2014 graduates (72): 10% to apprenticeship, 85% to UNM or CNM, 5% to work</p>

<p>Student Academic Performance Standard/Goal #5: In the spring of 2013, 89% of our students who have been at ACE for 3 years will be proficient in reading and 87% of our students who have been at ACE for 3 years will be proficient in math as measured by the NMSBA.</p>
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): NM Public Education Department</p>

Provide a statement of progress and additional information regarding the above data: Please refer to the data table below. We have not met this goal yet, but we are making progress.

(all eligible students that had been at ACE from sy2011 40day through sy2013 80day that took the SBA and have reported scores) -

Adjusted Summary	Reading	Math
Advanced	0 students - 0%	1 student - 6.25%
Proficient	4 students - 25%	0 students - 0%
Near	6 students - 37.5%	10 students - 62.5%
Beginning	6 students - 37.5%	5 students - 31.25%

Student Academic Performance Standard/Goal #6:

In the spring of 2011, 75% of 9th grade students will be proficient in reading and 66% of 9th grade students will be proficient in math as measured by the short cycle assessment.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

NMWEA MAP scores

Provide a statement of progress and additional information regarding the above data: 69% of students were considered proficient in Reading according to the MAP data and 84% of students were considered proficient in Math according to the MAP data. 100% of students showed growth on individual scores over the year. We exceeded this goal in math and were six percentage points away from meeting this goal in reading. We began addressing the reading needs after a data analysis was completed by the staff through a data based inquiry process protocol.

Student Academic Performance Standard/Goal #7:

In the spring of 2012, 79% of 10th grade students who have been at ACE for two years will be proficient in reading and 77% of 10th grade students who have been at ACE for two years will be proficient in math as measured by the short cycle assessment.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

Discovery Education Assessment

Provide a statement of progress and additional information regarding the above data: 23% of students according to the DE assessment were proficient in reading and 30% of math according to the DE assessment were proficient. 100% of students showed growth on individual reports over the year. We believe the significant difference was due to the change in short cycle assessment tool.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school’s statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1: N/A				
Measure(s) Used:				
Data—Average Annual Data				
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
<i>Provide a statement of progress and additional information regarding the above data:</i>				

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school’s statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: Be the best school in the United States at transitioning its graduates to college and/or apprenticeship. To demonstrate success in this area ACE will benchmark its graduation rate against all other comparable schools that focus on career and technical education in the nation.
Measure(s) Used:
Data:
<i>Provide a statement of progress and additional information regarding the above data:</i> The school graduated its first four year cohort of students in 2014 and data is not available for this goal. However, all graduates were transitioned to college, apprenticeship or work after graduation.

Organizational Performance Standard/School Goal #2: ACE will be a public private partnership and or relationship with the profession will provide unparalleled opportunities for our students to have well paid and enriching careers. Therefore, the school will track the comparative earnings of its graduates and their job satisfaction to determine whether they are more satisfied in their jobs than their peers from other schools.
Measure(s) Used:
Data:
<i>Provide a statement of progress and additional information regarding the above data:</i> There is no data available at this time. Processes are in place to begin tracking longitudinal data starting this school year (2014-2015).

Organizational Performance Standard/School Goal #3: We believe that relevant instruction, teamed with high levels of care and concern, will produce exemplary graduation rates and ultimately an efficient use of public funds. In order to demonstrate our success, the school will compare its cost per graduate to other schools in New Mexico. We also intend to disaggregate this data and provide analysis by subgroups of the student population (ELL, special education, income, etc.).

Measure(s) Used:

Data:

Provide a statement of progress and additional information regarding the above data: District budgets are not disaggregated at the school level. While that data is available for ACE Leadership, it is not available for a comparison APS school. Also, budgets do not disaggregate by expenditures for specific classes of students.

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

Yes **No** Is the school meeting financial reporting and compliance requirements?

Yes **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	0	N/A	N/A
1 (09-10)	2	<p>1) Two invoices were missing the Principal's initials verifying the amount on the warrant.</p> <p>2) The ending balances on the School's cash report did not match the General Ledger.</p>	<p>1) The Finance Director will review both the warrant and the invoice to ensure that the Principal/Executive Director has signed the warrant and initialed the invoice.</p> <p>2) The finding occurred as a result of a timing issue with a deposit and several payments made during fiscal year 2010 and the period these transactions were posted in. The school's finance director sought guidance from the auditor after the July 31 deadline to file the PED yearend cash report, and as a result, an inaccuracy occurred in the PED report. This issue will be resolved through a reclassification of the transactions in question. Management is aware of the deadlines for PED reports and will ensure that they are submitted timely and accurately</p>

<p>2 (10-11)</p>	<p>4</p>	<p>1) The School has expenditure functions where actual expenditures exceeded budgetary authority</p> <p>2) During our test work we noted the following Internal Control Deficiency:</p> <ul style="list-style-type: none"> a. We noted that the reconciled cash balance had a difference from general ledger of \$7,615. b. We noted a cash receipt in the amount of \$45 was posted to federal revenue account and should have been posted to the fees account. c. We noted a purchase order and purchase request was dated after the date of the service/reimbursements. Total amount of request was \$4,535. d. We noted that the Principal approved his own purchase order. 	<p>1.) Monthly and quarterly budget reviews by the Finance Director, the Finance Committee and full Council will include controls to ensure that the school is within its budget in the functional categories as prescribed by law.</p> <p>2.) Management has implemented controls to mitigate the risk to the school, including controls for reconciliation, cash receipts, and procurement. In the case of the principal approving his own purchase order, it should be noted that the Business Manager approves the PO in the Accounting System, in addition to his signature on the paper form, so there is always dual control as part of our procurement procedures. Had this been documented at the time of the audit, it would have demonstrated adequate internal controls over purchasing.</p>
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<p>2 (10-11) cont'd</p>		<p>3) During our test work of journal entries, we noted that two out of four journal entries tested were not reviewed or approved. Total amount of journal entries was \$27,754.</p> <p>4) During our testwork we noted that the Governing Council approved the Executive Director/Principal during the November 15, 2011 meeting. We noted that the contract was signed by the Executive Director/Principal on November 3, 2011 for the school year beginning July 1, 2011.</p>	<p>3) Our internal control process for journal entries includes a review and approval by the Board Treasurer as a standard practice at regularly scheduled finance committee meetings. As part of our updated controls, beginning with FY12, management submits a quarterly listing of all journal entries to the full Governing Council for their review. The Finance Director and Board treasurer have all J/E's and supporting documentation on hand for further inquiry by the board.</p> <p>4) The board has approved the administrator's contract for FY12. The board will ensure that this annual responsibility is dealt with in a timely matter.</p>
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3 (11-12)	4	<p>1) A refund check totaling \$1,725 in the Operational fund was incorrectly recorded in the general ledger.] A cash receipt for \$68 in the food service fund was incorrectly recorded in the general ledger.] The June 2012 bank reconciliation did not agree to the general ledger. We noted a difference of \$8,211. \$8,156 was due to a cash receipt received after year end being posted as cash received in FY2012 instead of as a receivable. In addition, there were services fees of \$55 that were recorded in FY 2013 instead of FY2012. We noted that a review of the request for reimbursement (RFR) of federal and state funds either before or after submission is not being performed in order to verify completeness and accuracy of the RFR.</p>	<p>1) The finance director will more closely monitor the posting of cash receipts to ensure they are posted to the correct accounts. The cash reconciliation is due to timing issues with end of one fiscal year and the beginning of another and is easily fixed with a reclassification to the correct fiscal year. No cash was missing or misappropriated. All requests for reimbursements (RFR's) were very carefully scrutinized by the finance director during this year and were accurate, however, our review of RFR's moving forward include a review by a second staff member to verify the completeness and accuracy of the claim.</p>
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		<p>2) During our test work, we noted that two IRS payments in the amounts of \$473 and \$10,483 were paid 11 and 9 days late, respectively. The IRS imposed a penalty of \$548 for 941 deposits being paid late.</p>	<p>2) We have since included a control to the payroll process that ensures that we pay these liabilities out before the payments are posted in the accounting system. This control includes the placement of a checkbox on the front page of the payroll report to verify that the EFTPS IRS confirmation page is included as part of the payroll packet. We check the box and initial, thus verifying that the payment confirmation is included, ensuring these payments are always made on time</p>
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		<p>3) We noted that 1 of 4 contractors tested are being paid before services are being completed. The contractor tested submitted multiple invoices for payment before services were rendered.</p> <p>4) Cash Report does not match the GL</p>	<p>3) Payment for all services will be scrutinized to ensure that goods and services have been delivered satisfactorily prior to payment.</p> <p>4) PED also received an audit finding with regard to the PED Cash Report (Form 920F). In previous quarters, no guidance or errors were reported to the school by PED indicating that the report was inaccurate. We understand that we need to report on a cash basis, but the PED directions for the cash report call for inclusion of receivables/payables (line 16). We included these as directed by the PED. We will work closer with the PED to ensure the accuracy of the cash report as it relates to the GL. Our PED Budget Analyst retired in February 2013 and our new analyst has been on extended leave. To this day we still have not recieved adequate training as to how the cash report should be completed. The training we received at ASBO resulted in finding in the first place. We hope to get guidance from the PED/ASBO as to how to convert our data to conform with the reporting requirements.</p>
<p>40 Page</p>		<p>Renewal Application 2014-2015, Approved by the PEC 032814.</p>	

			PED/ASBO as to how to convert our data to conform with the reporting requirements.
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		<ol style="list-style-type: none"> 1) Bank reconciliation did not tie to the GL by \$504 2) During cash test work, we noted 1 check that was written over a year ago for a total of \$36 listed as outstanding checks on the June 30, 2013 bank reconciliation. 3) Cash Report did not tie to the General Ledger. 	<ol style="list-style-type: none"> 1) Management did not detect the posting error. Cash reconciliations are checked every month for accuracy. 2) We agree and will void stale dated checks after 1 year of issue. 3) The errors are a result of including the incorrect audited beginning cash balances from the prior fiscal year. These balances are not available until the audit is published in February/March of the ensuing fiscal year. The audit is provided to management as well as the PED as a reference for these beginning cash balances. We submit the PED Cash Report four (4) times a year. At the time of the audit becoming public (3rd quarter), our budget analyst changed three times. Upon submission of the 3rd quarter PED Cash Report which included the audited beginning cash balances, the school never received
<p>42 Page</p>		<p>Renewal Application 2014-2015, Approved by the PEC 032814.</p>	<p>feedback indicating that these audited beginning balances were posted to the PED Cash Report incorrectly. We will work closer with the PED to ensure the accuracy</p>

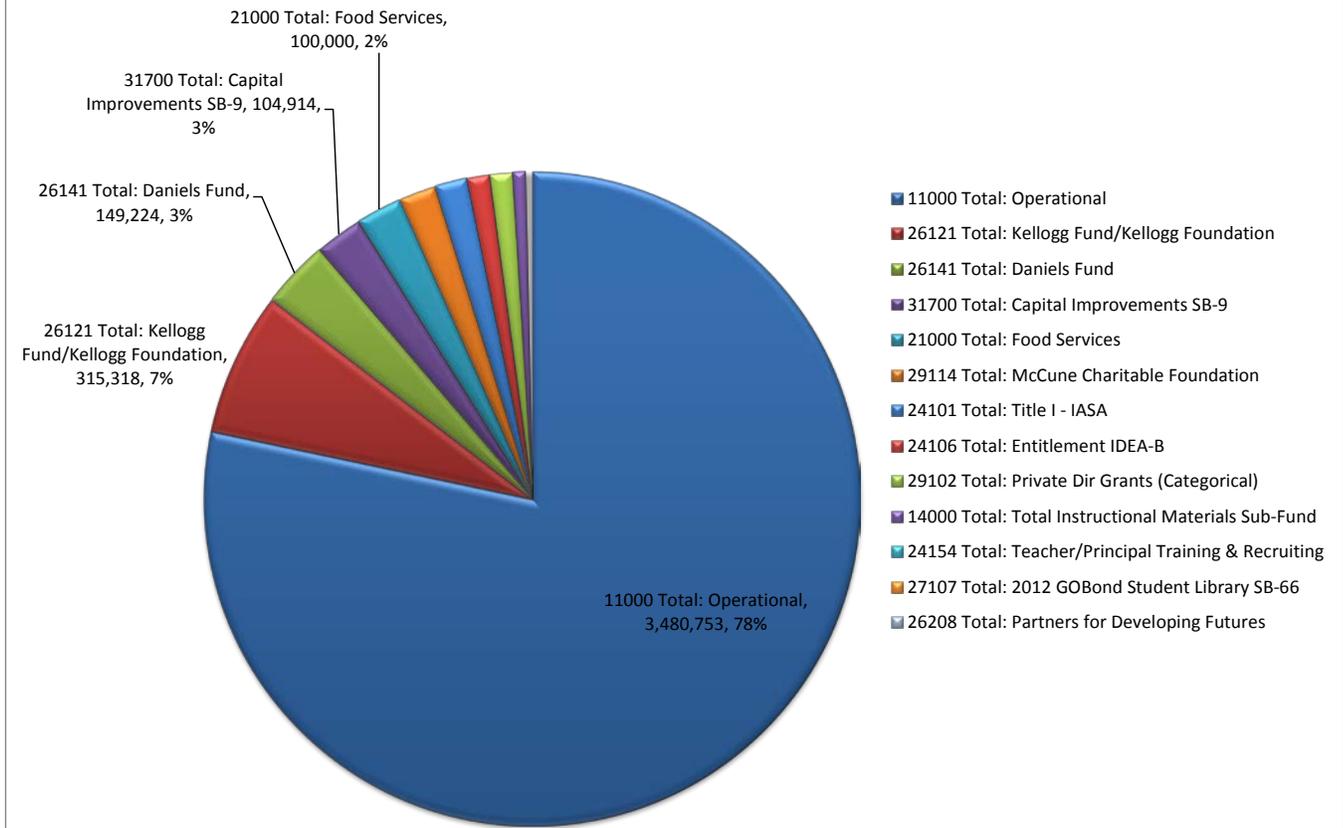
			feedback indicating that these audited beginning balances were posted to the PED Cash Report incorrectly. We will work closer with the PED to ensure the accuracy of the cash report as it relates to the GL
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Identify information from the Component Unit Section of the Annual Audit specific to the Charter School

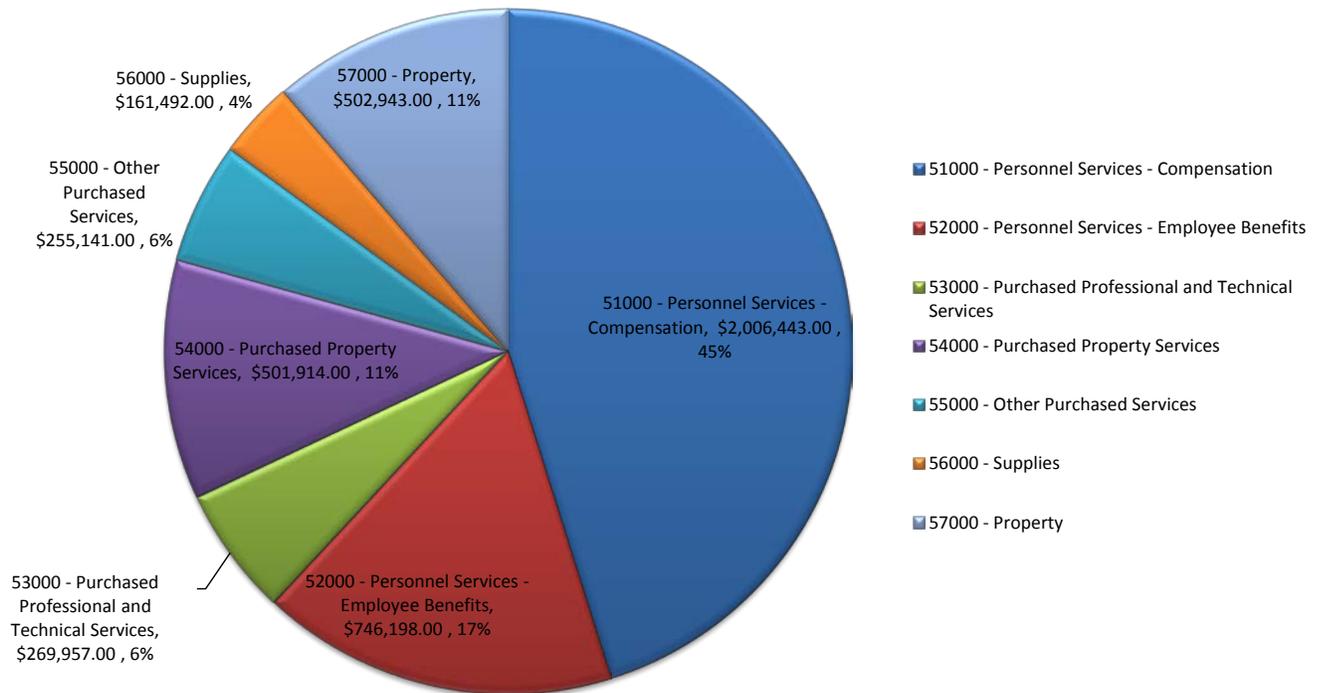
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			
1 (10-11)			
2 (11-12)			
3 (12-13)			
4 (13-14)			

Identify any changes made to fiscal management practices as a result of audit findings. Noted in the "School's Response" column above.

ACE Leadership FY15 Budgeted Revenue Sources



ACE Leadership FY15 Budgeted Expenditures



53000 Purchased Services - Field Trips, Diagnosticians, Speech Therapists, Auditing, Legal, Professional Development, Educational Consultants
 54000 Purchased Property Svcs. - Maint. and Repair equip., bldgs., utilities, rents/leases,
 55000 Other services - Insurance, advertising, board training, employee and student travel, other contract services (janitorial)
 56000 Supplies - Instructional materials, software, Library/Audio Visual, General supplies and materials

C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		
<p>Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i></p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

- 1) Yes No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements.
- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next-step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) **Yes** **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.

- 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
- 3) **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) **Yes** **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) **Yes** **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) **Yes** **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

- a. **Yes** **No** The school meets teacher and other staff credentialing requirements
- b. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable.
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.

- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

- 1) **Yes** **No** The school complies with governance requirements? Including:
- 2) **Yes** **No** All required School Policies
- 3) **Yes** **No** The Open Meetings Act
- 4) **Yes** **No** Inspection of Public Records Act
- 5) **Yes** **No** Conflict of Interest Policy
- 6) **Yes** **No** Anti-Nepotism Policy
- 7) **Yes** **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) **Yes** **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) **Yes** **No** Governing Body Mandated Trainings
- 10) **Yes** **No** Governing Body Evaluates Itself

Yes **No** Is the school holding management accountable?

- 1) **Yes** **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) **Yes** **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/> included in financial portion of application
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

The improvement of math skills and bolstering our transition work will be the academic priorities for the next five years. These are clearly two areas of greatest need for most of our students and we have already begun the work of addressing these needs. We have a math teacher who provides curriculum support for all of our projects to ensure that each is rich in math at all levels where appropriate and that the strategies for teaching complex math are effective. Our transition team is in its second year as a fully developed team and will continue to work on bolstering the transition planning from day one of a student's attendance at ACE. We will also focus on collecting longitudinal data from our graduates.

2. What main strategies will be implemented to address these priorities?

Improving Math Skills:

- Need-to-know mathematics designed for every project, even those that are not specifically offering math credit.
- For projects offering mathematics credit, mathematical applications are designed to give students tools to become problem solvers for the larger problems posed by the project. For example, in the project “This is Noise Art” students were asked to design a recording studio that would meet the needs of today’s recording artists, both amateur and professional. They needed to learn the mathematics and physics of sound in order to take on this challenge, including advanced concepts in pre-calculus.
- For-credit mathematics concepts are designed with the larger problems of ACE in mind as well as using the common core mathematics standards.
- Mathematics content is diverse throughout projects to both promote mathematical literacy as well as a well-rounded and rigorous mathematics education for all students graduating from ACE. This serves as an effective method of curriculum design in which concepts are spiraled throughout a student’s time at the school which aids in helping students who need to revisit important topics as well as strengthening the depth of understanding for students who are more advanced in their skill level, all while they are continuing to explore material that is new to them.
- For students who need further math support, ACE uses a combination of resource teachers in the classroom, interim school work where students are able to reinforce skills, and independent study carefully planned out between the student, her teacher, and her advisor. In this instance, students have flexible, independent study time during appropriate points in projects and advisory as agreed upon on an individual basis.

Bolstering Transition Planning:

- Building stronger formal partnerships with apprenticeship programs in New Mexico
- Building stronger formal partnerships with CNM and UNM
- Building stronger formal partnerships with our partner companies for internships and mentorships
- Engaging the ACE industry to hold their trainings in the ACE building to expose students to the opportunities and range of expertise within the industry
- Making more certification programs available to students and supporting them in earning those certifications

Alumni Network and Longitudinal data:

- Our Community Engagement Director and Coordinator are building an alumni network through building mentorships to be filled with graduates.
- Further build out and definition will come in the next year.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

Students and Advisors use individual data to set short and long term goals during transition planning. This includes qualitative and quantitative data that provide evidence of the student’s accomplishments, growth, and needs.

Our first and second year, we completed a data based inquiry process that allowed us to implement an action plan targeting literacy skills in all projects as well as in the reading program taught through advisory. Although most of our students struggle with English language literacy, we have strong support for students who are dual language speakers and developing both their English and Spanish skills. In addition to ensuring that grammar, reading and writing were consistently part of all of our students’ experiences, we also began to openly include some strategies from our reading program so that students could see where these strategies could help them with any text.

During the second year, students and teachers were finding that the current bell schedule was not allowing enough time to do high quality work during projects. Staff and students researched school schedules and went through a facilitated process where input was gathered and ideas were shared. This process resulted in the decision to schedule projects taught by a team of teachers rather than sticking to a traditional content schedule. This new schedule has proven to be highly effective and allows for more differentiation, better learning support and increased relevancy and engagement for students.

During the third and fourth years another data based inquiry process has focused on building a culture of commitment. Our students participate in experiences that involve our community and professional partners, and those experiences help the students develop the skills necessary for successful engagement. This directly impacts our ability to successfully transition every student to their intended program after graduation. Some of the actions currently in place include a deliberate and consistent student and parent orientation that is structured around transition planning, additional professional development on mastery (knowing when a student has learned something), having more guests working with students and teachers in projects, and weekly individual staffing of students with advisors.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

Most of the students who come to ACE fall within these categories. We have a large population of dual language students (though not all qualify as ELL) and a large population of students with special services. Additionally, we are a Title 1 school and qualify for 100% free breakfast, lunch and dinner. We are seeing these students grow and be successful at things they have continually failed at before coming to ACE; from attending school consistently to being able to read, write and compute.

The Executive Director/Principal and co-founder of the school has a very high level of expertise with students who fall into these categories. This leadership will continue to support and build the practices that are most effective in helping students to reach their fullest potential socially, emotionally and academically.

At the time of our 2013 grade, 33% of our students were Q1 in math and 27% of our students were Q1 in reading. Students in all subcategories increased scores higher than expected, and overall our students showed higher growth than expected by PED in reading and math.

At the time of our 2014 grade, 38% of our students were Q1 in math and 41% of our students were Q1 in reading. Students in all subcategories increased scores higher than expected, and overall our students showed higher growth than expected by PED in reading and math.

The 2012 grade is less clear in terms of which students were considered but there was positive growth above what was expected by PED in reading and math.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

School goals and short-cycle data is reviewed at governing board meetings at least three times a year in addition to the strategic planning retreat in the fall of each school year. This review includes a sharing of the current data, analysis, and interventions within the academic program. At the strategic planning retreat in the fall, all data for the school year as well as the current report card is reviewed as the board develops their strategic plan for the year. The data analysis and strategic planning is done through the lens of the school's mission. The school's head administrator is held accountable through an evaluation process that includes progress on the charter goals and strategic planning goals as well as the annual goals set out by the head administrator. This evaluation is reviewed mid-year and finalized at the end of the school year. The evaluation design was informed by governing board training and New Mexico's principal evaluation indicators.

B. Mission-Specific Indicators/Goals

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

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

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

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the 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 and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

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

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

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards 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.*
- *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.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School 's Mission. A goal should be a natural outgrowth of the school 's mission, reflecting the school 's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. 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 THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

ACE Leadership High School Board Strategic Planning • September 20, 2014
Three-Year Practical Vision: “What will ACE Leadership High School have in place by 2017?”

(fiscal year) 2017 Goal	Contributing Measures
<p>Mission-Focused Key Performance Indicators (KPIs) are Being Met. ACE will continue to develop and refined appropriate KPIs. These will include an emphasis on students demonstrating success post-graduation, through college and apprenticeship placement.</p>	<ul style="list-style-type: none"> • An increased number of ACE graduates are in college, apprenticeships and professions. • 50% of students accepted to apprenticeships at graduation. • 100% of students show growth on skills assessments, e.g., Work Keys. • 100% of graduates meet the criteria for their chosen programs. • 100% of Financial operations metrics are being met.
<p>ACE is Known for Its Cutting-Edge Construction Practice. ACE will expand its reputation for innovation within the construction professions. Indicators will include an increase in partnerships, student mentors, alumni involvement, and student placements post-graduation.</p>	<ul style="list-style-type: none"> • Leadership development [of students] is evident at graduation. (e.g. leadership style assessment) • Alumni are “leveraged” —they are involved in the school and are advocates in the community. • ACE is a site for formal Project-Based Learning research. • ACE is known for conducting Place-Based Learning. • Students are receiving Honors credit for mentorships. • Because of student performance, there is a waiting list of employers wanting graduates. • Faculty evaluations include collaboration/mentorship links between schools and industries.

<p>ACE is <u>The</u> Space for Re-Imagining Workforce Development. The Professional Development Center will demonstrate effective and innovative workforce development approaches. And, through its partnerships in the community and with the Center for School Leadership, ACE will help assure that its performance assessment model is recognized by the State of New Mexico.</p>	<ul style="list-style-type: none"> • ACE operates with an alternative to PARCC. • ACE and the Professional Development Center are recognized as a statewide influencer in defining school assessment and accountability. • Company sponsorships of more public Exhibitions. • Professional Development Center demonstrates effective workforce development. • Stand-alone high quality student performance. • ACE has demonstrated that performance assessment and test scores are not mutually exclusive. • Student Exhibitions are aligned with industry expectations with more rigor.
<p>The Physical Space has been Designed to Make ACE a Leader in the Community and the Workforce. ACE’s facilities plan will support its innovative approaches to teaching and learning, and will invite more and even stronger partnerships.</p>	<ul style="list-style-type: none"> • The Facilities Master Plan shows an apprenticeship focus. • ACE has purchased surrounding property for expanded programming. • The space supports mastery and competency-based curriculum and assessment.
<p>ACE has a Strong, Sustained Communication Plan. ACE Board and staff will maintain effective communication practices to support community partnerships, grow its reputation, and gather sufficient financial resources to build long-term sustainability.</p>	<ul style="list-style-type: none"> • Sustainable funding: An ACE Endowment through the New Mexico Business-Education Foundation of \$1 million. • Established, ongoing community projects. • The Professional Development Center’s organization is well-defined. • ACE regularly communicates results with all partners.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

During the ACE Governing Board Retreat, the board reflected on established issues and emerging issues related to the mission of the school and the original charter application. A third party facilitator conducted the retreat and facilitated the creation of the mission driven goals listed. A summary of the report will be provided as rationale once reviewed and finalized by the Governing Board which will take place at the monthly board meeting scheduled for October 20th. It should be noted that the Governing Board understands that student performance goals (e.g. improvement of student math and reading performance) will be negotiated upon approval of the renewal application by the PEC in addition to finalizing the mission goals proposed in this applicaiton.

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

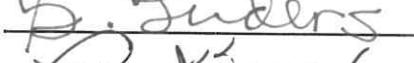
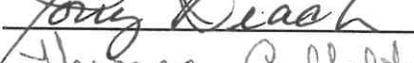
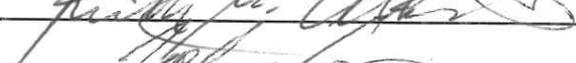
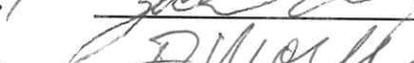
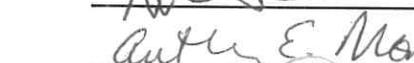
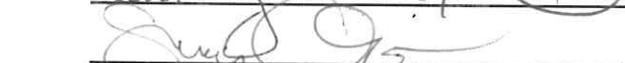
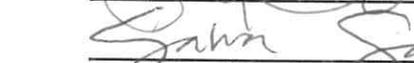
Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
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Petition in support of the charter school renewing its charter status:

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Petition in support of the charter school renewing its charter status:

1. Cedrick O'Brien
2. Stephen Sanchez
3. Karin Pittman
4. Donald O'Donoghue
5. W.M. (Wendell Lane)
6. William R. P.
7. John J.
8. Michael Squarzi
9. John
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E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of ACE Leadership High School and certify that: the attached petition in support of ACE Leadership High School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 265 households which represents 76% percent of the households whose children were enrolled in ACE Leadership High School.

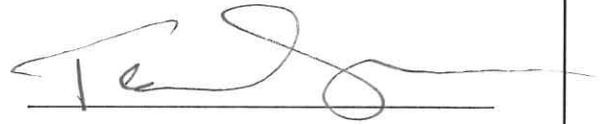
STATE OF NEW MEXICO)

ss.

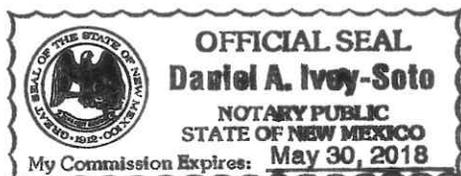
COUNTY OF Bernalillo)

I, Tori Stephens-Shauger, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 30th day of Sept 2014.



Notary Public

My Commission Expires: 5/30/18

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/> included in financial portion of application
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other	Describe:	<input type="checkbox"/>

Petition in support of the charter school renewing its charter status:

One signature per household.

1. Reyna C. Lopez

2. Beatrice Zamora (HILARIO BALDONADO)

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Petition in support of the charter school renewing its charter status:

One signature per household.

1. *Juanita Garcia*
2. *Maira Serrano*
3. *Oscar Medina*
4. *John Cardelino*
5. *Renee Quiñones*
6. *Rosa Miralga*
7. *Alex Gamboa*
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Petition in support of the charter school renewing its charter status:

One signature per household.

1. Alejandro Gonzalez!
2. Cristian Valverde
3. Joe Curiño (Asialh Cantu)
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Petition in support of the charter school renewing its charter status:

One signature per household.

1. Herlinda E. de Medina
2. Renee Guinones
3. Michelled Espinoza
4. David Enriquez
5. Yzel Arredondo
6. Jazmin Tamantes
7. Marisol Hernandez
8. Alberto Torres
9. Ana Hernandez
10. Margarita Partillo Linares
11. Rolyke Curasco
12. Haydee N. Venora Espinosa
13. Edward Surolo
14. Mariela Hollando
15. ~~Max Hernandez~~
16. Chaston Rawson
17. ~~Soly Ulysses~~
18. ~~Miriam Elyssa~~
19. ~~Juana~~
20. ~~Alex Hernandez~~
21. Marissa Medina
22. Lazarus Romero
23. CESAR CHAIRIZ
24. Kathanon Bowman

Petition in support of the charter school renewing its charter status:

1. Fabiola Escobedo
2. Rosa Mitoraj
3. Renee Quines
4. Jennifer Sandqvist
5. Guadalupe Garcia
6. Angel Mendoza
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Petition in support of the charter school renewing its charter status:

One signature per household.

1. Guadalupe Garcia
2. Jessica Sandoval
3. CESAR CHAIREZ
4. Herlinda Edel Medina
5. Aron Marquez
6. Javier Marquez
7. Roxanne Mai
8. Joleen Sedillo
9. Gina Martinez
10. Guillermina Martinez
11. Carmen Procto
12. Juan Lopez
13. Eric Gonzalez
14. Adriana Ramos
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Petition in support of the charter school renewing its charter status:

One signature per household.

1. Xavier Meltrano
2. Jasmine Dabbs
3. Alfred Kelly
4. José Ramirez
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Petition in support of the charter school renewing its charter status:

1. William Eliazares
2. Alberto Araya
3. Paul Calleja
4. Vincent Kirk
5. Clara
6. Pearl Jimenez
7. Salvatore Torres
8. ~~Matthew Torres~~
9. Faniola Castro
10. Ruby Sandoval
11. Uber Valverde
12. Angela Soto
13. Jerry Padilla
14. Damen Padilla
15. Ricardo Enriquez
16. Jose Torres
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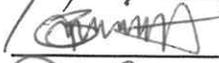
Petition in support of the charter school renewing its charter status:

1. Dora Gonzalez
2. Mathew Chavez
3. Jarmin Carvantes
4. Matthew Zden
5. Carla Smith
6. Jesus Rodriguez
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Petition in support of the charter school renewing its charter status:

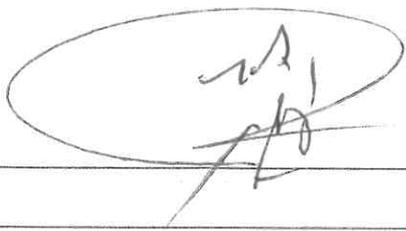
One signature per household.

1. Oscar Medrano
2. Joshua Cole
3. Guy Toranzo
4. Mellemaria Quint
5. Emilio Martinez
6. August Brissett
7. Moneka Stevens-Cordova
8. Stephen Cervantes
9. Maricela Martinez
10. Sandra Souza
11. Norma Casas
12. Heather Williams
13. Yolanda FEARFIELD
14. Li Vahn
15. 
16. Adriana Ramos
17. Jennifer Reyes
18. Deborah Moran
19. Genevieve Moran
20. Jim Pecina
21. 
22. CHRIS BEGATE
23. 
24. Hara Cortez

Petition in support of the charter school renewing its charter status:

1. Ivan M. Leon
2. Richard Parnell
3. Philip Serna
4. Onel Reyes
5. Patrick Trevino
6. Matthew Zimari
7. SPAIN ROSA
8. Ashley Aparo
9. Victoria Luna
10. Justine Aragon
11. John Mastano
12. Ricardo Enriquez
13. Ricky Elizondo
14. Alexis Palacios
15. Eduardo Montano
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Petition in support of the charter school renewing its charter status:

1. Bosa A Perez  ALEX PEREZ

2. Denise Pina

3. Maria Gonzalez

4. Jesus Reyes

5. Christian Yanez

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Petition in support of the charter school renewing its charter status:

One signature per household.

1. *L. M.*
2. *James Seville*
3. *Natasha* *TEPHROS*
4. *Gerónimo Barrera*
5. *Viviana Garcia*
6. _____
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Petition in support of the charter school renewing its charter status:

One signature per household.

1. ~~Michael Magallanes~~ Ashley Allen
2. ~~Claudia Hosten~~
3. ~~Janet Whit~~
4. ~~Evelyn~~
5. Josiah Romero
6. Matthew Martinez
7. Taylor Castellano
8. Anthony Sanchez
9. Mariane Caro
10. ~~Manuel Salas~~
11. Adrian Carreras
12. Anita Marez
13. ~~Henry~~ Ylzhel bulgjen
14. Daniel Cano
15. Yajaira Rodriguez
16. Gina Martinez
17. Desikee Marquez
18. Taylor de san Agustin
19. Adre ~~Y~~ MURILLO
20. Joel Diego
21. Daniello Chavez
22. Isaca Cantu
23. Salvett Perez
24. Jose Manuarez

Petition in support of the charter school renewing its charter status:

One signature per household.

1. Thymez Peoples
2. Matthew O
3. ~~RIGOBERTO~~ → P.
4. Angel Isaia
5. Cristian Vallede
6. Marcos Marquez B
7. Joshua Pintor
8. Savannah Strahl
9. Ashlei Alfaro
10. ~~Aurzel Marquez~~
11. Briaya Martinez
12. Jordan Provenant
13. Abel Marquez
14. ~~Pam's Clark~~
15. Lyte Mar
16. Jasmine Dabos
17. Nathan Cederoy
18. ~~Challandra Vasquez~~
19. PERLA JIMENEZ
20. NINIBETH JIMENEZ
21. BEYLA Padilla
22. Iboree Contreras
23. Aiyanna Romine Highte
24. Bridget Elliott
K Snauger

Petition in support of the charter school renewing its charter status:

One signature per household.

1. ~~Main I levo (DANIEL CARO)~~
2. ~~Christina Lopez~~
3. Patrick Frewino
4. ~~Eric Lopez~~
5. ~~Lucretia Jones~~
6. Tom McCaff
7. Pablo Hernandez
8. ~~Isabel Perez~~
9. ~~Abigail Chao~~
10. Desiree Marquez
11. Ricky Dizon
12. Samantha Gallegos
13. Israh Conchalia
14. ~~Paola Deschreer~~
15. ~~Orlando Reyes~~
16. Isaiah Cantu
17. Alvaro Kelly
18. Monique LaRiva
19. ~~[Signature]~~
20. ~~[Signature]~~
21. ~~[Signature]~~
22. Josiah Romero
23. ~~[Signature]~~
24. ~~[Signature]~~

Petition in support of the charter school renewing its charter status:

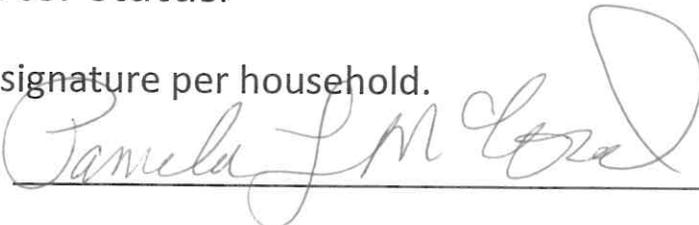
One signature per household.

1. Alex Escalera
2. Daniel Sanchez
3. Esibon Aguilar
4. Fernando Mendez
5. Paul Zamora
6. Jimi Dubs
7. Dennis C
8. Nathan Calderon
9. Challenor Burgos
10. Ernesto Rodriguez
11. Samantha Gallegos

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Petition in support of the charter school, renewing its charter status:

One signature per household.

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24. _____

Petition in support of the charter school renewing its
charter status:

One signature per household.

1. Jaime Enriquez
2. Maria Gonzalez
3. Marians Caro
4. Cristian Valverde
5. Angel Jesus
6. fidel barron
7. Marcos Marquez
8. Justine Aragon
9. Luis Grajeda
10. Ashlei Alfaro
11. Victoria Luna
12. Sabrina Mora
13. Isaca Cantu
14. Damien Padilla
15. Savannah Strahl
16. ~~Samuel Gallegos~~
17. Evelyn Perez
18. Isalah Cantu
19. Jason Keen
20. Nysha Vasquez
21. Janay Sherwood
22. Alexis Torres
23. Rodrigo Gomeia
24. Ana Ambrosia Cestini

Petition in support of the charter school renewing its charter status:

One signature per household.

1. ~~Stanley~~
2. Juan Jose
3. Skyler Newton
4. Peter Feinfield
5. Claudia Acosta
6. Paola Zamora
7. Sandra
8. Rachel Hodgson
9. Adrian Carreon
10. Anita Martin
11. Daniel Sanchez
12. Dayo Rangel
13. ~~S. V. R.~~
14. Alexis Salinas
15. ~~[Signature]~~
16. Uber Valverde
17. Josh Campos
18. Karlin
19. Anabella Soto
20. Samuel Pavao
21. Muriel Castro
22. Chalonere Vesey
23. Nathan Cokeron
24. Aaron Provenc

Petition in support of the charter school renewing its charter status:

One signature per household.

1. Bryan Mendoza

2. Omar Acosta

3. Giovanni Espinoza

4. Ericka Saenz

- 5. _____
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- 24. _____

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
410 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933

Albuquerque Field Office
1312 Basehart Road, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

Website: www.nmpsfa.org

TO: Mr. Tony Monfieleto Principal/Executive Director Project No. 146-14
ACE Leadership Charter High School

DATE: February 12, 2014

RE: **APPROVAL OF SCHOOL CONSTRUCTION (PS%DD): New ACE Leadership Charter High School**

FUNDING: \$38,000,00.00 private funding

COMMENTS: Your request to approve the above referenced project was received in this office on February 7, 2014.

I approve this project, since this project is the direction of the School's 2012-2017 Facility Master Plan (FMP). After this project is complete the School should update their FMP to reflect the new facility attributes and future plan with the new facility in place. Please let me know if you have any questions. The submitted plans meet the needs of the educational delivery described in FMP.

Please keep in mind that any discrepancies noted during these reviews must be addressed prior to construction. The district is to complete this project in compliance with federal and state laws and regulations relative to the Americans with Disabilities Act (ADA 1990).

APPROVAL: With the stipulation(s) stated above, the plan for the above named project is approved by the Public School Facilities Authority in accordance with Sections 22-20-2 and 22-30-3 and 13-1-40 of the NMSA, 1978. If you have any questions regarding the project plan approval, please contact me at (505) 468-0274.



Martica Casias
Planning & Design Manager
Public School Facilities Authority

cc: File



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

March 17, 2014

By Electronic Transmission Only

Mr. David M. Vigil
Finance Director
ACE Leadership High School
800 20th Street NW
Albuquerque, NM 87104

Dear Mr. Vigil:

The Lease-Purchase Agreement between the ACE Leadership High School Foundation and the ACE Leadership High School, submitted to the Office of General Counsel for review, is acceptable to the Public Education Department with the changes contained in the attached blue-lined document. In particular, we are striking paragraph "e" on page 8 and Exhibit D on page 27 because these sections do not comply with the requirements of New Mexico Statute Section 22-26A-5(G) and they were not included in the Amortization Schedule of rental payments.

To the extent that the parties wish to include in the Base Rent payment for items described in paragraph "e" that are not capital improvements, those items may be included in Base Rent and the Amortization Schedule amended accordingly. In addition, the Amortization Schedule must be revised to reflect the \$575,000.00 "First Installment of Prepaid Rent" and all other rental payments.

If you have any questions or concerns, please contact me at (505) 827-6618 or Daniel.Hill@state.nm.us.

Sincerely,

A handwritten signature in black ink, appearing to be "Dan Hill".

Dan Hill
General Counsel