

**New Mexico Public Education Department  
Options for Parents: Charter Schools Division**

**2012 State Charter Renewal Application Kit**



**Charter Schools**

Effective  
Options for  
New Mexico's  
Families





**Part A—Progress Report**  
*(A Report on the Current Charter Term)*

# Part A

## Progress Report

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## Part A—Progress Report

### I. Report on Progress

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.

The Report on Progress is divided into four parts which correspond to the findings in law that a chartering authority must determine a charter school has violated in order to refuse to renew a charter. The questions and information requested in the Report on Progress are intended to provide data to assist in the analysis of the progress of the charter school over the term of the charter.

### A. Material Violations

#### 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. (22-8B-12 NMSA 1978)

Please answer the following questions:

Question	School's Response	
	Yes	No
1. Are there terms of the school's charter contract that the school has changed or that the school has not yet implemented over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If "Yes," please provide details.</i>		
2. 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If "Yes," please provide details.</i> <i>During the school year 2009-2010, Academia de Lengua y Cultura hired a principal whom they suspected was taking money from the student activities fund. The governing council investigated the incident and sought legal counsel to ensure due process. By March of that year, they let the Principal know that she would not be rehired for the next year. Although the investigation did not yield conclusive evidence of theft, the principal admitted taking money, claiming it was an error, and repaid the school two weeks later. No charges were filed but she was released at the end of that school year.</i>		

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### B. Achievement

#### 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.

#### 1. New Mexico Educational Standards—as measured by the New Mexico Standards Based Assessment (SBA) results

- ☐ Using the PED School Accountability Reports complete the following chart using the links below:

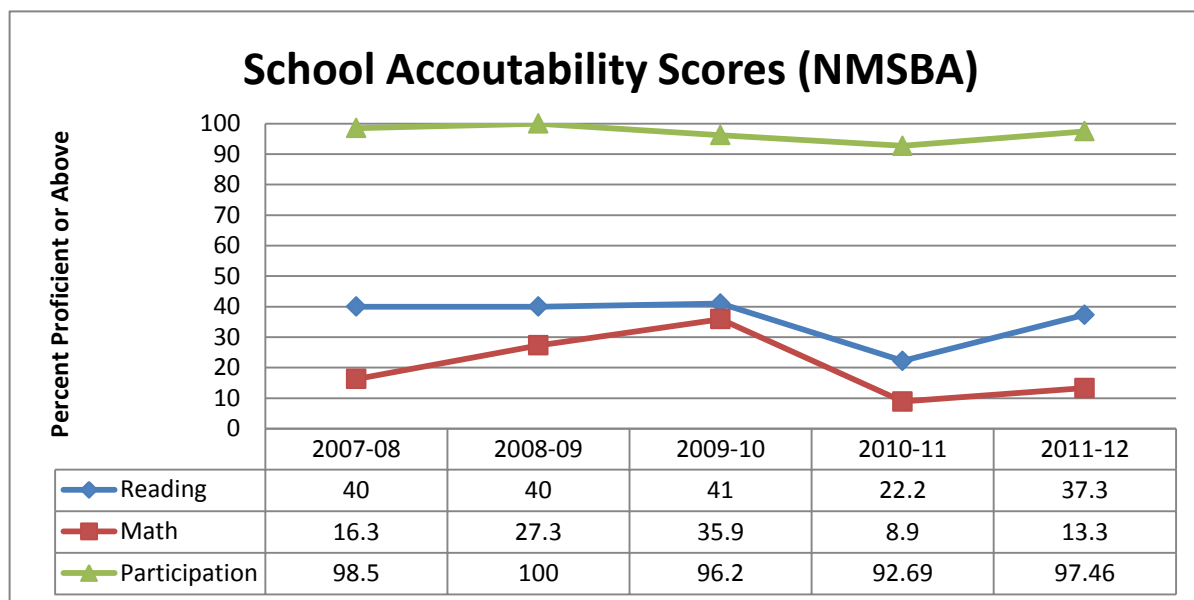
<http://webapp.ped.state.nm.us/aypd/%28S%28xxs0m4vqb5zprxr3fq1w1hz2%29%29/DocLibrary.aspx?Year=2011&LibraryType=NMSBA> and  
<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

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

#### NMSBA School Summary—All Students

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO	% Proficient	Met proficiency goal?	AMO	% Proficient	Met proficiency goal?
1	11-12	D	July 2012	63%	13.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	72%	37.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	10-11	F	Sept 2011	48%	8.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	61%	22.2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	09-10	Met	Aug 2010	41%	35.9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	57%	41.0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	08-09	Not Met	OCT 2008	16%	27.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	53%	40.0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5	07-08	Not Met	Sept. 2006	15%	4.26	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	43%	38.0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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### *Statement of progress and additional information:*

Overall reading scores remained constant from 2006-07 through 2009-10 at 40% of the students reaching proficient or above. In 2010-11 reading scores dropped to 22% proficient and above and then increased in 2011-12 to 37 % proficient and above. The drop in scores in 2009-10 can be attributed to a change in leadership and teachers leaving. The following year the scores take a more positive turn and continue still. Math scores showed steady improvement beginning in 2006-07 at 16% and increasing each year through 2009-10 where it reached 35.9 % proficient and above. There was a drop in proficiency levels in 2010-11 to 8.9 but it is followed by an increase during the following years to a current 13.3 %. Again the decrease in Math proficiency scores in 2010-11 can be attributed to the readjustment performed by the testing company to align scores to NMPED standards. The percent of student participation has remained above 92% for all years (2006-07 through 2011-12), averaging mid-90s. The most recent year had a 97% participation rate.

### **2. Student Academic Performance Standards/Goals identified in the Current Charter**—as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

- ☐ List Student Academic Performance Standards/Goals contained in the current charter, the results of short-cycle assessment, or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school's statements of student progress towards the standards.
- ☐ Copy and paste additional sections as needed to include all Student Academic Performance Standards/Goals contained in the current charter.

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

## Part A—Progress Report

### Student Academic Performance Standard/Goal #1:

All of ALC school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmarks. ALC school goals, objective and performance standards and are measureable and student-centered. NM PED revised state accountability format and adjust performance cut score in previous years. The Student Academic Performance Standard for Reading, for the year of this reauthorization (2012-13) is:

**Within one year, the percentage of all students that are proficient or on the tract to proficient (within 3 years) equals the Reading SGTs of 52.3%.**

**Within one year, the percentage of all students that are proficient or on the tract to proficient (within 3 years) equals the Math SGTs of 45%.**

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

Academia de Lengua y Cultura began using the electronic version of the NWEA (or MAPs) in 2006-2007 school year, and has used it consistently for its short cycle assessment in Reading, Math, and Language Arts.

#### NWEA Scoring Chart 2012 – 2013

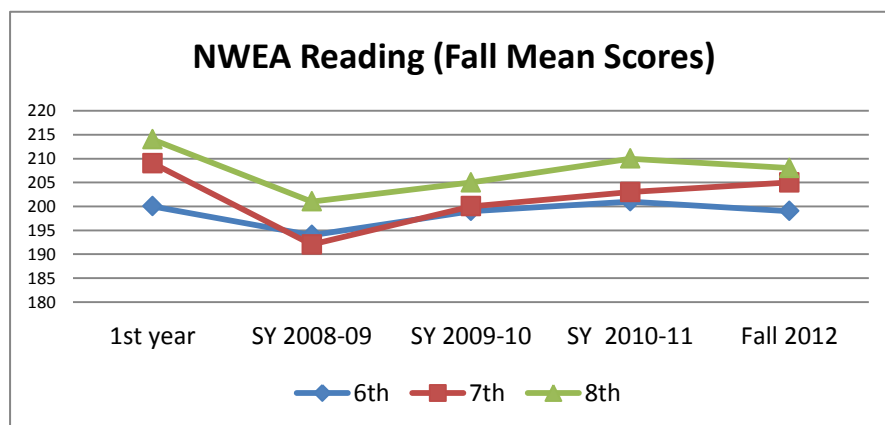
##### Reading and Language Usage

Grade Level	Beginning Steps	Nearing Proficient	%age	Proficient	%age	Advanced	%age
6	<197	197-213	9	214-229	44	230+	83
7	<200	200-216	9	217-237	43	238+	90
8	<207	207-219	15	220-240	43	241+	89

##### Math

Grade Level	Beginning Steps	Nearing Proficient	%age	Proficient	%age	Advanced	%age
6	<210	210-226	16	227-245	53	246+	90
7	<213	213-230	15	231-252	50	253+	90
8	<213	213-234	12	235-257	53	258+	90

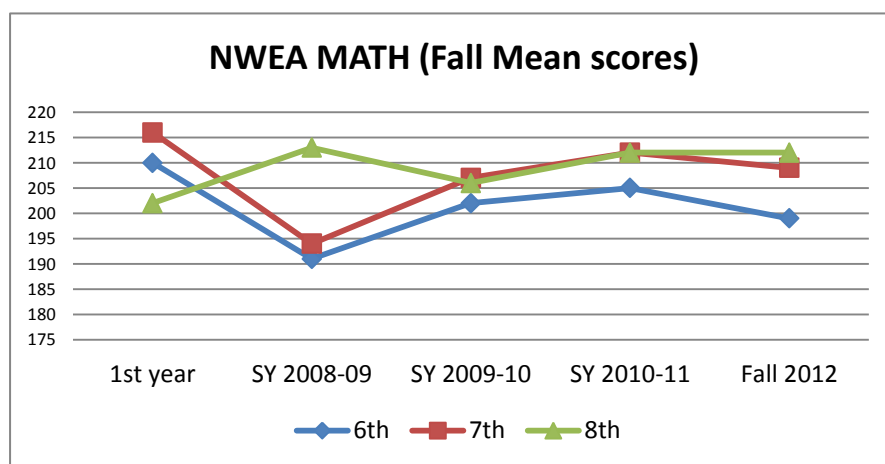
### Data—Average Scores: NWEA READING Mean Results



## Part A—Progress Report

Grade Level	First year	Year 2008-09	Year 2009-10	Year 2010-11	Fall 2012
6 <sup>th</sup>	200	194	199	201	199
7 <sup>th</sup>	209	192	200	203	205
8 <sup>th</sup>	214	201	205	210	208

### Data—Average Scores: NWEA MATH Mean Results



Grade Level	First year	Year 2008-09	Year 2009-10	Year 2010-11	Fall 2012
6 <sup>th</sup>	210	191	202	205	199
7 <sup>th</sup>	216	194	207	212	209
8 <sup>th</sup>	202	213	206	212	212

*Provide an analysis or explanation of the school data.*

Academia de Lengua y Cultura short cycle assessment indicates that overall students are learning and scoring higher with each year they attend school. In Reading, the eighth graders are scoring consistently above the 6<sup>th</sup> and 7<sup>th</sup> graders, which indicate that they are learning and making academic progress. The data also shows improvement in both but more so in Reading. Mean RIT scores for all grade levels (6<sup>th</sup>-8<sup>th</sup>) showed a steady increase each year beginning in 2008-09 through 2012. During that period 6<sup>th</sup> grade mean RIT Reading scores increased 5 points, from 194 to 199. Seventh grade mean RIT Reading scores improved 13 points, from 192-205. And for 8<sup>th</sup> grade mean RIT Reading for 8<sup>th</sup> grade mean RIT Reading scores increased 7 points, from 201 to 208. The decrease of mean RIT Reading score from 2007-08 to 2008-09 is believed to be a result of poor leadership. The Governance Council recognized the problem and replaced the school principal. The mean RIT Math scores over the same period (2008-09) through 2012) showed a similar pattern. Mean scores showed a steady increase. Sixth grade math scores rose 8 points, moving from 191 to 199; 7<sup>th</sup> grade Math scores improved 15 points, improving from 194 to 209; and 8<sup>th</sup> grade Math scores remained constant at 212. Again, as with the Reading scores, the decrease in RIT Math scores from 2007-08 is seen as a result of poor leadership, which was corrected. .



## Part A—Progress Report

### 3. Other Student Performance Standards/Goals identified in the Current Charter

- ☐ List Other Student Performance Standards/Goals contained in the current charter, the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements of student progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Student Performance Standards/Goals contained in the current charter.

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

#### Student Performance Standard/Goal #1:

The ALC goal in the area of English Language Proficiency has always been tied to the APS district plan. Title III application includes ALC Charter and therefore our goals are as follows:

AMAO 1 and AMAO 2 data are assigned to the district in which students were tested in 2010-11. The AMAO1: Making Progress target for 2011 is 44%.

AMAO2: Attaining Proficiency target is 8%.

AMAO3: Proficiency targets vary by subgroup size and can be found on the NMPED website.

#### Measure(s) Used:

ACCESS (standardized annual summative assessment) English Language Proficiency Assessment

#### Data—Average Annual Data

ACCESS English Language Proficiency Assessment							
2010							
	Total	Entering	Emerging	Developing	Expanding	Bridging	Reaching
6th	25	0	20%	36%	44%	0	0
7th	23	4%	9%	39%	26%	13%	9%
8th	29	7%	7%	38%	24%	17%	7%
2011							
	Total	Entering	Emerging	Developing	Expanding	Bridging	Reaching
6th	5	0	0	60%	40%	0%	0%
7th	22	0	0	50%	9%	1%	0
8th	23	9%	17%	30%	26%	9%	0
2012							
	Total	Entering	Emerging	Developing	Expanding	Bridging	Reaching
6th	10	0	0	70%	30%	0	0
7th	3	0	0	67%	33%	0	0
8th	17	0	0	29%	65%	6%	0

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*Provide an analysis or explanation of the school data.*

ALC began testing students for English Language Proficiency with the ACCESS English Language Proficiency Assessment when it became available. ALC has had a decrease in the amount of English Learners attending our school. ALC students are progressing and attaining English Proficiency.

### Student Performance Standard/Goal #2:

The ALC goal in the area of Spanish Language Proficiency is tied to the Bilingual/Title III application and Mission Statement. The school has not developed a method for analyzing this information through a school-wide lens.

### Measure(s) Used:

LAS Links (web-based)

### Data—Average Annual Data

#### Home/Heritage Language Proficiency Data

BMEP Students SY09-10						
	Beginning		Intermediate		Proficient	
	Number of Students	Percentage of students	Number of Students	Percentage of students	Number of Students	Percentage of students
Grades K-6	Unknown		Unknown		Unknown	
Grades 7-12	Unknown		Unknown		Unknown	
BMEP Students SY10-11						
	Beginning		Intermediate		Proficient	
	Number of Students	Percentage of students	Number of Students	Percentage of students	Number of Students	Percentage of students
Grades K-6	8	9%	2	2%	4	5%
Grades 7-12	37	44%	18	21%	16	19%
BMEP Students SY 11-12						
	Beginning		Intermediate		Proficient	
	Number of Students	Percentage of students	Number of Students	Percentage of students	Number of Students	Percentage of students
Grades K-6	23					
Grades 7-12	15					

*Provide an analysis or explanation of the school data.*

According to the ALC Home/Heritage Language Proficiency data ALC has not conducted an assessment long enough to analyze. ALC plans to begin a more in depth look at this data beginning this year, 2012-13.

## Part A—Progress Report

### 4. Other Organizational Performance Standards/School Goals identified in the Current Charter

- ☐ List any Other Organizational Performance Standards/School Goals contained in the current charter, the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Organizational Performance Standards/School Goals contained in the current charter.

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

#### **Organizational Performance Standard/School Goal #1:**

Transformational strategies that provide the foundational work required to meet the challenges of school reform.

Identify the systems in place to ensure timely and periodic access to data that includes: monitoring and evaluating student knowledge and skills, planning for future educational programs, adapting instruction to meet the needs of students, monitoring student progress towards college and career goals or identifying students who may be at risk for dropping out of High school (High School only) or matching students to appropriate interventions to assure 85% or higher graduation rates Identification of systems in place to ensure timely and periodic access to data that includes: monitoring and evaluating students' knowledge

#### **Measure(s) Used:**

Monthly Governance Council Meeting and Annual Governance Training  
 Recurrent Enrollment  
 Power School Attendance  
 On-going Professional Development for teachers to analyze data and improve practice  
 Short cycle assessment for monitoring student achievement  
 Quality of Education Survey  
 Web-EPSS  
 NM State Report Card  
 3-Tier Model of Response to Intervention  
 Bilingual Application  
 Title I Application  
 NWEA  
 SBA  
 Analyzing data  
 Next Steps Plan

#### **Data: Attendance (PS)**

	<b>Data—Average Annual Data</b>				
<b>Grade Level</b>	<b>Year 2007-08</b>	<b>Year 2008-09</b>	<b>Year 2009-10</b>	<b>Year 2010-11</b>	<b>2011-12</b>
All Students	96.6	96.8	93.19	98.8	95.11

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### Statement of Progress:

Academia de Lengua y Cultura, as an educational institution, has several pieces of evidence that demonstrate the commitment to increase student achievement and the long-term data showing progress. There are several policies and procedures that have been established and serve as guidelines to ensure consistency in programs personnel, instruction and documented in Web\_EPSS. Through this Re-Authorization we have ensured that all statutes/mandates from the state and all local directive/initiatives have been updated. ALC may not have reached the level of achievement that it had hoped for, but the school is now in a position of good standing and has the capacity now to make the changes needed to attain a high performing school rating.

## Part A—Progress Report

### C. Fiscal Management

**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.

- ☐ Provide a financial statement that discloses the costs of administration, instruction, and other categories for the charter school that is understandable to the general public and that allows comparison of costs to other schools or comparable organizations. Please include in the appendix.
- ☐ 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
2010-11	4	Budgetary Conditions Internal Control over financial reporting Federal award findings	Developed and created Action Plan for all findings and present at exit meeting
2009-10	13	Segregation of Duties Payroll Transactions Internal control over financial Reporting Board Minutes Internal Controls over Non-Standard JE Bank Reconciliations Cash Disbursements IRS Penalties (late submissions) Employees paid as contractors PED Reports not balanced with G. Ledger Communication and Monitoring Controls BARS ERB and RHC	Developed and created Action Plan for all findings and present at exit meeting
2008-09	3	Budgetary Conditions Segregation of Duties Board Minutes	Developed and created Action Plan for all findings and present at exit meeting
2007-08	0	None Found	
Planning Year			

## Part A—Progress Report

*Identify any changes made to fiscal management practices as a result of audit findings.*

*Academia de Lengua y Cultura has had many business managers throughout our history. We have received findings 3 out of 4 years. In each of the years, an action plan has been developed by the school to address the findings and make the necessary changes. The Internal Control Policy and Procedures is revised every year and routines and roles redefined so that we keep the dual control best practices. Having a CPA is also very effective because of the general guidelines they follow. I think one of the most import resources that ALChas is the NMPED who has been with us*

### D. Compliance Review

#### **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...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.

Please answer the following questions:

#### **Civil Rights and Special Populations**

1. Was the charter school given a citation by or including but not limited to the Office for Civil Rights, the Office of Special Education Programs, or the U.S. Department of Education, the U.S. Department of Labor, any state or federal agency or the New Mexico Department of Workforce Solutions for noncompliance with any statute or regulation over the past four years?

☐ Yes ☒ No

*If "Yes" describe the nature of the noncompliance and how the matter was resolved.*

2. Were any complaints filed with the PED or the federal Office for Civil Rights over the past four years?

☐ Yes ☒ No

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*If “Yes,” describe the nature of the complaint and how the matter was resolved.*

3. Have any special education state-level complaints or due process hearings been filed against the school over the past four years?

☐ Yes ☒ No

If “Yes”, how many complaints were filed?

*Describe how each state-level special education complaint or due process hearing was resolved.*

4. Has the school provided a Home Language Survey for incoming students over the past four years?

☒ Yes ☐ No

*If “No,” please explain.*

5. Has the school tested students for English Language Proficiency using the state-required assessment over the past four years?

☒ Yes ☐ No

*If “No,” please explain.*

## Governance

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1. Over the past four years, have the governing body's draft and final meeting minutes been available for public review in compliance with the Open Meetings Act?

☒ Yes ☐ No

*If "No," please explain.*

2. Has any governing body member or their spouse or child(ren) received any compensation from the school over the past four years?

☐ Yes ☒ No

*If "Yes," describe the circumstances for and amount of such compensation.*

3. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress?

☒ Yes ☐ No

*If "No," describe the approaches and interventions being taken to resolve this issue.*

4. Did the governing body conduct annual evaluations of the school's head administrator performance?

☐ Yes ☒ No

*If "No," please explain.*

Evaluations have been conducted by the Governance Council for previous principals however, not very consistently. There were several years when the changing composition of the Governance Council hindered the process.



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5. Has the governing body developed and implemented for itself a comprehensive conflict of interest policy and a code of ethics to comply with 22-8B-5.2 NMSA 1978?

☒ Yes ☐ No

*If "No," please explain.*

6. Has the governing body consistently abided by its conflict of interest policy and a code of ethics through the term of the school's charter?

☒ Yes ☐ No

*If "No," please describe any infractions, deviations, and corrective actions.*

7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints?

☒ Yes ☐ No

*If "No," please explain.*

8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies?

☒ Yes ☐ No

*If "No," please explain.*

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9. Has the governing body put in place a set of governing body policies that are reviewed regularly and updated as needed?

☒ Yes ☐ No

*If "No," please explain.*

10. As per 22-8B-5.1 NMSA 1978, has every governing body member participated in approved, mandatory governing body training?

☒ Yes ☐ No

*If "No," please explain.*

11. Has your governing body changed if so, how? If your governing body has changed, have you always had a sufficient number of governing body members to constitute a quorum?

☐ Yes ☒ No

*If "No," please explain.*

*The ALC Governing Council currently has seven members. ALC acknowledges that, over the past few years, it has had considerable difficulty retaining a full roster of Council members. At times, there were only three members due to resignations of members for various reasons, and to practical difficulties encountered in recruiting members from the constituencies described in the ALC Charter, over which the Council had little control. However, the Governing Council President made ongoing efforts to recruit and retain members for the Council from these constituencies.*

### Administration

1. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests, and analysis of student performance outcomes?

☒ Yes ☐ No

*If "No," please explain.*

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2. Has the administration developed academic and financial priorities that are responsive to, and consistent with, achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff?

☒ Yes   ☐ No

*If "No," please explain.*

3. Did the school provide support and training to mentor beginning teachers (e.g., first-year mentorship program)?

☒ Yes   ☐ No

*If "No," please explain.*

4. Have the administration and the governing body put into place the required PED policies?

NMAC Requirement	Completed	Board Approval Date	School and Family Support Bureau (SFSB) Approval (if applicable)
Asthma	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Safe Schools Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		SY '08-09
Compulsory School Attendance (Truancy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Annually	
Diabetes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Emergency Drills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Health Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		SY '09-10
Wellness Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '08-09	

## Part A—Progress Report

Homeless Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Immunizations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Pest Control	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9-11-12	
Physical Education (curriculum aligned with benchmarks and performance standards)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY 2006-07	
School Athletic Equity	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Annually
School Health Advisory Council (SHAC)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Tobacco, Alcohol, and Drug Free School Districts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9/11/12	
Dual Credit	<input type="checkbox"/> Yes <input type="checkbox"/> No	NA	
Complaint Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/28/12	
Finance Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Annually	
Audit Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Annually	
Distance Learning	<input type="checkbox"/> Yes <input type="checkbox"/> No	NA	
Conflict of Interest Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '06-07	
Internal Controls	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '06-07	
Procurement Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '06-07	
Nepotism	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '06-07	
Open Meetings Act	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '06-07	
Student Discipline Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '03-04	
Governing Body Personnel Policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/28/12	
Gifted Education Advisory Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9/11/12	
Student Intervention System: The Three Tier Model of Student Intervention	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SY '06-07	
<b>Please list any other policies the governing body has approved and not included on this list.</b>			
Anti-Bullying	9/11/12		
Fraud Awareness	9/11/12		
Whistle Blower	9/11/12		
Reduction in Force	9/11/12		

*If any policy is checked "No," please explain.*

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### Curriculum

1. Is the school's curriculum aligned with New Mexico Standards and Benchmarks and do the core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards?

☒ Yes   ☐ No

*If "No," please explain.*

2. Have all courses required for graduation been offered and taught over the past four years?

☐ Yes   ☐ No   ☒ Not Applicable

*If "No," please explain.*

3. Does the school have an active Dual-Credit agreement(s) with higher education institution(s)?

☐ Yes   ☐ No   ☒ Not Applicable

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*If “No,” please explain.*

### Licensure

1. Has the Director/Principal/Administrator held a PED-issued administrative license over the past four years?

☒ Yes ☐ No

*If “No,” please explain.*

2. Have all teachers held the appropriate PED-issued license(s) for the classes that they have taught over the past four years?

☒ Yes ☐ No

*If “No,” please explain.*

3. Have background check authorizations and results been on file for all staff members, contractors, and instructional support providers who have had unsupervised access to students over the past four years?

☒ Yes ☐ No

*If “No,” please explain.*

## Part A—Progress Report

### E-Occupancy Certificate

1. Has 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 in the appendix.

☒ Yes   ☐ No

*If "No," please explain.*

## Part A—Progress Report

### II. 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 an appendix, a certified petition from not less than 65 percent of the **employees** of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.



1900 Randolph Rd. SE  
Albuquerque, NM 87106

Phone: (505) 563-4242  
Fax: (505) 563-4260

## La Academia de Lengua y Cultura

I am the head administrator of the Academia de Lengua y Cultura Charter School and hereby certify that: the attached petition in support of the Academia de Lengua y Cultura Charter School renewing its charter was circulated to all employees of the Academia de Lengua y Cultura Charter School. There are eight persons employed by the Academia de Lengua y Cultura Charter School. The petition contains the signatures of eight employees which represents 100 percent of the employees employed by the Academia de Lengua y Cultura Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo )

I, Linda Corona, 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.

Linda Corona

Subscribed and sworn to before me this 21st day of September 2012.

Mary Inez M. Portillo  
Notary Public

My Commission Expires:

4/10/2013





## Part A—Progress Report

### III. 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 an appendix, a certified petition in support 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.



## La Academia de Lengua y Cultura

1900 Randolph Rd. SE  
Albuquerque, NM 87106

Phone: (505) 563-4242  
Fax: (505) 563-4260

I am the head administrator of the Academia de Lengua y Cultura Charter School and certify that: the attached petition in support of the Academia de Lengua y Cultura Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 80 households which represents 89 percent of the households whose children were enrolled in the Academia de Lengua y Cultura Charter School.

STATE OF NEW MEXICO)

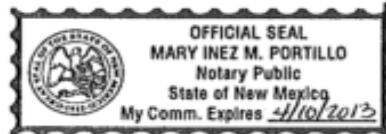
ss.

COUNTY OF Bernalillo)

I, Linda Corona, 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 21<sup>st</sup> day of September 2012.

  
Notary Public

My Commission Expires:

4/10/2013

## Part A—Progress Report

### IV. Facilities

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 letter from the Public Schools Facilities Authority (PSFA) indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. Include a copy of the letter in the appendix.

*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 eighteen 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.*

See Appendix

## Part A—Progress Report

### V. 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.

### VI. Appendices

Provide each of the following documents as Part A Appendix:

- Financial Statement
- E-Occupancy Certificate
- Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978
- Petition of Support from Employees
- Petition of Support from Households

Part A—Progress Report

# Certificate of Occupancy

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.*

Building Address 1900 Randolph Rd SE Zip   
Portion of Building Remodel  
Use Classification Commercial Project Bldg. Permit No. 0511317  
Occupancy Group E Type of Construction VB Sprkld Land Use Zone   
Owner of Building BMT Properties LLC Address 8301 Broadway SE Albuquerque, NM 87105  
By: Bob Williams Kathleen Sigala  
Date: May 3, 2006

Chief Building Official

POST IN A CONSPICUOUS PLACE

## Part A—Progress Report

### 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 (Fax)

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

September 27, 2012

Ms. Linda Corona, Principal  
La Academia de Lengua y Cultura  
1900 Randolph Road SE  
Albuquerque, NM 87106

Dear Ms. Corona:

This letter is being provided to you because La Academia de Lengua y Cultura Charter School's (ALC) first reauthorization is fast approaching and the application for that renewal is due October 1, 2012 and, pursuant to 22-8B-4.2 NMSA 1978, which states that,

---

*the facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.*

---

The facilities that house ALC were assessed on September 7, 2012 and a weighted New Mexico Condition Index (wNMCI) score of 23.3% was generated based on that assessment. The wNMCI, in very general terms, is the cost of repair of a school facility divided by the cost of replacement. As such, a lower score is better. The current average wNMCI score for all public school facilities, statewide, is 22.24%.

Upon approval of its renewal application, ALC's facilities will be ranked among all public schools in New Mexico and will be eligible to apply for capital improvement grants from the Public School Capital Outlay Council.

If you have any questions about this information, please do not hesitate to contact PSFA. We wish you success as you navigate the charter school renewal process.

With Highest Regards,

A handwritten signature in black ink, appearing to read "Richard A. Romero".

Richard A. Romero, Facilities Specialist  
Public School Facilities Authority

---

CC: Martica Casias, Planning & Design Manager  
Kelly Callahan, Director - Options for Parents - Public Education Department

*Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators*



## Part A—Progress Report



1900 Randolph Rd. SE  
Albuquerque, NM 87106

Phone: (505) 563-4242  
Fax: (505) 563-4260

# La Academia de Lengua y Cultura

### PETITION OF SUPPORT FROM HOUSEHOLDS

The ALC charter is up for renewal this fall. One of the requirements is a vote of support for renewing the charter from 75% of the students. If you would like to see our school renewed for another 5 years, please sign this petition.

Signature	Printed Name	Grade
<i>[Signature]</i>	Elizabeth Franco	7th
<i>[Signature]</i>	Alicia Muñoz	7th
Maria A. Orta	Maria G. Frisco	6th
Maria Lina Soto		6th
<i>[Signature]</i>	Adriana Ruiz	8th
<i>[Signature]</i>	Emilia Ramirez	8th
<i>[Signature]</i>	Diana Montiel	7th
<i>[Signature]</i>	Mario Arreola	8th
<i>[Signature]</i>	Liliana B. Goady	6th
<i>[Signature]</i>	Solimar Escobar	7th
<i>[Signature]</i>	Desirae P. Bladler	
<i>[Signature]</i>	Maria Marquez	7th
<i>[Signature]</i>	Jose Camillo	7th
<i>[Signature]</i>	Midia Camillo	7th
<i>[Signature]</i>	Oscar Enriquez	7th
<i>[Signature]</i>	Janette Terrazas	7th
<i>[Signature]</i>	Erabella Aragon	6th
<i>[Signature]</i>	Cecilia Agudon	6th
<i>[Signature]</i>	Anna Sotelo	8th 6th
<i>[Signature]</i>	Len Ana Mendez	7th
<i>[Signature]</i>	Perla Rameño	6th
<i>[Signature]</i>	Dulce Saldivar	6th
<i>[Signature]</i>	Dulce Saldivar	6th
<i>[Signature]</i>	Antonieta Vargas	8th
<i>[Signature]</i>	Evangelina Vargas	8th
<i>[Signature]</i>	Gabriela Gonzalez	8th
<i>[Signature]</i>	Adriana Montiel	7th
<i>[Signature]</i>	Larissa Garcia	6th
<i>[Signature]</i>	Kany Quinteros	6th
<i>[Signature]</i>	Ortiz Ruiz	6th
<i>[Signature]</i>	Alfonso Gonzalez	7th
<i>[Signature]</i>	Olga Saldaña	6th
<i>[Signature]</i>	Carmela Estrada	7th

# Part A—Progress Report

Signature	Printed Name	Grade
Rosario Herrer	Rosario Herrer	6th
Marta Morales	Marta Morales	6th
David Perez	David Perez	6th
Ruth Gonzalez	Ruth Gonzalez	7th
Maria Gomez	Maria Gomez	7th
Rosalia Chavez	Rosalia Chavez	7th
Luzmila Castillo	Luzmila Castillo	8th
Sandra Herrera	Sandra Herrera	6th
Carolina	Carolina	8th
Rosario Herrer	Rosario Herrer	6th
Dominican Palencia	Dominican Palencia	7th
Monica Sanchez	Monica Sanchez	8th
Maria Lopez	Maria Lopez	6th
Alonso Sanchez	Alonso Sanchez	6th
Carlos	Carlos	7th
Sally Marin	Sally Marin	6th
Gabriella Reyesberg	Gabriella Reyesberg	8th
Jesus Saldaña	Jesus Saldaña	6th
Leticia Vargas	Leticia Vargas	6th
Nicole Groot	Nicole Groot	6th
Anthony Valencia	Anthony Valencia	6th
Vanessa Ponce	Vanessa Ponce	8th
Brayan Salas	Brayan Salas	6th
Emmanuel Farias	Emmanuel Farias	6th
Carlos Lesoria	Carlos Lesoria	1st
Jorge Bacchi	Jorge Bacchi	6th
Valeria Delgado	Valeria Delgado	6th
Jesus Delgado	Jesus Delgado	6th
Anaeli Martinez	Anaeli Martinez	6th
Cristelle Serrano	Cristelle Serrano	6th
Elizabeth Venegas	Elizabeth Venegas	7th
Karla Loya	Karla Loya	8th
Julian Rodriguez	Julian Rodriguez	6th
Miguel Zepeda	Miguel Zepeda	7th
Veronica Gomez	Veronica Gomez	6th
Alfreda Hinojosa	Alfreda Hinojosa	6th
Brinda Ramirez	Brinda Ramirez	6th
Luzmila Castillo	Luzmila Castillo	8th
Dulce Saldana	Dulce Saldana	6th
Mariana	Mariana	8th
Carolina Contreras	Carolina Contreras	6th
Sandra Villarobos	Sandra Villarobos	6th
Maria Torro	Maria Torro	8th





## **Part B—The Charter Renewal**

## Part B

### The Charter Renewal

#### Table of Contents

Indicate the page numbers for each section in the designated column.

<b>The Charter Renewal</b>	<b>Page(s)</b>
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## Part B—The Charter Renewal

### 2012–2013 Renewal Application

#### I. Executive Summary

Provide the enrollment and demographic information for the current charter term. In addition, provide a brief (1–2 pages maximum) description of the school, including an overview of the mission/vision, educational program, community and local connections, and leadership and governance.

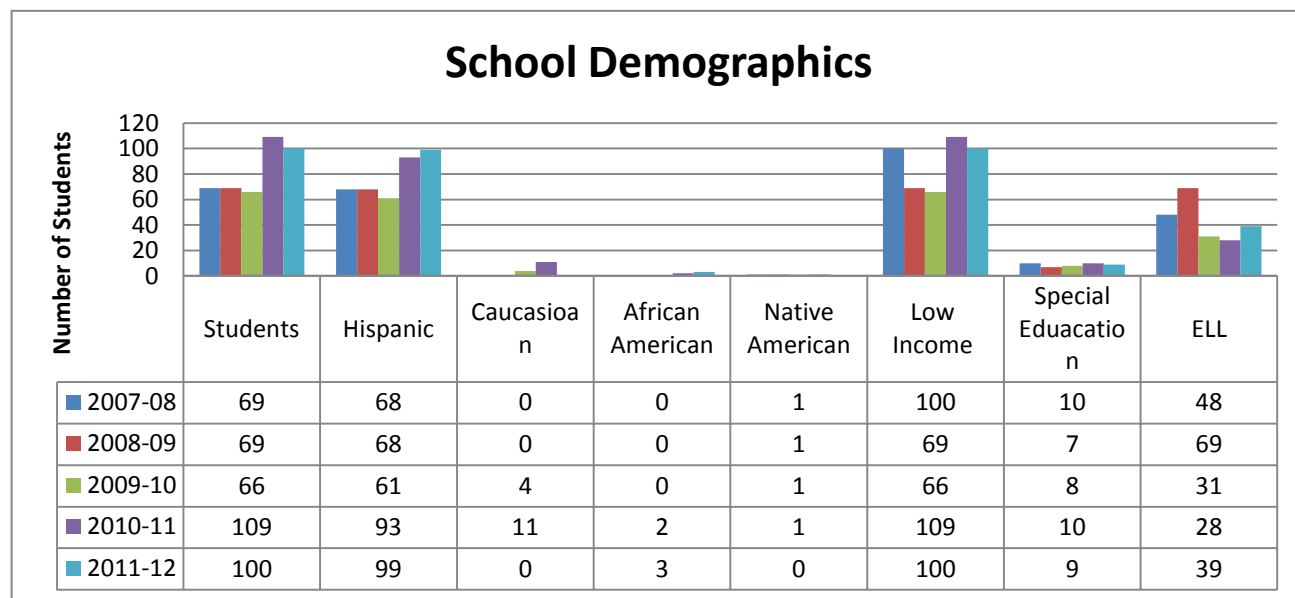
**Enrollment Cap:** 180

Enrollment	2008–2009	2009–2010	2010–2011	2011–2012
Total Enrollment	54	134	78	86
Number of Students on Waiting List	0	0	0	0
Ethnicity/ Race				
Asian	0	2	1	1
Black	0	3	1	2
Hispanic	50	116	70	81
Native American	0	1	0	0
White	4	12	6	2
Other	0	0	0	0
English Language Learners	26	33	48	33
Students with Individualized Education Programs (IEP)	3	13	9	7
Eligible for Free and Reduced Lunch	54	134	78	86

**Note:** There were several discrepancies within NMSBA testing data, Power School and other data sources.

## Part B—The Charter Renewal

Academia de Lengua y Cultura is located in the southwest quadrant of the city of Albuquerque. We are near the airport in a highly commercialized part of the community. Many students are driven to the school by their parents or guardian, however some may take public transportation, walk, or ride their bikes. The ALC Governing Council is in the process of searching for a public building where we can grow our charter enrollment cap.



Academia de Lengua y Cultura is a school with the mission to develop bilingual high-achieving students. The curriculum focuses on languages (English and Spanish), the Latino culture, and the history of the Chicano and Mexican population of New Mexico and the Southwest. Students are taught using a 50/50 dual language immersion approach in which each student is taught subject matter in both his/her first and second languages. The emphasis on language and culture is designed to promote knowledge of the region's Hispanic heritage and thus to enhance student's sense of identity and positive self-image; critical prerequisites include intrinsic motivation and the ability to achieve academic success. The majority of our students are Hispanic, low income and English Language Learners. Parents who enroll their child in our school are seeking a small class size, a bilingual environment, a safe environment, and a personal relationship with the school and their child's teachers.

The purpose of ALC's curricula is to provide an educational experience that is academically rigorous and relevant to regional culture. It is currently aligned with NM State Standards and will be aligned with Common Core Standards beginning in the 2013-14 school year. It is our belief that students learn best when they feel secure and accepted; the school setting fosters and strengthens the culture and heritage of our students. Placement of students is based on language level scores from their recent ACCESS scores or screened to determine appropriate placement. Classroom teachers provide students with high expectations, differentiated instruction, and integrate 21<sup>st</sup> Century skills into the curriculum. However, each classroom values, emphasizes, and relates positively to the experiences students bring to school, and each student knows their progress and development through honest conversations about progress and achievement. Students participate in thematic units that emphasize heritage and history relevant to the community, state and region. All information provided to students is provided by bilingual/TESOL

## Part B—The Charter Renewal

endorsed instructors. “Profesores,” guide the connection between what is being learned and how it is connected to events in the immediate community, the state, the country, and the world at large. High standards and goals are developed for all students and based on short-cycle assessments and classroom assessments. The students’ annual yearly progress is tracked through the annual implementation of the New Mexico Standards-Based Assessment. Finally, students are required to present their work and discuss their achievement from the various assessments, to their parents, guardians, or community members at the end of the year when they conduct a Student-Led conference. At the base of our educational program is our school-wide behavior management system. This system provides students with predictability about consequences for bad and good behavior. It provides teachers with a tool to communicate with parents and keeps students aware of progress and behavior. It particularly helps to maintain a safe and consistent environment for our students. ALC plans to use the several indicators found in the NM School Report Card to monitor overall effectiveness of our school.

ALC reaches out to several community organizations and constituencies to help promote our bilingual, bi-literate and bi-cultural program. Community members have made it possible for our school to start a Mariachi band that now includes 20% of the student body. ALC plans to expand the opportunities for using community members for other enrichment activities such as regional arts and crafts,(dance) baile, and music. Tutoring is also made available to students with the help of community members, UNM students, and high-qualified teachers. ALC accepts all suggestions and recommendations from parents when looking for outside resources within our community. ALC currently has a PTO that funds school-wide projects, individual classroom projects, and enrichment programs. Finally, but equally important, is the Governing Council who heads the leadership team at ALC.

The Governing Council is currently operating with 7 members; this includes six community members and one parent. They are dedicated to the mission of the school and want to help the school succeed. The Governing Council is involved in the school, supports the staff and listens to parent input.

## II. Renewal Performance Plan

The following sections provide an opportunity for the school to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

**Please Note:** The response to Part B will not affect the Renewal Findings from Part A or the recommendation for renewal or non-renewal. It may, however, affect the length of the new charter term awarded to the school and will inform the terms of a new charter contract. Should the chartering authority grant renewal for an additional term, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term and the performance contract as required under the SB 446 legislation (enacted by Laws of 2011, chapter 14, section 3).

### A. **Mission:** Provide a mission for the school.

#### *Mission:*

Our mission is to provide students with an educational experience that is academically rigorous and relevant, individualized, and respectful to regional culture. Students experience the positive self-

## Part B—The Charter Renewal

esteem that comes from knowledge of their identity and their heritage and from success with meaningful and challenging curricula in a small classroom setting. The school has a dual language environment enabling students to work towards becoming fully bilingual and bi-literate in Spanish and English, competent in the use of technology, and provides important opportunities for parental and community involvement. A central goal of the Academia is to prepare students for successful high school work and eventual entry into college.

- B. Performance Plan:** Per SB446, it is helpful if you submit a performance plan that will be the basis for the Charter Performance Contract (22-8B-9 NMSA 1978) and subsequent monitoring processes utilizing the Performance Framework (22-8B-9.1 NMSA 1978). State the student performance indicators that specifically relate to the mission of the school. We encourage you to submit a plan that is specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument), and ambitious, but attainable, and aligned with a time frame by which achievement is expected to be accomplished.

### 1. Student academic performance

*Student academic performance indicator:*

Student academic performance will be measured and monitored through the NM PED state accountability system. Our goal is to reach 52.3 SGTs in Reading and 45 SGT in Math over a three year period.

School Growth Target Projections			
	2012-13	2013-14	2014-15
Math	25%	35%	45%
Reading	45%	49%	53%

### 2. Student academic growth

*Student academic growth indicator:*

Student academic growth will be measured and monitored through a state-approved short cycle assessment. Leadership will monitor achievement by looking at the mean scores of the Spring short-cycle results. The goal will be to move the mean within the Proficiency range.

NWEA-Maps Mean Scores Projections for READING				
	Current	2013	2014	2015
6th	199	na	na	na
7th	205	209	213	217
8th	208	212	216	220

NWEA-Maps Mean Scores Projections for MATH				
	Current	2013	2014	2015
6th	199	na	na	na
7th	209	216	223	231
8th	212	219	226	235

**\*\* Note: We cannot affect incoming students score therefore it is not necessary to make**

## Part B—The Charter Renewal

**projections for 6<sup>th</sup> graders.**

Teachers will also use short-cycle results by digging a little deeper to find what students have mastered and what they still need help with. Scores will be used to determine a student's placement and if necessary interventions to ensure academic proficiency.

### **3. Achievement gaps in both proficiency and growth between student subgroups**

*Achievement gaps in both proficiency and growth between student subgroup indicator:*

ALC will address achievement gaps in both proficiency and growth between student subgroups through a Student Assistance program that monitors progress and records interventions. ALC will ensure that programs/service are provided as per the Individualized Educational Plan by a highly qualified teacher and service providers. All students will have access to the general curriculum and support systems.

### **4. Attendance**

*Attendance indicator:*

Academia de Lengua y Cultura will use the Power School Student Information System to monitor attendance. Long-term data shows that the school is doing a much better job at keeping our students in school. ALC requires all students to attend one day of Saturday for every three days missed, excused or unexcused. This seems to be helping with attendance. Our behavior system supports our attendance goal by providing a vehicle of communication with parents. Absences are recorded on individual accountability cards that must be signed by parents nightly.

### **5. Recurrent enrollment**

*Recurrent enrollment indicator:*

School provides a high quality education where students feel academically challenged; a structured and disciplined campus environment where they feel safe; and highly qualified, bilingual teachers who serve as positive role models. The school also provides a variety of texts, and other multicultural materials to enrich the bilingual, multicultural experience for students. Recruitment efforts include Student Council visits to bilingual elementary schools, and community outreach by the Governance Council and the Parent Teacher Organization and finally school promotion via a variety of free media.

### **6. High school college-readiness (if appropriate)**

*High school college-readiness indicator:*

Not Applicable

## Part B—The Charter Renewal

### 7. Graduation rate (if appropriate)

*Graduation rate indicator:*

Not Applicable

### 8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

*Growth of the lowest scoring 25<sup>th</sup> percentile of students in the public school in reading and mathematics indicator:*

We will provide data-based interventions recommended by the school SAT team. The interventions may include additional instructional time before and after school; differentiated instruction within the classroom; Saturday school; and a variety of curriculum modifications provided by highly qualified bilingual, TESOL endorsed teachers.

- C. **Additional Indicators (Optional):** Briefly state any rigorous, valid, and reliable indicators that should be considered for incorporation into a charter agreement, if renewed.

**Please Note: The performance framework shall allow for** the inclusion of additional rigorous, valid, and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act. (22-8B-9.1 NMSA 1978)

*Additional Indicators No. 1:*

Every child will have the opportunity to learn Spanish and English, to be measured by results of Access testing for Spanish proficiency and LAS testing for English proficiency.

*Additional Indicators No. 2:*

Every child will have the opportunity to develop a strong sense of cultural identity, to be measured by student participation in cultural activities, events and elective classes designed to promote cultural awareness.

*Additional Indicators / Goal, No. 3:*



## Part B—The Charter Renewal

### III. Amendments

Provide “State Charter School Change/Amendment Request Form” for any material or substantial change(s) to the charter. (e.g. adding grade levels, increase enrollment cap, curricula change, instructional model, etc.) The amendment forms should be in the Part B Appendix.

#### STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

*\*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)*  
Please complete and submit this form to: Kelly Callahan, General Manager—Options for Parents/Charter School Division ([kelly.callahan2@state.nm.us](mailto:kelly.callahan2@state.nm.us))

Or, mail to:  
Public Education Department  
Charter Schools Division, Room 301  
300 Don Gaspar  
Santa Fe, NM 87503-2786

Name of State-Chartered School: Academia de Lengua y Cultura Charter School

Date submitted: 9/26/12

Contact Name: Linda Corona

E-mail: lcorona@adlyc.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval																																	
Page 17 Length of the school and school year	<p>Academia de <u>Lengua y Cultura</u> will follow APS school Calendar as closely as possible so that students who have sibling at APS will be able to have the same breaks and there will not miss school to accompany parents on family vacations.</p> <p>Students at Academia de <u>Lengua y Cultura</u> attend school from 7:30 – 2:45 p.m. Monday – Friday. The school year started on August 8, 2005 and <u>will</u> end on May 2006.</p>	<p>Academia de <u>Lengua y Cultura</u> will offer a viable school calendar that will take into consideration time for teacher collaboration and communication and time for student academic development. ALC wants to provide 10 Professional Development days to its teachers, these will be scheduled quarterly. Finally, ALC wants to have early release one day per week. The early release would only pertain to students, while teachers would continue to have a</p> <table><tr><th colspan="3">Instructional Hours Breakdown</th></tr><tr><td>Monday</td><td>8:00 - 3:00</td><td>6.5</td></tr><tr><td>Tuesday</td><td>8:00 - 3:01</td><td>6.5</td></tr><tr><td>Wednesday</td><td>8:00 - 3:02</td><td>6.5</td></tr><tr><td>Thursday</td><td>8:00 - 3:03</td><td>6.5</td></tr><tr><td>Friday</td><td>8:00 - 12:00</td><td>4</td></tr><tr><td>Hours per week</td><td></td><td>30</td></tr><tr><td>Instructional Weeks</td><td></td><td></td></tr><tr><td></td><td colspan="2">9 wks x 4 quarters = 36wks</td></tr><tr><td>Instructional Hours</td><td></td><td></td></tr><tr><td></td><td colspan="2">36 weeks x 30 hours = 1080</td></tr></table> <p>full work schedule.</p>	Instructional Hours Breakdown			Monday	8:00 - 3:00	6.5	Tuesday	8:00 - 3:01	6.5	Wednesday	8:00 - 3:02	6.5	Thursday	8:00 - 3:03	6.5	Friday	8:00 - 12:00	4	Hours per week		30	Instructional Weeks				9 wks x 4 quarters = 36wks		Instructional Hours				36 weeks x 30 hours = 1080		<ul style="list-style-type: none"><li>•Time for teacher/parent conferences</li><li>•Identify potential academic problems</li><li>•Much needed Staff Meetings</li><li>•Principal/Teacher/Staff Collaboration</li><li>•SAT meetings (Student Assistance Team)</li><li>•Teacher Preparation</li></ul>	<u>UnApproved</u>
Instructional Hours Breakdown																																					
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Friday	8:00 - 12:00	4																																			
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Instructional Weeks																																					
	9 wks x 4 quarters = 36wks																																				
Instructional Hours																																					
	36 weeks x 30 hours = 1080																																				

### IV. Financial Plans

- A. Provide a financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the PED.

Academia de Lengua y Cultura Charter School			
2012			
Annual Spending by Function 2008--2012			
FY Year	2008-2009	Actuals	Amount
Function			
1000	Instruction		\$294,879.19

## Part B—The Charter Renewal

2100	Support Services-Students	\$15,982.89
2200	Support Services-Instruction	\$21,239.17
	Support Services -General	
2300	Administration	\$18,460.72
2400	Support Sercies-School Administration	\$138,983.22
2500	Central Services	\$90,432.45
2600	Operations and Maintenance of Plant	\$172,711.91
2900	Emergency Reserve	\$0.00
Total		\$752,689.55

<b>FY Year</b>	<b>2009-2010</b>	<b>Actuals</b>	
Function			Amount
1000	Instruction		\$342,457.98
2100	Support Services-Students		\$17,992.72
2200	Support Services-Instruction		\$5,034.30
	Support Services -General		
2300	Administration		\$14,676.56
2400	Support Sercies-School Administration		\$133,939.36
2500	Central Services		\$119,274.93
2600	Operations and Maintenance of Plant		\$260,955.91
	Emergency Reserve		
2900	Reserve		\$0.00
Total			\$894,331.76

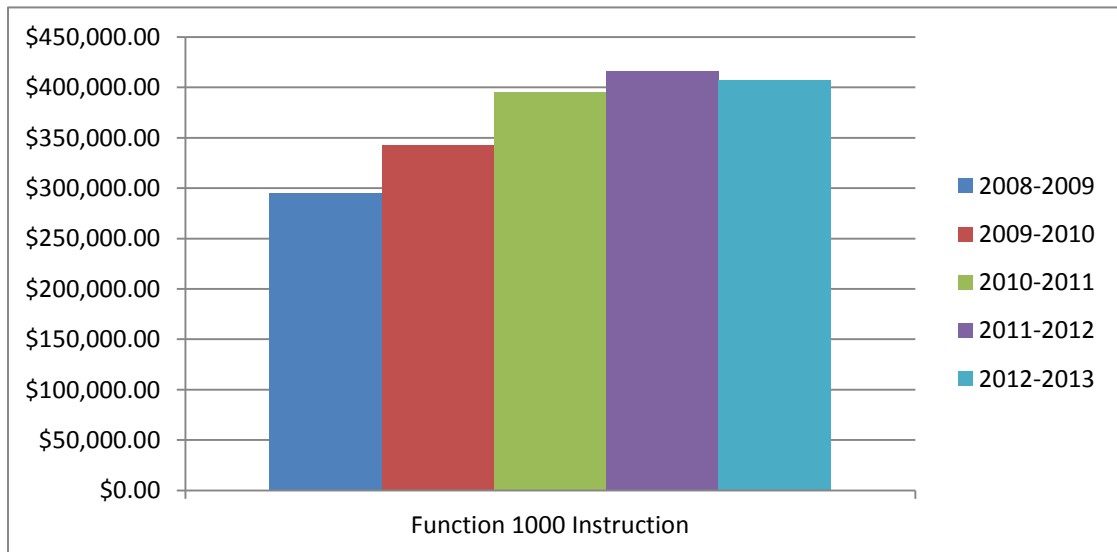
<b>FY Year</b>	<b>2010-2011</b>	<b>Actuals</b>	
Function			Amount
1000	Instruction		\$395,078.52
2100	Support Services-Students		\$19,738.29
2200	Support Services-Instruction		\$45,719.87
	Support Services -General		
2300	Administration		\$16,947.85
2400	Support Sercies-School Administration		\$128,771.97
2500	Central Services		\$104,835.98
2600	Operations and Maintenance of Plant		\$124,446.88
	Food Services		
3100	Operations		\$3,421.75
Total			\$838,961.11

<b>FY Year</b>	<b>2011-2012</b>	<b>Actuals</b>	
Function			Amount
1000	Instruction		\$416,067.37
2100	Support Services-Students		\$19,806.95

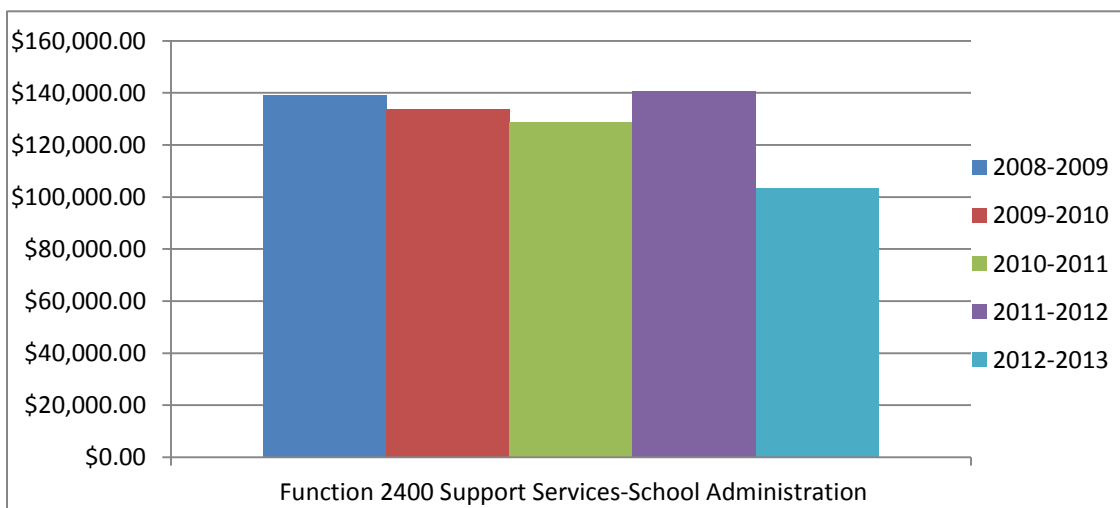
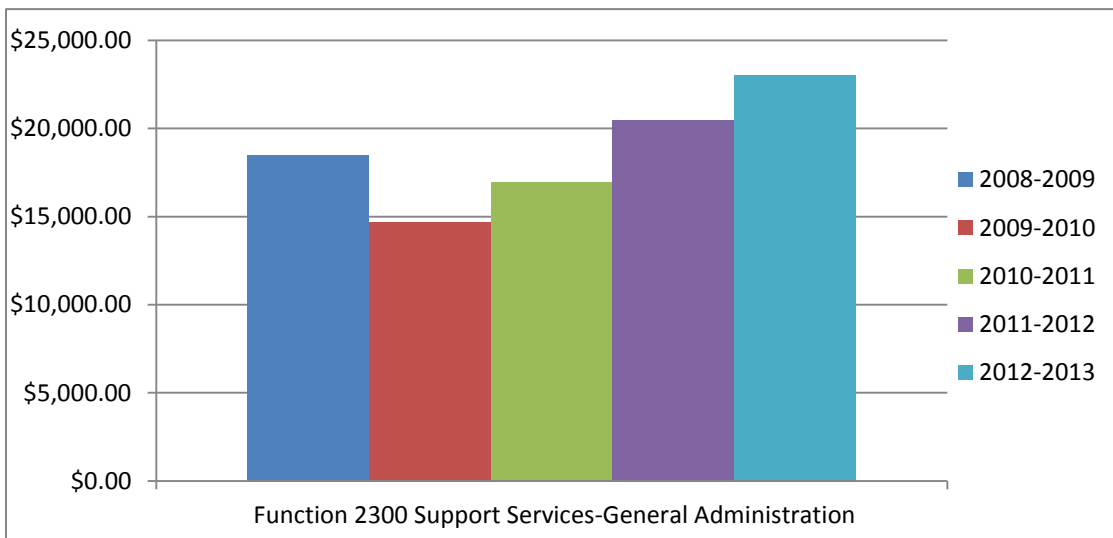
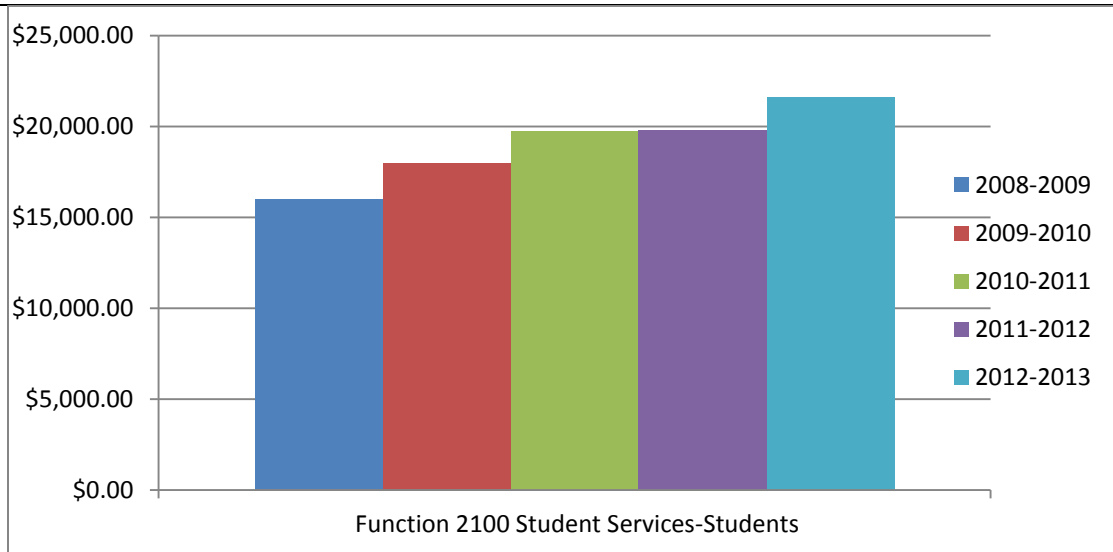
## Part B—The Charter Renewal

2200	Support Services-Instruction	\$28,227.20
	Support Services -General	
2300	Administration	\$20,461.73
2400	Support Sercies-School Administration	\$140,527.60
	Central	
2500	Services	\$85,232.24
2600	Operations and Maintenance of Plant	\$179,748.30
	Emergency	
2900	Reserve	\$0.00
Total		\$890,071.39

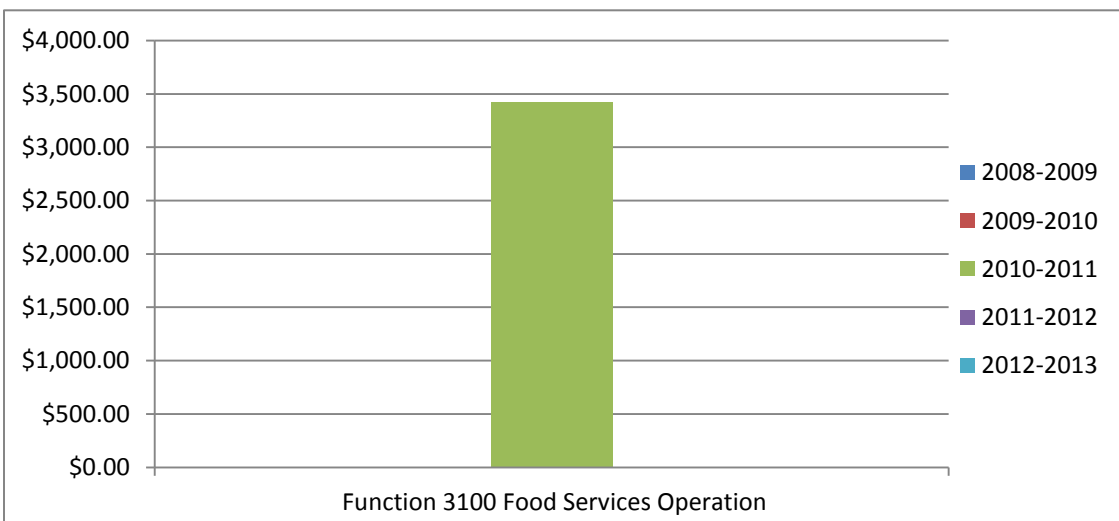
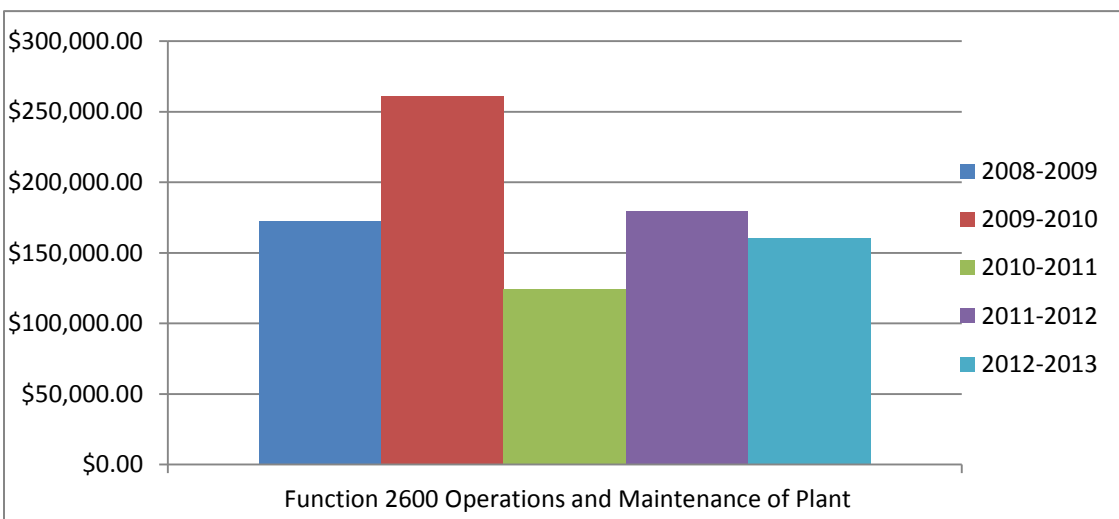
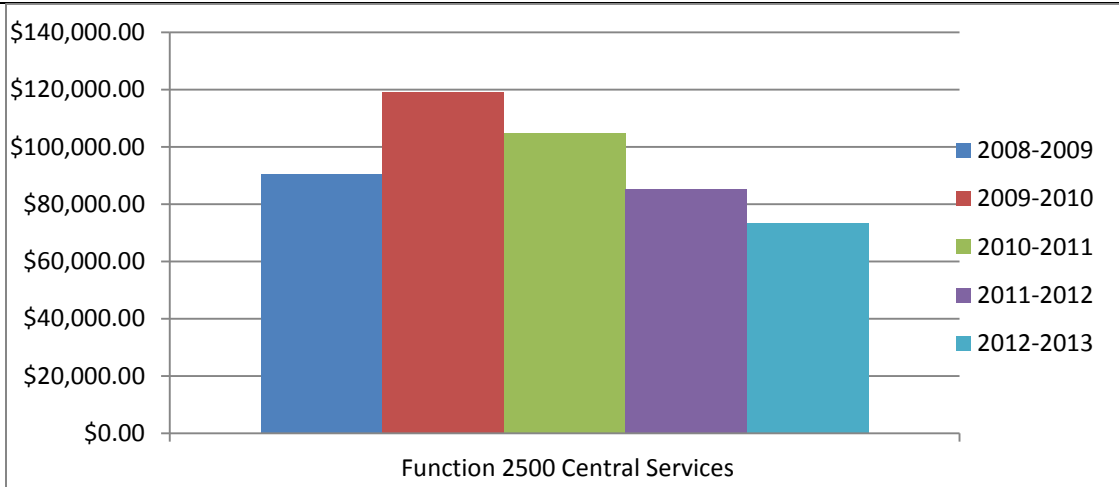
FY Year	2012-2013	Budgeted	
Function			Amount
1000	Instruction		\$407,082.00
2100	Support Services-Students		\$21,600.00
2200	Support Services-Instruction		\$33,250.00
	Support Services -General		
2300	Administration		\$23,000.00
2400	Support Sercies-School Administration		\$103,444.00
2500	Central Services		\$73,459.00
2600	Operations and Maintenance of Plant		\$160,781.00
2900	Emergency Reserve		\$0.00
Total			\$822,616.00



## Part B—The Charter Renewal



## Part B—The Charter Renewal



Academia de Lengua y Cultura Charter School team continues to tune it's management approach maintaining spending related to direct and indirect Instructional support. While improving efficiency for both school and general administration and central services as evident by the decreases in spending over the same period of time.

## Part B—The Charter Renewal

The food services costs were previous to the Provision II designation.

- B. Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

The Governance Council Finance committee meets monthly to review the financial statements and make recommendations for approval of the business manager's financial report at the monthly full Governance Council (GC) meeting. In addition, the GC attends all mandatory trainings, including the PED Spring Budget Workshop.

- C. Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that do not meet the projections stated in your application.

1. Academia will continue to raise student achievement scores through effective teacher professional development and implementation of Common Core Standards.
2. When the school is able to relocate to a public building closer to the neighborhoods in which students live, and reduce its lease payment, enrollment numbers can grow. If enrollment numbers do not grow, the school will downsize its staff and facilities.

## V. Organizational Plans

- A. **Enrollment Plan:** Complete the enrollment plan for the next charter term. If the school has determined a need to change the enrollment numbers from the current charter, discuss and demonstrate that need.

Grade	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
6th	45	50	60	60	60
7th	45	50	60	60	60
8th	45	50	60	60	60
<b>TOTAL</b>	135	150	180	180	180

## Part B—The Charter Renewal

*The reason for requesting a change in the student enrollment numbers:*

Although the school has expanded building capacity, it is not able to serve the full 180 student limit in the current facility. When ALC is able to move into an adequate, public facility large enough to enroll 180 students the enrollment will increase.

### B. Governance:

1. Provide a plan for an annual self-evaluation of the governing body that reflects an assessment of its overall effectiveness.

Members of la Academia's Governing Council regularly attend the annual state conference conducted each year by the NM Coalition of Charter Schools, which in addition to an agenda of relevant charter school issues, provides annual training for charter governing council members. Generally speaking, however, the training is limited to fulfilling the minimum level of our governing council roles, rather than helping us to understand various dimensions of a full leadership spectrum. Therefore, it is the serious intent of this ALC Governing Council to implement more focused professional development training in such areas as strategic planning. In particular, in the coming year ALC will seek professional consultation regarding strategies on how to integrate our oversight of our EPSS plan with our budget process so that our budget decisions are made in the context of shaping higher student achievement. ALC school staff is increasingly using more robust student and other evaluative data to help them make complex decisions. ALC Governing Council members are also committed to improving our level of analysis and attention to detail so that our plans for school policies and programs are implemented with clear strategies for success.

2. Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

The Governing Council (GC) requests a principal and financial report at each meeting, in addition to weekly updates from the principal. Weekly updates are to include attendance and enrollment data, behavior incidents and discipline for students and staff, building/facility report, and parent involvement activities. The financial report includes a summary of the previous month's transactions and overall financial health of the school. The principal's report includes updates on the weekly requests plus test scores, academic achievements (such as science fair), and progress towards achieving the next higher school grade.

3. Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

Plan for self-evaluation of the Governing Council will include the following:

- 1) Following the open meeting act
- 2) Documentation that correctly reflects all discussions and actions
- 3) Approval of BARS and Budget in a timely manner.
- 4) Respond to faculty/staff concerns in a timely manner as documented in the employee handbook.
- 5) Respond to any parent concerns in a timely fashion.

## Part B—The Charter Renewal

### C. Waivers:

1. Identify the waivers as provided for in Section 22-8B-5 NMSA 1978 that you are requesting and describe how use of this waiver will support the school's plan. Additional information should be added as Appendix B.

No.	Requested Waiver	Description of how use of this waiver will support the school's plan
1.	A.01	Mission Statement
2.	B.01	Board of powers and responsibilities
3.	B.04	Board Membership
4.	B.06	Board Organizational Meeting
5.	B.08	Board Meetings
6.	B.13	Policy Adoption
7.	C.01	Superintendents Authority and Responsibility
8.	C.02	Superintendent's Evaluation
9.	C.03	Budget Process
10.	E.02	Food Services
11.	E.03	Transportation Services
12.	E.04	District-owned Vehicles
13.	E.05	Drug Testing of School Police
14.	F.02	Naming Facilities
15.	G.07	Grievance Adjustment Procedures
16.	G.08	Employee Insurance
17.	G.09	Annual Leave and Holidays
18.	G.10	Salary Maintenance (Save Harmless)
19.	G.11	Transfer of Employees
20.	G.16	Exchange Teaching
21.	G. 18	Employee Relations
22.	I.01	Instructional Program
23.	I.04	Establishment of Magnet Schools
24.	I.07	Student Travel: Field and Activity Trips
25.	J.01	School Attendance Areas
26.	J.03	Assignment of Students to School
27.	J.04	Enrollment Priorities for Students
28.	J.08	Student Interrogations
29.	J.10	School-linked and School-based Health Services Clinics
30.	J.16	Athletic Eligibility
31.	J.17	Student Uniform Dress
32.	J.19	Students and Off-campus Violent Acts
33.	K.01	Community Involvement
34.	K.05	Advertising in Schools
35.	K.05	Advertising in Schools
36.	K.09	Custodian of Public Records



## Part B—The Charter Renewal

2. Identify any *discretionary* waivers as provided for in Section 22-8B-5 NMSA 1978 or elsewhere in the Public School Code that you are requesting; and describe how use of this waiver will support the school's plan. Upon approval of the charter, the PED waiver request process must be completed. The following link provides forms for the various waiver options. [http://ped.state.nm.us/admin.personnel/waiver\\_requests.html](http://ped.state.nm.us/admin.personnel/waiver_requests.html). If this is an application to a local district, you must identify all waivers you are requesting from local board policies.

No.	Requested Discretionary Waiver	Description of how use of this waiver will support the school's plan
1.		
2.		
3.		
4.		
5.		

**D. Partnerships:** If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:

- ☐ name of the entity or person
- ☐ contact information
- ☐ description of the nature and purpose of the relationship with the charter school
- ☐ involvement in the school's governance (if applicable)

Attach copies of contracts, memorandums of understanding (MOU), or evidence of the terms of the proposed agreement with the partnership as *Appendix C*.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	National Council of La Raza	Choco Leandro <a href="mailto:mchoco@nclr.org">mchoco@nclr.org</a> National Council of La Raza (NCLR) Texas Regional Office MAIN 210.212.4454 TEL 210.212.4454 x 211 FAX 210.212.4459	Advocate Group, Professional Development Opportunities, Grant opportunities
2.	Bright Spots of NM DLEofNM/NMPED	<b>David Rogers</b> <i>DLeNM Executive Director</i> (505) 243-0648 <a href="http://www.dlenm.org">www.dlenm.org</a>	Bilingual Program Professional Development and support
3.			
4.			

## **Part B—The Charter Renewal**

- E. **Third-Party Relationships:** Attach a copy of the proposed contract, MOU, or evidence of the terms of the proposed agreement with the Third-Party Relationship or contractor as an Appendix.

### **VI. Facilities**

Provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 22-8B-4.2 NMSA 1978. Attach a copy of approval from the Public School Facilities Authority regarding your facilities index rating.

The school facility is located at 1900 Randolph Rd. SE, Albuquerque, NM, in the southeast quadrant of the city near the airport. The facility is privately owned by Chyno, Ltd. Co. which has negotiated a lease with the school for \$168,720 annually. The facility does meet the requirements of 22-8B-4.2 NMSA 1978 and possesses and E Occupancy Certificate.

**Part C—Most Current Charter Application/Contract**



**Part C—Most Current Charter Application/Contract**

**Part C—Most Current Charter Application/Contract**

**Part C**  
**Most Current Charter Application/Contract**

**Table of Contents**

Indicate the page numbers for each section in the designated column. Please include not only a copy of your most current charter application/contract, but also copies of all approved amendments to this charter.

<b>Most Current Charter Application/Contract—Reference</b>	<b>Page(s)</b>
<b>I. Approved Amendments</b>	52
<b>II. Most Current Charter Application/Contract</b>	Attachment

## Part C—Most Current Charter Application/Contract

### STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

\*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)  
Please complete and submit this form to: Kelly Callahan, General Manager—Options for Parents/Charter School Division ([kelly.callahan2@state.nm.us](mailto:kelly.callahan2@state.nm.us))

Or, mail to:  
Public Education Department  
Charter Schools Division, Room 301  
300 Don Gaspar  
Santa Fe, NM 87503-2786

Name of State-Chartered School: Academia de Lengua y Cultura Charter School

Date submitted: 9/26/12

Contact Name: Linda Corona

E-mail: lcorona@adlyc.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval																														
Page 17 Length of the school and school year	Academia de Lengua y Cultura will follow APS school Calendar as closely as possible so that students who have sibling at APS will be able to have the same breaks and there will not miss school to accompany parents on family vacations.  Students at Academia de Lengua y Cultura attend school from 7:30 – 2:45 p.m. Monday – Friday. The school year started on August 8, 2005 and <u>will</u> end on May 2006.	Academia de Lengua y Cultura will offer a viable school calendar that will take into consideration time for teacher collaboration and communication and time for student academic development. ALC wants to provide 10 Professional Development days to its teachers, these will be scheduled quarterly. Finally, ALC wants to have early release one day per week. The early release would only pertain to students, while teachers would continue to have a  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Instructional Hours Breakdown</caption> <tbody> <tr> <td>Monday</td> <td>8:00 - 3:00</td> <td>6.5</td> </tr> <tr> <td>Tuesday</td> <td>8:00 - 3:01</td> <td>6.5</td> </tr> <tr> <td>Wednesday</td> <td>8:00 - 3:02</td> <td>6.5</td> </tr> <tr> <td>Thursday</td> <td>8:00 - 3:03</td> <td>6.5</td> </tr> <tr> <td>Friday</td> <td>8:00 - 12:00</td> <td>4</td> </tr> <tr> <td>Hours per week</td> <td></td> <td>30</td> </tr> <tr> <td>Instructional Weeks</td> <td></td> <td></td> </tr> <tr> <td></td> <td>9 wks x 4 quarters = 36wks</td> <td></td> </tr> <tr> <td>Instructional Hours</td> <td></td> <td></td> </tr> <tr> <td></td> <td>36 weeks x 30 hours = 1080</td> <td></td> </tr> </tbody> </table> full work schedule.	Monday	8:00 - 3:00	6.5	Tuesday	8:00 - 3:01	6.5	Wednesday	8:00 - 3:02	6.5	Thursday	8:00 - 3:03	6.5	Friday	8:00 - 12:00	4	Hours per week		30	Instructional Weeks				9 wks x 4 quarters = 36wks		Instructional Hours				36 weeks x 30 hours = 1080		<ul style="list-style-type: none"> <li>•Time for teacher/parent conferences</li> <li>•Identify potential academic problems</li> <li>•Much needed Staff Meetings</li> <li>•Principal/Teacher/Staff Collaboration</li> <li>•SAT meetings (Student Assistance Team)</li> <li>•Teacher Preparation</li> </ul>	<u>UnApproved</u>
Monday	8:00 - 3:00	6.5																																
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Wednesday	8:00 - 3:02	6.5																																
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This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

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: _____ (No further action taken.)	Date: _____
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Please complete and submit this form to: Kelly Callahan, General Manager – Options for Parents/Charter School Division ([kelly.callahan2@state.nm.us](mailto:kelly.callahan2@state.nm.us))

Or, mail to:

Public Education Department  
Charter Schools Division, Room 301  
300 Don Gaspar  
Santa Fe, NM 87501-2786

Name of State-Chartered School: Academia de Lengua y Cultura Charter School

Date submitted: 9/26/12 Contact Name: Linda Corona E-mail: lcorona@adlyc.org

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Monday	8:00 - 3:00	6.5																																
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Printed Name of Governing Council President or Designee: \_\_\_\_\_

### **Public Education Department use only**

Director/General Manager approves change: \_\_\_\_\_

Date: \_\_\_\_\_

*(No further action taken.)*

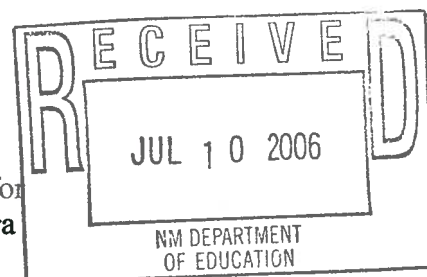
Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED

Charter Renewal Application for  
Academia de Lengua y Cultura



**Focus:** “Academia de Lengua y Cultura Charter School addresses the needs of bilingual (English/Spanish) and monolingual English/Spanish students, grades 6-8, who want to become literate in two languages and who wish to learn about the regional culture in depth. Parents who enroll their child in our school are seeking small class sizes, a bilingual environment, and a personal relationship with the school and their child’s teachers.”

**Enrollment:** Grades 6-8  
2005-2006 enrollment – 128 students  
2006-2007 - Projected enrollment – 180 students

**Students:**

	Male	Female	Hispanic	Caucasian	African American	Native American	Low Income	Special Education	ELL	Students
2003-2004	41%	59%	100%	0%	0%	0%	94.80%	0%	95%	39
2004-2005	51%	49%	100%	0%	0%	0%	94.80%	15%	81%	81
2005-2006	54%	46%	95%	0.01%	0.02%	0.02%	94.80%	11%	52%	128

**Budget:** Academia de Lengua y Cultura presented balanced budgets since opening. All budget, finance, and internal audit requirement have been met.

**Curriculum:** Academia de Lengua y Cultura features a curriculum and school environment that focuses on the languages, the culture, and the history of the Chicano and Mexicano population of New Mexico and the Southwest. Students will be taught using a 50/50 dual language immersion approach in which each student is taught subject matter in both his/her first and second languages. The emphasis on language and culture is designed to promote knowledge of the region’s Hispanic heritage and thus to enhance students’ senses of identity and positive self image – critical prerequisites for the motivation and the ability to achieve academic success. Parent involvement is another key factor in insuring student success at ALC.

**Facilities:** “Academia de Lengua y Cultura is an existing charter school (i.e. not seeking initial approval), the law does not require our charter to be in a public facility or meet the exception to this requirement until our charter is renewed in 2010 (refer to NMSA 22-8B-4,2 A, B, and C. However, we plan to take the following steps to address the requirements of the statute:  
a). Establish that there are no appropriate public buildings available in the location served by the charter school by contacting the respective public



agencies with properties in our locality, including requesting that the district provide a public building to the charter school.

b). If after we have inquired as to the availability that none exists, we will contact our landlord and advise him that the building must meet EOS by no later than 2010 and, if the landlord intends for the school to continue to occupy the building, it must meet all EOS standards at the cost to the landlord. If possible, we will request appropriate waivers.

c). alternatively, the Friends of Academia de Lengua y Cultura, a 501 © (3), was formed for the purposes of acquiring a building for the exclusive use of the charter school

**Recommendation:** Academia de Lengua y Cultura Charter School complies with all requirements of New Mexico State laws. Therefore, the Administration recommends that the charter for Academia de Lengua y Cultura Charter School be renewed.

Item #	REQUIREMENTS	SECTION AND PAGE NUMBER
	<b>A. Mission Statement</b>	8
1	Who do you serve?	8
2	What do you seek to accomplish?	9
3	What methods will you use?	10
4	How will we know if we are achieving our mission?	12
A. Other	What will the charter do to compliment or supplement education provided by the district or other charter schools?	
	<b>B. Goals, objectives, and student performance standards</b>	
5	How do school goals, objectives, and student performance standards comply with state content standards, benchmarks, and performance standards, and plan for facilities Statewide Adequacy Standards? Are they measurable & student-centered?	13
6	How do school goals, objectives, and student performance standards comply with state accreditation? Are they measurable & student-centered?	14
7	How do school goals, objectives, and student performance standards comply with state standardized testing and school report card requirements? Are they measurable & student-centered?	15
B. Other		
	<b>C. Educational program, student performance standards and curriculum</b>	
8	Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum).	15
9	A specific, detailed description of all curriculum (whether in one or two languages) including scope and sequence and student performance standards.	15
10	A timeline for alignment of the curriculum with the Public Education Department's content standards, benchmarks and performance standards.	16
11	Strategies and methods to be used in delivering the curriculum and how the curriculum will address students' needs and assist each student in reaching those standards. Include how proposed academic programs impact Statewide Adequacy Standards requirements.	16
12	Length of school day and school year.	17
13	Grades, projected class size by grade and yearly total projected student enrollment projected out five years (if appropriate).	17
14	Proposed requirements for graduation, if applicable.	17
C. Other	Proposed method of storing and making available to appropriate people students' records, including but not limited to transcripts, health information, spec. education information, student attendance and drop-out data and teacher information including attendance and licensure.	
	<b>D. Meeting individual student's needs</b>	
15	Description of the way a charter school's educational program will meet the individual needs of students, including those students determined to be at risk.	18

Item #	REQUIREMENTS	SECTION AND PAGE NUMBER
16	Suggested modifications to meet individual student needs, including bilingual, limited English proficient, and Special Education (including testing accommodations).	
17	Specific Special Education Plan (aligned with 2005 recommendations).	
18	Access to other services including but not limited to counseling and health.	
D. Other	Special education plans should include the evaluation and placement file documents listed in the review matrix.	
	<b>E. Evaluation of student performance</b>	
19	Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.	
20	Assessments in addition to the statewide mandated testing (that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards).	
21	Plan for documentation and reporting of student data (School Report Card and ADS).	
22	Timeline for achievement of the standards.	
E. Other		
	<b>F. Evidence of economic soundness</b>	
23	A proposed budget for year one and the following four years based on the current Unit Value and correct program unit weights, size adjustments, and at-risk factors (including breakdown of costs by line item and object code). Do the salary projections reflect the three-tier licensure requirements?	
24	Description of the administrative operations of the charter school.	
25	Description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted. Indicate where in budget funds are included.	
F. Other	Emergency reserves of at least 1% of expenditures are maintained in the budget.	
	<b>G. Fiscal management</b>	
26	Specific plan on how the charter school will manage its fiscal responsibilities in accordance with all federal and state laws including the designation or establishment of its central purchasing office with adoption of state rules or self-developed rules pursuant to State Procurement Code.	
27	Specific description of the internal control procedures that the charter school will utilize to safeguard assets.	
28	Specific description of the internal control procedures that the charter school will utilize to provide reliable financial information.	
29	Specific description of the management and internal control procedures that the charter school will utilize to promote operational efficiency.	
30	Specific description of the internal control procedures that the charter school will utilize to ensure compliance with applicable federal and state laws and regulations relative to fiscal procedures (e.g. segregation of duties).	
G. Other	Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.	

Item #	REQUIREMENTS	SECTION AND PAGE NUMBER
	<b>H. Displacement of people in a conversion school</b>	
31	Specific plan for how the charter school and district will address the displacement of students and staff who will not attend or be employed in the charter school.	
32	Transportation of students not attending the conversion school.	
H. Other		
	<b>I. Governing body and operations</b>	
33	How the interim and permanent governing body will be selected and its composition.	
34	When the governing body will meet and how meetings will be advertised and conducted in accordance with the Open Meetings Act.	
35	The nature and extent of parental involvement and how they will be notified.	
36	The nature and extent of professional educator involvement and how they will be notified.	
37	The nature and extent of community involvement and how they will be notified.	
38	Policies and procedures of the governing body, including model of governance, how decisions are made, committee functions, relationship to staff, and professional development.	
39	Relationship between the governing body of the charter school and the local school board, including how disputes will be resolved between the charter school/governing body, the local district superintendent and/or the local school board. The charter school is accountable to the local school board for ensuring compliance with applicable laws, rules and charter provisions.	
40.	Role of Governing Body in policy-making, personnel decisions, budgeting, and operation of charter school.	
I. Other	Provisions for dealing with appeals of decisions made by the school staff and governing council.	
I. Other	Provisions are evident that mediation, problem solving and facilitation services for students, staff and community are available as needed.	
	<b>J. Relationship with employees</b>	
41	Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives).	
42	Personnel policies and procedures that comply with the School Personnel Act.	
43	Evaluation process for staff that conforms with specific sections of School Personnel Act.	
44	Proposed salary schedule in alignment with 3-tier process.	
45	Job descriptions of staff and proposed pupil-teacher ratio.	
J. Other		
	<b>K. Employment and student discipline policies</b>	



Item #	REQUIREMENTS	SECTION AND PAGE NUMBER
46	Employment policies for staff and procedures that comply with the School Personnel Act as set forth in Section J above.	
47	Discipline policy for students that addresses the State Board of Education's regulation on student's rights and responsibilities.	
K. Other		
	<b>L. Legal liability and applicable insurance coverage</b>	
48	An agreement between the charter school and the local school board regarding their respective legal liability and applicable insurance coverage, that includes participation in the Public School Insurance Authority and compliance with any applicable rules of authority.	
L. Other		
	<b>M. Transportation and food services</b>	
49	Specific description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.	
50	Specific description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.	
M. Other		
	<b>N. Waivers</b>	
51	List the specific waivers by number and title that are requested from local school board policy	
52	Describe how the charter school will address these waivers from local school board policy.	
53	List the specific waivers that are requested from the Secretary of Education requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, school principal duties and driver education.	
54	Describe how the charter school will address these waivers from the Secretary of Education.	
N. Other		
	<b>O. Facilities</b>	
55	Description of the facilities the charter school plans to use, taking grade-by-grade and five year student count projections into account. Include total projected number of students. Include final capacity of the facility. If construction is to be phased, provide a five year projection and associated capital costs.	
56	Provide proposed site and building plan that complies with current state-adopted life, health and safety codes for E (educational building) Occupancy and provide a capital budget plan that will ensure compliance. Submit lease, purchase or contractual arrangements for the facility or a plan for locating a facility with sites being considered.	
57	Plan for addressing code, accessibility requirements and any other health and safety requirements, if necessary with documentation from SFA if considering a specific site (if known).	

Item #	REQUIREMENTS	SECTION AND PAGE NUMBER
58	Proposed plan for operation, maintenance and repair of a facility.	
59	Proposed plan for use of a school district facility by a conversion.	
60	Prior to opening, charter school must provide documentation to local school board on meeting health, safety, and code issues.	
61	The applicant has included a request for capital outlay.	
O. Other	An agreement with the school district that allows the charter school to use the district facility and equipment it had been using prior to conversion. (conversions only)	
O. Other	School Safety Plan and Preventive Maintenance Plan (renewals only)	
	<b>P. Enrollment procedures</b>	
62	Description of procedures to be used by the charter school that complies with 22-8B-4.1NMSA, 1978 and addresses how the charter will enroll using the lottery selection process.	
63	Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.	
64	Documentation that the charter school shall not charge tuition, have admission requirements, or state that they will only accept a certain population of students, except as otherwise provided in the Public School Code.	
P. Other	Plan of action in the event that enrollment goals are not met.	
	<b>Q. In the best interest of students, the school district, and the community</b>	
65	Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.	
66	The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution.	
	<b>R. Assurances (includes the following signed assurances)</b>	
67	- An assurance that the school complies with the Age Discrimination Act of 1975.	
68	- An assurance that the school complies with Title VI of the Civil Rights Act of 1964.	
69	- An assurance that the school complies with Title IX of the Education Amendments of 1972.	
70	- An assurance that the school complies with Section 504 of the Rehabilitation Act of 1973.	
71	- An assurance that the school complies with Part B of the Individuals with Disabilities Education Act.	
72	- An assurance that the charter school agrees with the same federal and State audit requirements as do other public school in the state.	
73	- An assurance that the charter school meets all applicable Federal, State and local health and safety requirements.	
74	- An assurance that the charter school operates in accordance with State law.	
75	- An assurance that the charter school does not charge tuition.	
76	- An assurance that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.	



Item #	REQUIREMENTS	SECTION AND PAGE NUMBER
77	- An assurance that the charter school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.	
78	- An assurance that the charter school will admit students on the basis of a lottery.	
79	- An assurance that none of the members of the interim or permanent governance council are members of any other governance council, nor are they receiving remuneration in any form from the charter.	
80	- An assurance that the charter school understands that for purposes of calculating program units, all separate facilities under the charter are considered together as one school	
81	- An assurance of E (educational) Occupancy and adequacy standards and approval of a Request for Approval of School Construction from Public School Facilities Authority. It is the school's responsibility to contact the PSFA and provide a copy of the approved RASC to the district.	
82	- An assurance and evidence that the charter school is working toward meeting all requirements of 22-8B-4.2C (housed in a public building that meets Statewide Adequacy Standards) by July 1, 2010 or one of the exceptions, or be subject to revocation.	
83	- An assurance that the charter school analyzes assessment data in the development of the EPSS and applies that analysis to improve student achievement (renewals only).	
Q. Other		
	<b>S. Petitions of support Conversion Schools Only</b>	
84	An application for a conversion charter school shall include a petition of support signed by not less than sixty-five percent of the employees in the school (if necessary).	
85	A petition in support of the charter school signed by a majority of the households whose children are enrolled in a proposed conversion school must accompany the application (if necessary).	
S. Other		
	<b>T. Revisions / Amendments</b>	
86	Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the governing body of the charter school.	
T. Other		
	<b>U. Renewal applications only (submitted to local school board)</b>	
87	A report on the progress of the charter school in achieving the goals, objectives, students' performance standards and other terms of the initial approved charter application.	
88	A report on the progress of the charter school in achieving the State Board minimum educational standards and the accountability requirements set forth in Section 22-1-6, NMSA, 1978.	
89	A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, and will allow comparison of costs to other schools or comparable organizations and that is in a format required by the State Board.	
90	Contents of the charter application set forth in Section 8 {22-8B-8, NMSA, 1978} of the 1999 Charter School s Act and the State Board of Education Regulation (i.e. letters A-O above and P-any other information reasonably required by the local school board).	
91	A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school.	
92	A petition in support of the charter school renewing its charter status signed by a majority of the households whose children are enrolled in the charter school.	

Item #	REQUIREMENTS	SECTION AND  PAGE NUMBER
U. Other		
	<b>V. Facilities, Standards, Fiscal and Capital Impact</b>	
93.	Where is your charter school located?	
94.	How did you determine that this location is in an area most likely to serve the targeted student population you intend to serve?	
95..	Is this location in an area where there is not an existing concentration of charter and other public schools? Include analysis of location.	
96.	If the location of your charter school is not in a public building, what are your plans to locate in a public building by 2010?	
97.	Have you identified public buildings which will accept your charter school by 2010? Has the owner of the public building agreed in writing that your charter school can locate there without cost to the district? If so, include addresses or locations of buildings and signed agreement.	
98..	Has the Public School Capital Outlay Council determined that the facilities of your charter school meet the educational occupancy standards required by applicable New Mexico Construction Codes? If not, what is your plan to comply with this requirement?	
99.	Do you agree, even if previously requested, that your charter will not receive any capital outlay funding or other capital funds from the District?	
100.	Have you borrowed any money for operations, equipment or buildings? If not, do you intend to borrow any money for equipment or buildings?	
101.	If you borrowed money for operations, equipment or buildings, explain the amounts borrowed, from whom funds were borrowed, and the terms of the loan.	
102.	What sources of revenue will you have to operate your charter school if the charter application is approved?	
103.	Is there a 501 (C) (3) not –for-profit corporation associated with your charter? If so, describe the role the not-for-profit will play in relation to your charter school?	



## MISSION STATEMENT

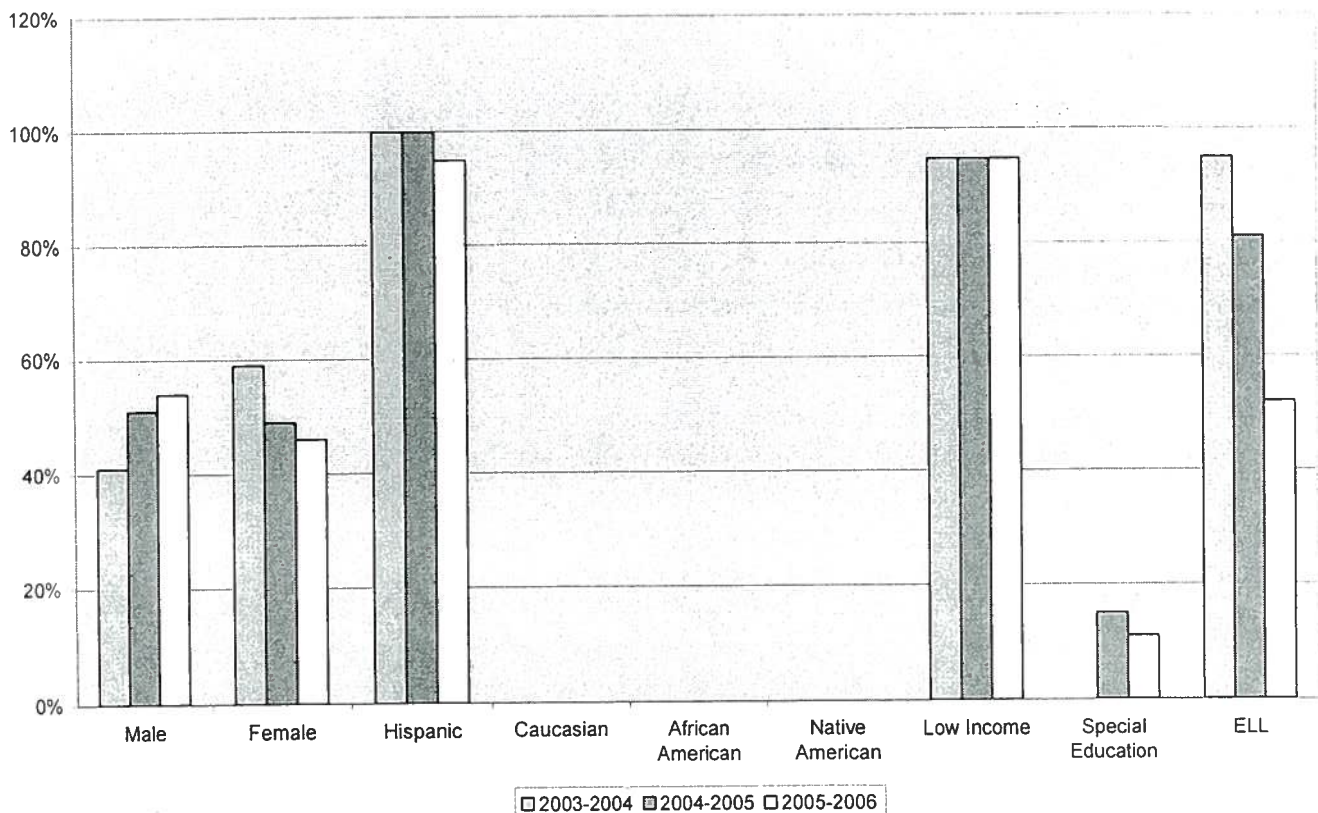
*Academia de Lengua y Cultura will provide middle school students with an educational experience that is both academically rigorous and relevant to regional culture. Students will experience the positive self-esteem that comes from knowledge of identity and heritage and from success with meaningful and challenging curricula in a context with small class size. The school will have a dual language environment enabling students to work toward becoming bilingual and bi-literate in Spanish and English and will provide an important place for community and parental involvement*

### A.1 Who do you serve?

Academia de Lengua y Cultura Charter School addresses the needs of bilingual (English/Spanish) and monolingual English/Spanish students, grades 6-8, who want to become literate in two languages and who wish to learn about the regional culture in depth. Parents who enroll their child in our school are seeking small class sizes, a bilingual environment, and a personal relationship with the school and their child's teachers.

	Male	Female	Hispanic	Caucasian	African American	Native American	Low Income	Special Education	ELL	Students
2003-2004	41%	59%	100%	0%	0%	0%	94.80%	0%	95%	39
2004-2005	51%	49%	100%	0%	0%	0%	94.80%	15%	81%	81
2005-2006	54%	46%	95%	0.01%	0.02%	0.02%	94.80%	11%	52%	128

**Academia de Lengua y Cultura Student Profile**



## A.2 What do you seek to accomplish?

Academia de Lengua y Cultura features a curriculum and school environment that focuses on the languages, the culture, and the history of the Chicano and Mexicano population of New Mexico and the Southwest. Students will be taught using a 50/50 dual language immersion approach in which each student is taught subject matter in both his/her first and second languages. The emphasis on language and culture is designed to promote knowledge of the region's Hispanic heritage and thus to enhance students' senses of identity and positive self image – critical prerequisites for the motivation and the ability to achieve academic success. Parent involvement is another key factor in insuring student success at ALC.

### Goals and Objectives

Goal 1: Each student will be afforded the opportunity to learn Spanish and English in a Dual Language environment.

#### Objectives

- The student's strengths in English and Spanish will be assessed using the Brigance test in English and Spanish.
- The student will be placed in an English and Spanish class that meets their developmental level.
- Teachers will assess student's academic progress quarterly, and the learning environment will be modified so that specific weaknesses will be targeted. Assessment tools will include quarterly grades, standardized test scores, Brigance testing 3 times a year, short cycle assessments, and classroom developed assessments.

Goal 2: Each student will be given the opportunity to develop a strong sense of cultural identity.

#### Objectives

- Culture and heritage is integrated into the curriculum and reinforced leading to a positive sense of personal and community identity.
- The curriculum integrates and relates positively to the experiences students bring to school.
- School activities and field trips emphasize heritage and history relevant to the region, state and community.

Goal 3: Each student will be given the opportunity to learn in a small classroom setting.

#### Objectives

- Students are placed in a small classroom setting.
- Students will explore career interests and set goals in a small mentoring class.
- Students will take responsibility for their learning and goal setting.

Goal 4: Each student will develop tolerance and appreciate cultural diversity.

#### Objectives

- The curriculum reflects a variety of viewpoints and encourages discussion.
- An atmosphere of tolerance and mutual respect toward fellow human beings is being developed through curricular content and classroom expectations.

Goal 5: Community members will be involved and participate in the school.

#### Objectives

- Parents participate in their child's educational process and in the governance of the school in order to infuse a sense of social consciousness and responsibility.
- Community members are invited to support the school on many levels from being on the Governance Council to developing a school partnership.
- The strengths, experiences, traditions, and history of the community are an integral part of the school environment.

### **A.3 What methods will you use?**

Academia de Lengua will follow the Educational Plan for Student Success (See attachment A).

**Pupil teacher ratio:** A premise behind the establishment of the school is to provide a small classroom environment where student needs can be more easily addressed and parental involvement in their child's education can be encouraged and nurtured. Individual needs are assessed using the Brigance and teacher developed assessments. We use short cycle assessments in math and are in the process of adopting short cycle assessments for the other core areas. The testing results are then used to help individualize the curriculum to meet a child's instructional needs. Classroom size is 17 students per class on the average.

**Curriculum:** The purpose of the curriculum is to provide an educational experience that is academically rigorous and relevant to regional culture. It is aligned to New Mexico State Standards and Benchmarks. It is our belief that students learn best when they feel secure and accepted: the school setting fosters and strengthen the culture and heritage of students. We hope that the long range result is a positive sense of personal and community identity. Classroom teaching and learning values, emphasizes, and relates positively to the experiences students bring to school. Students will become bilingual and bi-literate in Spanish and English through the curriculum that will include language and content courses taught in Spanish. There is a connection between all disciplines and a connection between school and the real world. Students participate in interdisciplinary project based learning and thematic units that emphasize heritage and history relevant to the community, State and region. These projects and units focus on the connection between what is being learned and how it is connected to events in the immediate community, the state, the country and the world at large. Particular emphasis is being placed on those standards that invoke cultural perspective. In the process of guiding students in developing "an understanding of people, societies, and self " (Language Arts Standards, Content Standard 3), it is important to culturally, socially, and historically contextualize events, content and concepts within the content areas. A special education teacher provides services to students in a heterogeneous setting.

**Assessments:** Upon entering school students are tested using the Brigance in English and Spanish. The LAS is used to determine language strengths. The results of this testing is used to determine placement of students in ELD, ELL, and Spanish classes so that students can begin instruction at an appropriate level and receive the necessary interventions that will help them succeed. Special education is based on the inclusion model.

**Instructional methods** Classroom instruction is differentiated to meet the academic individual needs of students. Eighth grade students explore career choices and develop a Next Step Plan under the guidance of a mentor teacher.

- **Academic Continuum** Placement in some classes is based upon academic need and students can receive additional help throughout the day.
- **Enrichment** A grant from National Council of La Raza (NCLR) has made it possible to offer art, crafts, and music activities the first three Wednesday mornings of each month. Students rotate through a variety of cultural art activities, mentoring class, academic tutoring, real-life math skills, math tutoring, physical

education, pottery, and health and fitness class, problem solving and logic class. A 90 minute language block in addition to a regular language arts class provides additional help to students based on academic need.

- **Mentoring** The first 3 Wednesday mornings are 1/2 days. The mornings provide an opportunity for teachers to mentor students, explore careers, and opportunities for higher education and develop Next Step Plans. Students can participate in student council activities on Wednesday mornings. Students participate in cultural art and p.e. activities.
- **Computer Learning** A mobile computer lab is available to classrooms for word processing, remediation, enrichment, and information literacy. Technology provides an opportunity to explore, research, and practice skills across the curriculum.
- **Teaming** Teachers are given collaboration time three Wednesdays out of the month, have a daily prep period, and have a daily common prep after students leave. Teachers meet across grade levels and with their grade level depending on need, common interest in developing curriculum, planning for student needs, and meeting with parents on academic and behavioral needs.
- **Differentiated Instruction** Differentiated instruction provided by teachers makes it possible to meet student's needs and provides the opportunity for all students to access the curriculum and at some level.
- **Title I Services** Academia de Lengua y Cultura uses Title I funds to provide materials and instruction for students who are below grade level in reading and math. This money will also be used to hire a part-time counselor.
- **Bilingual Services** Bilingual services are provided through a Dual Language 50-50 program. Four of Academia de Lengua y Cultura teachers are bilingually certified and our 2 language arts teachers are TESOL endorsed.
- **Reading Instruction** All Academia de Lengua y Cultura teachers are being trained in literacy instruction one Wednesday per month. Reading skills and instruction are integrated into the curriculum and occur across the curriculum on a daily basis. Reading materials are provided in Spanish and English. We have included many regional library supplementary materials that offer cultural and regional subject matter that are recognizable to our students.

#### **A. 4. How will we know if we are achieving our mission?**

Academia de Lengua y Cultura opened its doors in August 2003. It began its existence in two portable classrooms on the Ernie Pyle Campus. In September it relocated to 3 small rooms in the Loma Linda Community Center on Yale SE. In October of 2003, the school relocated to its current location at 1900 Randolph SE. Academia de Lengua y Cultura has experienced a high rate of turnover in administration and teaching staff which has resulted in a lack of comprehensive record keeping. Academia de Lengua y Cultura has examined its record keeping and is implementing those needed changes. Beginning in 2003-2004, only demographic information and student attendance was recorded. Beginning in 2004-2005, pre and post testing of students in reading and math was implemented and accurate school attendance records have been kept. The plan for 2005-2006 has been to implement a systematic program of accurate and comprehensive record keeping and data collection. We have begun the use of short cycle assessments in math and are planning to purchase materials for the other subject areas.



Academia de Lengua y Cultura's EPSS Education Plan for Student Success has been developed.  
(See Attachment A)

The Dual Language program at Academia de Lengua y Cultura necessitates the development and inclusion of all learning and testing materials in English and Spanish. Our students present academic and behavioral challenges that require frequent adjustment of curriculum presentation and behavior modification plans.

### **Academic**

**Pre testing instruments-** Brigance, LAS are currently being used

**Short cycle assessments** - Short cycle assessments adapted from Las Cruces public schools are being used in math. Academia de Lengua y Cultura will purchase research based, short cycle assessments in English and Spanish for the other subject areas.

**State mandated testing** - ALC will participate in all State mandated testing and results will be reported as required.

**Attendance** - School attendance will monitored and parents will be contacted as needed to insure that all students are attending school regularly.

### **Behavior**

Our target population is high-risk and low income. Students who attend Academia de Lengua y Cultura are new immigrants from Mexico, are recent immigrants from Mexico, New Mexicans whose families have been here for several generations, and others who see the value and importance of speaking, reading and writing in two languages.

Our students come from families that range from high supportive functioning groups to living with families whose issues range from child abuse, domestic violence, drug abuse, alcoholism, gang affiliations of one or more family members, and homes in which a parent or both are currently incarcerated or have recently been released. Many of our students live with family members other than mother and father.

(See Attachment D)

**Student Assistance Team** - A student assistance team (SAT) is in place and used to monitor and intervene in student academic and behavioral issues.

**Behavioral referrals** - ALC teachers have developed uniform classroom behavior policies and discipline procedures. Student referral forms are used to monitor and document student behavior. The referrals will be tracked to aid in monitoring and adjusting student expectations.

Teachers will receive training in classroom management and in behavior management techniques during the second semester. Many of our students have not succeeded in a regular school setting and parents have come to our school as a last resort to help keep their child in school. It is their hope and belief that a small, easily accessible school setting may help their child experience success in school. Parental involvement is discussed with parents when they enroll.

**Home/ School/Contacts** - Student/Teacher/Parent contracts and parent/teacher/student meetings are used to apprise parents of student behavior and to provide a way to give students an active part in their learning

process. Teachers have frequent parent/ teacher conferences with students in need of academic or behavioral support.

Parents are encouraged to participate in the monthly parent meetings and to visit their child's classroom and to speak with teachers frequently. Teachers call parents for both positive and negative issues. Students and parents are pleasantly surprised when they receive a positive phone call from the school.

## **B. Goals, Objectives, and Student Performance**

### **B. 5. How do school goals, objectives, and student performance standards comply with state content standards, benchmarks, performance standards and plan for facilities Statewide adequacy standards? Are they measurable and student centered?**

All ALC school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmarks. ALC school goals, objective and performance standards are measurable and student centered.

#### **Goals and Objectives**

Goal 1: Each student will be afforded the opportunity to learn Spanish and English in a Dual Language environment.

#### **Objectives**

- The student's strengths in English and Spanish will be assessed using the Brigance test in English and Spanish.
- The student will be placed in an English and Spanish class that meets their developmental level.
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#### **Objectives**

- Culture and heritage is integrated into the curriculum and reinforced leading to a positive sense of personal and community identity.
- The curriculum integrates and relates positively to the experiences students bring to school.
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#### **Objectives**

- Students are placed in a small classroom setting.
- Students will explore career interests and set goals in a small mentoring class.
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Goal 4: Each student will develop tolerance and appreciate cultural diversity.

#### **Objectives**

- The curriculum reflects a variety of viewpoints and encourages discussion.

- An atmosphere of tolerance and mutual respect toward fellow human beings is being developed through curricular content and classroom expectations.

Goal 5: Community members will be involved and participate in the school.

#### Objectives

- Parents participate in their child's educational process and in the governance of the school in order to infuse a sense of social consciousness and responsibility.
- Community members are invited to support the school on many levels from being on the Governance Council to developing a school partnership.
- The strengths, experiences, traditions, and history of the community are an integral part of the school environment.

### **B. 6. How do school goals, objectives and performance standards comply with state accreditation? Are they measurable and student centered?**

All school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmarks. Academia de Lengua y Cultura complies with all state accreditation requirements. ALC is accredited by the Public Education Department of New Mexico All school goals, objective and performance standards are measurable and student centered.

### **B. 7. How do schools, objectives, and student performance standards comply with state standardized testing and school report card requirements? Are they measurable and student centered?**

All school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmark. Academia de Lengua y Cultura complies with all state mandated testing requirements and school report card requirements. All school goals, objective and performance standards are measurable and student centered. (See Attachment T)

## **C. Educational program, student performance standards and curriculum**

### **C. 8. Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum)**

An enriched language arts curriculum has been developed using regional reading materials. The curriculum is hands and based on the multiple intelligence work of Gardner, Teachers are developing units based on real world usage, such as how to develop and sustain a small business. Activities tap into Gardner's multiple intelligence framework.

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom.

Two-way bilingual programs work toward academic, language, and affective goals. Language minority students benefit from the opportunity to develop and learn through their native language as well as English (Krashen, 1991), and English speakers achieve well academically in an immersion environment (Genesee, 1987; Harley, Allen, Cummins, & Swain, 1990). The additive bilingual environment supports development of both languages and enhances students' self-esteem and cross-cultural understanding (Christian, 1994).

Various reports and statistics reveal that the two-way approach is effective not only in the teaching of two languages to both language groups but also in the development of academic excellence. Lindholm and Gavlek (1994) cite examples of schools with two-way programs where student achievement on several standardized tests - including math achievement tests in English and Spanish - demonstrate academic progress as well as fluency in both languages. While the researchers noticed major variations within and across school sites, it was clear that the students were achieving the desired levels of bilingual proficiency. Ongoing research by Collier (1994) in five urban districts shows that language minority (Hispanic) students in two-way programs experience more long-term educational gains than students in other bilingual or English as a second language (ESL) programs.

**C.9. A specific, detailed description of all curriculum (whether in one or two languages) including scope and sequence and student performance standards**

We are committed to the continuing process of Standards based instruction and are continually developing curricular units. A curriculum scope and sequence is included in the appendix. Curriculum is presented using the 50/50 Dual Language model.  
(See Attachment B)

**C.10. Timeline for alignment of all the curriculum with the Public Education Department's content standards, benchmarks, and performance standards.**

Academia de Lengua y Cultura began the alignment of the curriculum with the Public Education Department's content standards, benchmarks, and performance standards this year. Standards based curriculum will be fully implemented by the 2006-2007 school year.  
(See Attachment B)

**C.11. Strategies and methods to be used in delivering the curriculum will address student's needs and assist each student in reaching those standards. Include how proposed academic programs impact state adequacy standards.**

**Instructional methods** Classroom instruction is differentiated to meet the academic individual needs of students. Eighth grade students explore career choices and develop a Next Step Plan under the guidance of a mentor teacher.

- **Academic Continuum** Placement in some classes is based upon academic need and students can receive additional help throughout the day.
- **Enrichment** A grant from National Council of La Raza (NCLR) has made it possible to offer art, crafts, and music activities the first three Wednesday mornings of each month. Students rotate through a variety of cultural art activities, mentoring class, academic tutoring, real-life math skills, math tutoring, physical education, pottery, and health and fitness class, problem solving and logic class. A 90 minute language block in addition to a regular language arts class provides additional help to students based on academic need.



- **Mentoring** The first 3 Wednesday mornings are 1/2 days. The mornings provide an opportunity for teachers to mentor students, explore careers, and opportunities for higher education and develop Next Step Plans. Students can participate in student council activities on Wednesday mornings. Students participate in cultural art and p.e. activities.
- **Computer Learning** A mobile computer lab is available to classrooms for word processing, remediation, enrichment, and information literacy. Technology provides an opportunity to explore, research, and practice skills across the curriculum.
- **Teaming** Teachers are given collaboration time three Wednesdays out of the month, have a daily prep period, and have a daily common prep after students leave. Teachers meet across grade levels and with their grade level depending on need, common interest in developing curriculum, planning for student needs, and meeting with parents on academic and behavioral needs.
- **Differentiated Instruction** Differentiated instruction provided by teachers makes it possible to meet student's needs and provides the opportunity for all students to access the curriculum and at some level.
- **Title I Services** Academia de Lengua y Cultura uses Title I funds to provide materials and instruction for students who are below grade level in reading and math. This money will also be used to hire a part-time counselor.
- **Bilingual Services** Bilingual services are provided through a Dual Language 50-50 program. Four of Academia de Lengua y Cultura teachers are bilingually certified and our 2 language arts teachers are TESOL endorsed.
- **Reading Instruction** All Academia de Lengua y Cultura teachers are being trained in literacy instruction one Wednesday per month. Reading skills and instruction are integrated into the curriculum and occur across the curriculum on a daily basis. Reading materials are provided in Spanish and English. We have included many regional library supplementary materials that offer cultural and regional subject matter that are recognizable to our students.

Academic programs currently being developed will necessitate rethinking of how space is used and will eventually require more space. ALC continues to work with PSFA on meeting State Adequacy Standards.

#### **C. 12. Length of the school day and school year.**

Academia de Lengua y Cultura will follow APS school calendar as closely as possible so that students who have siblings at APS will be able to have the same breaks and therefore will not miss school to accompany parents on family vacations.

Students at Academia de Lengua y Cultura attend school from 7:30 a.m. - 2:45 p.m. Monday -Friday. The school year started on August 8, 2005 and will end on May 2006.

(See Attachment C)

#### **C.13. Grades, projected student enrollment projected out 5 years if appropriate.**

Academia de Lengua y Cultura serves students in grades 6-8. We will continue to add students through the lottery process until the maximum goal of 60 students per grade level is reached. A waiting list will be kept and students will be added to keep the class loads at those levels.

**Student Projection Data  
5 years**

Grade	05-06	06-07	07-08	08-09	09-10
6	37	50	60	60	60
7	58	50	55	60	60
8	39	60	55	60	60
Total	124	160	170	180	180

**C.14. Proposed requirements for graduation, If Applicable**

Academia de Lengua y Cultura is a middle school serving grades 6-8. Graduation requirements are not applicable.

**D. Meeting individual student's needs**

**D. 15. Description of the way a charter school's educational program will meet the individual needs of students determined to be at-risk.**

All school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmarks. Academia de Lengua y Cultura's school goals, objective and performance standards are measurable and student centered. Teachers use differentiated instruction to meet the needs of students determined to be at-risk. The Student Assistance Team (SAT) is used as a means to help students and parents understand student academic and behavioral needs. Teachers meet with parents and students to develop a plan for student success.

(See Attachment D)

**Instructional methods** Classroom instruction is differentiated to meet the academic individual needs of students. Eighth grade students explore career choices and develop a Next Step Plan under the guidance of a mentor teacher.

- **Academic Continuum** Placement in some classes is based upon academic need and students can receive additional help throughout the day.
- **Enrichment** A grant from National Council of La Raza (NCLR) has made it possible to offer art, crafts, and music activities the first three Wednesday mornings of each month. Students rotate through a variety of cultural art activities, mentoring class, academic tutoring, real-life math skills, math tutoring, physical education, pottery, and health and fitness class, problem solving and logic class. A 90 minute language block in addition to a regular language arts class provides additional help to students based on academic need.
- **Mentoring** Wednesday mornings provide an opportunity for teachers to mentor students, explore careers, and opportunities for higher education and develop Next Step Plans. Students can also participate in student council activities on Wednesday mornings.

- **Computer Learning** A mobile computer lab is available to classrooms for word processing, remediation, enrichment, and information literacy. Technology provides an opportunity to explore, research, and practice skills across the curriculum.
- **Teaming** Teachers are given collaboration time three Wednesdays out of the month, have a daily prep period, and have a daily common prep after students leave. Teachers meet across grade levels and with their grade level depending on need, common interest in developing curriculum, planning for student needs, and meeting with parents on academic and behavioral needs.
- **Differentiated Instruction** Differentiated instruction provided by teachers makes it possible to meet student's needs and provides the opportunity for all students to access the curriculum and at some level.
- **Title I Services** Academia de Lengua y Cultura uses Title I funds to provide materials and instruction for students who are below grade level in reading and math. This money will also be used to hire a part-time counselor.
- **Bilingual Services** Bilingual services are provided through a Dual Language 50-50 program. Four of Academia de Lengua y Cultura teachers are bilingually certified and our 2 language arts teachers are TESOL endorsed.
- **Reading Instruction** All Academia de Lengua y Cultura teachers are being trained in literacy instruction one Wednesday per month. Reading skills and instruction are integrated into the curriculum and occur across the curriculum on a daily basis. Reading materials are provided in Spanish and English. We have included many regional library supplementary materials that offer cultural and regional subject matter that are recognizable to our students.

#### **D.16. Suggested modifications to meet individual needs including bilingual; limited English proficient and special education (including testing accommodations)**

All school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmarks. Academia de Lengua y Cultura's school goals, objectives and performance standards are measurable and student centered. The dual language model used, along with sheltered instruction, support the needs of our bilingual and limited English proficient students. All students meet with the Special Education teacher for reading and language arts. The teacher meets regularly with all the teachers of special education students to insure that appropriate teaching and testing modifications are being made and the IEPs are being followed.

#### **D. 17. Specific Special Education Plan (aligned with 2005 recommendations)**

ALC school goals, objectives and student performance standards are aligned to the New Mexico State Standards and Benchmarks. Academia de Lengua y Cultura All school goals, objective and performance standards are measurable and student centered.

Academia de Lengua y Cultura has developed a specific Special Education Plan that is aligned to all Federal and State regulations. Academia de Lengua y Cultura complies with section 504 of the rehabilitation Act of 1973. Academia de Lengua y Cultura complies with part B of the Individuals with Disabilities Act. Academia de Lengua y Cultura assures that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

(See Attachment E)

#### **D.18. Access to other services including but not limited to counseling and health.**

Academia de Lengua y Cultura is currently seeking an appropriately certified school counselor or social worker to work with students and families. We refer families to outside community counseling services such as YDI and Programs for Children. All teachers at Academia de Lengua y Cultura are certified annually in first aid and CPR. Services for speech and language, Educational Diagnostic evaluations, OT and PT services are contracted through outside providers. We are looking to contract with a licensed nurse to provide part time services to students.

### **E. Evaluation of Student Performance**

#### **E.19. Specific remediation plan for students not achieving standards, including a time line and process for parent notification and for implementation of the remediation plan.**

Academia de Lengua y Cultura has developed a Remediation Plan based on state guidelines and that includes the involvement and cooperation of all stake holders.

Academia de Lengua y Cultura  
Remediation and Promotion /Retention Policies and Practices

#### **Remediation:**

If a student fails to attain a level of proficiency established by the content standards and the curricular expectations, after the implementation of a personal learning contract, remediation and academic improvement programs will be available. The following procedures will be followed (in accordance with State Statue 22-2-8.6: Educational content standards; remediation programs; promotion policies; restrictions):

- A parent or guardian will be notified no later than the end of the second grading period that his or her child is failing to attain appropriate grade level proficiency in content standards.
- There will be a meeting between the parent or guardian, the homeroom teacher and the student to discuss possible remediation programs (additional in-school mentoring and tutoring; after-school tutoring; summer school.)
- Specific academic deficiencies and remediation strategies will be explained to the student's parent or guardian and a written plan developed containing timelines, academic expectations and the measurements to be used to verify that a student has overcome his or her academic deficiencies.

#### **Promotion/Retention:**

At the end of sixth and seventh grade, a student who has attained the level of proficiency required by the content standards, without or after remediation, will enter the next grade. If the student has not attained the required level of proficiency he or she will either be:

- Retained in the same grade for no more than one school year, with an academic improvement plan developed by the school (initiated by the student's homeroom teacher) in consultation with the parent or guardian, or
- Promoted to the next grade after the parent or guardian signs a waiver indicating his/her desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies.

Students failing to gain proficiency of content standards at the end of that year will then be retained in the same grade level for no more than one year in order to have additional time to master the required content

standards. If a student does not attain the required standards of proficiency at the end of eighth grade, he or she may be retained in eighth grade. A specific academic improvement plan will be developed by the school (initiated by the student's homeroom teacher) in consultation with the parent or guardian. This plan will clearly delineate the student's academic deficiencies and prescribe a specific remediation plan to address those academic deficiencies. If it is determined that retention of the student in the eighth grade will not assist the student in attaining the appropriate level of academic achievement and proficiency of standards, then a high school plan may be developed for that student.

### **Special Education Students:**

Promotion and retention decisions affecting a student enrolled in special education will be made in accordance with the provisions of the individual educational plan established for that student.

(See Attachment D and Remediation Plan )

### **E. 20 Assessments in addition to the statewide mandates testing that will be used to measure student progress toward achievement of the State's standards and the school's student performance standards.**

Students are assessed 3 times a year in math and reading using the Brigance. Short cycle assessments based on the Las Cruces model are used to evaluate student progress in reaching math standards each quarter. Research based Short cycle assessments for the other content areas will be purchased this year. Each standards based unit developed includes a rubric developed to measure student mastery.

### **E.21. Plan for the documentation and reporting of student data (School Report Card and ADS).**

Academia de Lengua y Cultura follows all state mandated guidelines for documenting and reporting student data including School Report Card and ADS.

(See Attachment T)

### **E.22. Timeline for achievement of the standards.**

Academia de Lengua y Cultura began the alignment of the curriculum with the Public Education Department's content standards, benchmarks, and performance standards in 04-05. Standards based curriculum will be fully implemented by the 2006-2007 school year.

## **F. Evidence of Economic Soundness**

### **F. 23. A proposed budget for year one and the following four years based on the current Unit Value and correct program unit weights, size adjustments, and at-risk Factors**

(See Attachment F)

### **F. 24. Description of the administrative operations of the charter school.**

Academia de Lengua y Cultura's administrative team consists of:

- Principal
- Business Manager
- Office Manager



The Principal is the chief operating officer of the school and supervises the Business Manager and Office Manager. A segregation of duties is maintained by Academia de Lengua y Cultura by following the internal controls policies set forth and approved by the Governing Council.

**F. 25. Description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted.**

Academia de Lengua y Cultura's annual audit is conducted in conjunction with the Albuquerque Public School's audit. The school has been audited since 2003-04 school year. Academia de Lengua y Cultura budgets for its annual audit in the operating budget under: Administration -Auditing (11000-03-3211) - \$6,000

**Academia de Lengua y Cultura**

**Audit Findings and Responses**

Presented below are the audit findings for Academia de Lengua y Cultura for fiscal years 2002-2005. Academia de Lengua y Cultura has made significant progress in its internal reduced audit findings. Please note that all findings from 2002-2004 have all been resolved and the preliminary findings for 2005 are new and can easily be corrected. Also, please note that Academia de Lengua y Cultura has been fully accountable for all capital assets and has had no findings for misappropriation or missing funds. Academia de Lengua y Cultura maintains a very conservative and responsible approach towards its budgets and expenditures and operates on a very small budget.

**Academia de Lengua y Cultura-**

**Findings - FY 02-03**

**Cash Disbursements**

***Condition***

During our review of cash disbursements, it was noted that one of nineteen items tested did not recalculate to the amount paid.

***Criteria***

It is good accounting practice to recalculate all invoices to ensure that they are correct prior to issuance of payment.

***Cause***

The client did not discover the error in the calculation upon review of the invoice.

***Effect***

The amount paid was based on an incorrect calculation.

***Recommendation***

All invoices should be recalculated and reviewed to ensure that amounts paid are correct and any overpayment or underpayment should be resolved.

***Response***

Procedures have been implemented that require two checks before payment is made to vendors. First the individual entering the invoice(s) into ALC's financial accounting system (AptaFund) for payment verifies the vendors calculations and compares the amounts to the approved Purchase Order. The documents are verified in like manner a second time when they are being approved for payment in AptaFund.

## **Academia de Lengua y Cultura Contract for Services**

### **Condition**

During our review of internal controls, it was noted that elected members of the Interim Governing Council were contracted to perform services for the school.

### **Criteria**

This is in direct violation of Article 21, section 22-21-1 of NMSA 1978, which states that "...a member of a local school board..... shall not , directly or indirectly, sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies or work under contract to the Department of Education, school district or public school with which he is associated or employed."

### **Cause**

The Governing Council members were not aware of the State statute.

### **Effect**

The Governing Council Members are in violation of the aforementioned State statute.

### **Recommendation**

The school must not contract with Governance Council Members or employees for additional services.

### **Response**

The school will not contract with Governance Council Members or employees for any additional services and the adopted Bylaws will be revised by Council action to assure that this does not occur in the future.

## **ACADEMIA DE LENGUA Y CULTURA**

### **Policies and Procedures**

### **Condition**

The Charter School did not have documented policies and procedures governing the following:

- Financial Statements
- Budget
- Bank Reconciliations
- Payroll
- Travel and Per Diem
- Cash Receipts
- Cash Disbursements
- Property, Plant & Equipment
- Student Activity Funds

### **Criteria**

According to State Board of Education Title 6, section 6.20.2.11, Policies and Procedures documenting administrative and accounting controls in accordance with Generally Accepted Accounting Principles are required.

### **Cause**

The school very recently began operations and has not developed policies and procedures.

### **Effect**

Charter Schools must have the ability to monitor the operations of the accounting department as outlined in applicable regulations.

### ***Recommendation***

The school should develop policies and procedures detailing appropriate activities relating to the aforementioned areas in accordance with State Department of Education regulations.

### **Response**

The school has an interim Internal Procedures document established. We are in the process of developing a detailed policies and procedures manual which will address all appropriate activities relating to the aforementioned areas. The new manual will, at the least, be in accordance with State Department of Education regulation.

### **ACADEMIA DE LENGUA Y CULTURA**

### **Financial Reporting**

#### ***Condition***

In performing cash disbursements testwork and in gaining an understanding of internal control, it came to our attention that the school does not currently use a general ledger system.

#### ***Criteria***

State Board of Education Title 6, section 6.20.2.13, requires utilization and maintenance of a general ledger in accordance with Generally Accepted Accounting Principles.

#### ***Cause***

Perceived lack of need based on the current size of the school as well as the ability of personnel to maintain alternate records.

#### ***Effect***

The ability to maintain accurate financial records is severely hindered, as is the ability of outside parties to place reliance on reporting information. The School is in violation of State regulations.

### ***Recommendations***

A standardized, GAAP compliant form of financial reporting should be adopted.

### ***Response***

The school has purchased a computerized general ledger system for use during the 2004 fiscal year. The system (Apta Fund) has already been installed and is being used to process all financial transactions and manage all related data.

### **Academia de Lengua y Cultura State Adequacy Standards**

#### **Condition**

Academia de Lengua y Cultura personnel were unaware of the new State Adequacy Standards.

#### ***Criteria***

All public school personnel must adhere to standards as set forth in Title 6 Chapter 27 Part 30.

#### ***Cause***



Staff was not aware of the new standards.

**Effect**

Unintentional noncompliance with state rules and regulations.

**Recommendation**

All appropriate personnel should be familiar with the Statewide Adequacy Standards so as to ensure compliance with appropriate rules and regulations.

**Response**

The school will adhere to standards as set forth in the Title 6 Chapter 27 Part 30. We will take steps to assure that all appropriate personnel become familiar with the Statewide Adequacy Standards so as to ensure compliance with appropriate rules and regulations.

**Academia de Lengua y Cultura  
Travel and Per Diem**

**Condition**

During our testwork of Travel and Per Diem, School personnel were unable to locate backup documentation to support one of two disbursements tested.

**Criteria**

It is good accounting practice to maintain documentation supporting all disbursements.

**Cause**

The School had not yet begun operations and did not recognize the need to maintain documentation to support all disbursements.

**Effect**

It is not possible to determine if expenditures were recorded properly.

**Recommendation**

Backup documentation should be maintained for all disbursements.

**Response**

The school is in the process of establishing detailed processing procedures that will address approval, pre-auditing and filing of all financial documents and transactions.

**Academia de Lengua y Cultura  
SDE Reporting**

**Condition**

The School submitted required reports to SDE past the due date.

**Criteria**

Required reports are due to SDE by July 31<sup>st</sup> following each fiscal year.

**Cause**

The School submitted reports on a timely basis; however the reports were incorrect and had to be resubmitted past the due date.

***Effect***

The School is not in compliance with SDE requirements.

***Recommendation***

Reports should be reviewed for accuracy prior to submission to SDE. Reports should be submitted on a timely basis.

***Response***

This should not be a problem for the last three quarters of the 2004 fiscal year.

**F. Other- Emergency Reserves of at least 1% of expenditures are maintained in the budget.**

Academia de Lengua y Cultura has budgeted one percent of its budget for Emergency Reserves since its first year of operations. The school will continue to budget the one percent for Emergency Reserves in the future.

(See Attachment F (11-000 12- 7513)

**G. Fiscal Management**

**G. 26. Plan on how the charter school will manage its fiscal responsibilities.**

**ACADEMIA DE LENGUA Y CULTURA  
CHARTER SCHOOL**

**GOVERNING COUNCIL POLICY**

**DATE ADOPTED: MARCH 24, 2004**

**POLICY: F. 7**

**DATE(S) REVISED**

**PAGE 1 OF 2**

**Financial Accounting and Reporting**

**I. ACCOUNTING**

1. Pursuant to NMAC 6.20.2, the charter school shall follow Generally Accepted Accounting Principles and state laws and regulations in accounting for all funds in its custody and control.
2. The charter school shall utilize an accounting program which will accommodate the account structure (fund, function, and object code) and chart of accounts mandated by the State Department of Education.
3. The charter school shall account for funds utilizing the cash basis of accounting for budgeting and all reporting to the State Department of Education and modified accrual basis in the preparation of year-end financial statements and reporting to the Albuquerque Public School district.

4. Financial transactions shall be entered for all revenue received, all expenditures, and corrections to accurately reflect the financial position of the school. Financial statements shall be presented to the Governance Council on a monthly basis.
5. The charter school Finance Committee shall meet as needed to review financial statements and review any pending financial matters prior to the Monthly Governing Council meeting.
6. All accounts shall be reconciled on a monthly basis.

## **II. FINANCIAL RECORDS**

1. The charter school Business Manager shall be aware of and follow the financial standards pursuant to NMAC 6.20.2.
2. The charter school Business Manager shall be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction.
3. Financial records shall be kept up-to-date and available for inspection at any time after reasonable notice.
4. Financial records shall be retained as required by the State Records Center Records Retention and Disposal Schedule for New Mexico Public Schools.

## **III. FINANCIAL REPORTS**

1. Financial reports reflecting the financial and budget position of the charter school shall be provided to the Governing Council on a monthly basis.
2. Financial reports required by the State Department of Education shall be submitted on a timely basis. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.
3. A copy of the financial reports required by the State Department of Education shall be submitted to the Albuquerque Public Schools' Accounting Manager, or their designee, by the last day of the month following the reporting period.

Academia de Lengua y Cultura has and will continue to follow all federal and state laws. The school has internal controls that are consistent with other APS charter schools and has been audited by same independent auditor that is selected by APS for the past three years. Academia de Lengua y Cultura continues to improve its financial operations and strives to be in compliance with federal and state laws.

Academia de Lengua y Cultura, per its internal control policies, follows the State of New Mexico's Procurement Code. The Business Manager has been appointed as the procurement officer for the school by Academia de Lengua y Cultura's Governing Council. The school generally makes purchases through either State of New Mexico approved vendors or Albuquerque Public Schools' approved vendor list. Also, the school is a member of Cooperative Educational Services and makes purchases through CES vendors.

G. 27. Specific description of the internal control procedures that the charter school will utilize to safeguard assets.

ACADEMIA DE LENGUA Y CULTURA  
CHARTER SCHOOL

GOVERNING COUNCIL POLICY

Date Adopted: March 24, 2004

Policy: F. 1

Date(s) Revised:

Page 1 of 3

**Asset Capitalization Policy**

Purpose:

To establish guidelines for the control of capital assets owned by the school. The purpose of the controls are to protect capital assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

Definition:

Capital assets, for the purpose of this policy, are defined as tangible or intangible property owned by the school which meets the definition and minimum dollar amount for capitalization per asset category.

- 1.) **Furniture and equipment-** Tangible personal property in excess of \$1,000 purchased or acquired by gift to be used for operational purposes such as desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.
- 2.) **Computer software-** Intangible property in excess of \$1,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.
- 3.) **Computer equipment-** Tangible computer equipment in excess of \$1,000, including Laptops, Desktops, Routers, Hubs, etc., purchased or acquired by gift to be used for operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor and keyboard which go together as a package. Printers, which exceed \$1,000, shall be capitalized separately, while printers, which are less than \$1,000, shall be considered Supply Assets and recorded as such in the school's general ledger.
- 4.) **Library holdings-** All library holdings purchased or acquired by gifts during the fiscal year are capitalized in aggregate at the end of the fiscal year using the cost-based method. The cost-based method approach entails the following:
  - Acquisition costs reflect actual expenses for purchased library materials.
  - Donations are capitalized at fair market value.
  - A value is placed on items withdrawn from the inventory and that value is reflected in capitalization.

Donated Items:

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger account titled Fixed Assets (\$1,000 and over) at fair market value at the date of donation. Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled Supply Assets (less than \$1,000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

#### Depreciation Guidelines:

Depreciation is a system of accounting which aims to distribute the cost or gift value of a capital asset, less salvage value, over the estimated useful life of the asset in a systematic and rational manner. All depreciable assets will be depreciated using the **straight-line method** of allocation utilizing the half-year convention. The straight-line method allocates an equal amount of the net cost of an asset to each accounting period in its useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy shall be deemed to have a fair market value at the end of their useful lives.

The useful life of depreciable assets is based on their usefulness to the school. The following table displays the estimated useful lives that will be used to calculate and allocate depreciation:

Property Category	Life In Years
Furniture and Equipment	5
Computer Software	3
Computer Equipment	5
Library Holdings	10
Transportation Equipment	3-5
School Buses	7-10
Lease Hold Improvements	20

#### Disposition of Capital Assets:

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale Of Public Property, transferred within the school campus to another department or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those which were damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, Principal, Network Administrator (for computer-related items only), and the Council Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Business Manager, Principal, and Network Administrator (for computer-related items only). The school Business Office will retain the approved forms to preserve the accuracy of the asset records.

**G. 28. Specific description of the internal control procedures that the charter school will utilize to provide reliable financial information.**

## FINANCIAL REPORTS

1. Financial reports reflecting the financial and budget position of the charter school shall be provided to the Governing Council on a monthly basis.
2. Financial reports required by the State Department of Education shall be submitted on a timely basis. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.
3. A copy of the financial reports required by the State Department of Education shall be submitted to the Albuquerque Public Schools' Accounting Manager, or their designee, by the last day of the month following the reporting period.

**G. 29. Specific description of the management and internal control procedures that the charter School will utilize to ensure compliance with applicable federal and state laws and regulations relative to fiscal procedures.**

See G. 30.

**G. 30. Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.**

Academia de Lengua y Cultura  
CHARTER SCHOOL  
Budget Policies And Procedures

Date Adopted: March 24, 2004

Policy: F.11

Date(s) Revised:

Page 1 of 2

The charter school Finance Committee, in conjunction with the charter school Business Manager, will be responsible for planning, organizing, directing, coordinating, preparing, and presenting to the Governing Council for adoption, the annual school budget. The Governing Council expects the Finance Committee to work closely with the Principal and staff to assess the needs of the charter school. For budgeting purposes, the fiscal year begins on the first (1<sup>st</sup>) day of July and ends on the thirtieth (30<sup>th</sup>) day of the following June.

## BUDGET POLICY

1. In connection with preparation of the annual budget, the charter school shall follow all procedural requirements pursuant to 6.20.2.8 NMAC.
2. The charter school shall adhere to the budget preparation standards set forth in 6.20.2.9 NMAC.
3. The charter school shall adhere to the budget maintenance standards outlined in 6.20.2.10 NMAC.
4. The charter school will cover current expenditure with current revenues. The charter school will avoid budgetary procedures that cover current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures or accruing future years' revenues.
5. The charter school Business Manager shall review all purchase orders for sufficiency of budget.



6. The charter school will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts.
7. The charter school Business Manager shall provide the status of the budget during a report to the Governing Council on a monthly basis.
8. The charter school Business Manager shall present proposed Budget Adjustment Requests (BARs) as necessary to maintain a positive balance by object code for all funds.
9. The charter school Business Manager shall keep the Governing Council informed of the availability of revenue for budgeting purposes.
10. If required, the charter school shall integrate performance measurement and productivity indicators within the budget.

## BUDGET PROCEDURES

### 1. Planning Expenditures

- a.) The number of students to be educated and the grade level placement of students. Prior year statistical data as well as projections of future enrollment are vital.
- b.) Estimates for future enrollments should be used to extrapolate staffing needs and associated costs such as instructional supplies, equipment, and facility needs.
- c.) The budgetary impact on changes in student/teacher ratios should be evaluated as far in advance as possible so that its impact may be evaluated in terms of requirements for new personnel and associated supplies, equipment, and facilities.
- d.) Contributions to New Mexico Educational Retirement and ERA Retiree plans can be projected through the use of historical costs.
- e.) The charter school's contributions for NMPSIA health insurance premiums can be estimated through historical data and future projections of staffing patterns.
- f.) The charter school may, out of operational cash balances carried forward from the previous fiscal year, budget an amount not to exceed five (5) percent of its proposed operational expenditures as an emergency account. Money in the emergency account shall be used only for unforeseen expenditures incurred after the initial budget has been approved and shall not be expended without the written approval from the State Superintendent of Public Instruction.

### 2. Anticipating Revenue

- a.) The principal item of revenue in most charter school budgets is derived from the State Equalization Guarantee. The charter school shall use the ADS average of the prior fiscal year in computing the number of students to be included in the Kindergarten/Basic Program section and the Special Education section of the SDE 910B-5. All projections, including Ancillary FTE, shall be based on historical data only, and the charter school shall not use any estimated MEM in the computation except in the case of a grade level to be added. The charter school shall utilize the district's T&E Index and At-Risk Units as supplied by the SDE in computing the State Equalization Guarantee for the budget year.
- b.) Additional revenue generated through Gifts, Donations (non-categorical) should be projected based on bona fide funding sources. Care should be exercised in this projection to ensure that there is no overstatement of revenue projected for this category.
- c.) The Operational Fund cash balance from the prior fiscal year may be budgeted for any operational expenditures, exclusive of payroll, upon specific approval from the Public Education Department.

Academia de Lengua y Cultura is aware of all reporting requirements required by PED and APS. Once again, the internal control policies of the school require that all reports be submitted on a timely basis to PED and APS. The

school has complied and submitted quarterly and final reports as mandated. This has been a challenging area for the school, however, Academia de Lengua y Cultura has gained capacity in this area and all recent reports that have been submitted are being accepted with very minor corrections, if any. The school will be able to continue to submit all reports as necessary before deadlines.

Academia de Lengua y Cultura's financial software is Apta fund. Several charter schools are using this fund-based accounting software and it has worked very well. Apta fund has assured Academia de Lengua y Cultura, as well as all other charter school users in the New Mexico, that the software will have the ability to implement and transition to the new chart of accounts that will take place for FY 2006-07. Academia de Lengua y Cultura is already preparing for the new chart accounts and the Business Manager, Principal and Office Manager have attended, or will attend, the trainings that are being provided to prepare districts and charter schools for the implementation of the new chart of accounts.

#### **H. Displacement of People in a Conversion School**

Academia de Lengua y Cultura is not a conversion school and this section is not applicable.

#### **I. Governing Body and Operations**

##### **I. 33. How the permanent governing body will be selected and its composition**

The ALC Governing Council is composed of no less than five and no more than 10 members. At least two Governing Council member seats are held by a parent or sponsor of an ALC student. The size of the Governing Council is determined from time to time by the Governing Council itself; the Council is currently comprised of five seats, with one seat presently vacant. Each Council member serves for a period of up to three years or until a successor is elected. Terms are staggered such that approximately one-third of the Council members are elected each year. Councilors may be elected to serve no more than two full, consecutive terms. The Governing Council year is coincident with the fiscal year calendar; Governing Council terms end on June 30 of the appropriate year.

The ALC Governing Council holds an annual election meeting in May of each year. Nominations to the Governing Council, including self-nominations, are made in writing to the school principal at least 30 days prior to the date of the annual election meeting. The nominations are forwarded to each member of the Governing Council within 10 days of receipt. The Governing Council considers each nominee and elects Governing Council members by a majority vote of approval. Governing Council members and ALC staff members seek candidates and nominations particularly from parents and sponsors of ALC students, and also friends of the school, resource partners and such other sources as may be deemed appropriate. The names of all nominees are incorporated into the minutes of the annual meeting. Nominations are not received from the floor. New Governing Council members begin their terms in July of the appropriate year.

##### **I. 34. When the governing body will meet and how meetings will be advertised and conducted in accordance with the Open Meetings Act.**

Academia de Lengua y Cultura complies with all applicable federal, state and local laws and regulations, including the Open Meetings Act (NMSA 1978, Sections 10-15-1 *et. seq.*). Regular meetings of the ALC Governing Council are held at least 10 times a year. The time and place of every Governing Council meeting is decided at the previous



meeting and notice is sent to each Council member who did not attend the previous meeting. Notice of the date, time, and place of all regular and special meetings of the Governing Council are given to each Council member by the Council Secretary. Notice is given to each Council member in person, by mail or by telephone, facsimile transmission, or electronic mail sent to the Council member's usual or last known business or home address at least seven days in advance of the meeting. Notice of Governing Council meetings are posted or advertised at least three days prior to Governing Council meetings and the agenda is posted 24 hours before the meeting date, in accordance with the Open Meetings Act. Special meetings of the Governing Council may be held at any time and at any place when called by the president or by the majority of the Governing Council. At any regular or special meeting of the Governing Council, a majority of Council members constitutes a quorum for the transaction of business. The vote of the majority of Council members present at any meeting will prevail, except in the case of removal of a member or consideration of an amendment to the Bylaws, when two-thirds vote of the entire Governing Council is required.

### **I. 35. The nature and extent of parental involvement and how they will be notified.**

An important philosophical and operational feature of Academia de Lengua y Cultura is the role of parents in the school. One of ALC's belief statements articulated in the original charter application states "community involvement is vital to success." Participation by parents and the community in all aspects of the school experience infuses a sense of social consciousness and responsibility in students, and school leadership and staff have implemented several different strategies to engage and involve parents and families in the school. These strategies are further described in the Parent Involvement Plan. In addition, ALC parents have been and continue to be full voting members of the ALC Governing Council. Notice of all regular or special Governing Council meetings are posted or advertised at the school and on the school's website at least three days prior to Governing Council meetings and the agenda is posted 24 hours before the meeting date, in accordance with the Open Meetings Act. The Governing Council also regularly communicates with ALC parents and student sponsors through the ALC Parent Organization, which meets monthly, and via the ALC newsletter and other communications sent to students' homes.

**(See Attachment G )**

### **I. 36. The nature and extent of professional educator involvement and how they will be notified.**

Another one of ALC's belief statements articulated in the original charter application states "Teacher participation underlies the school's mission." Teachers should be engaged in all aspects of the academic enterprise, including administration and decision-making. Our original vision included teacher membership on the Governing Council, but that decision has been overruled by the APS School District. Nevertheless, teachers are eligible to participate in working groups or committees of the Governing Council. ALC teachers meet regularly in staff meetings with the school principal and other administrative staff and are kept informed of Governing Council issues, policies and decisions in those meetings. Notice of all regular or special Governing Council meetings are posted or advertised at the school and on the school's website at least three days prior to Governing Council meetings and the agenda is posted 24 hours before the meeting date, in accordance with the Open Meetings Act. Teachers are welcome to attend and participate in regular Governing Council meetings, and the Governing Council regularly solicits input and other information from teachers, ideally at least once a month, through a regularly scheduled agenda item.

### **I. 37. The nature and extent of community involvement and how they will be notified.**

Community members are involved in all levels of school activities, including governance, advisement, curricular design, auxiliary teaching and extra-curricular activities. The strengths, experiences, traditions,

and history of the community are integral components of the school environment. As stated above, one of ALC's belief statements articulated in the original charter application states "community involvement is vital to success." Participation by parents and the community in all aspects of the school experience infuses a sense of social consciousness and responsibility in students, and considerable effort has been expended in seeking community support for ALC. Presentations about the mission and purposes of the school have been and continue to be made to Latino and other community-based organizations in Albuquerque. These presentations have generated not only strong expressions of support, but also substantive assistance, as for example, the identification of community members with special knowledge and skills either to participate in school activities or to provide instruction in their specialty. Notice of all regular or special Governing Council meetings are posted or advertised at the school at least three days prior to Governing Council meetings and the agenda is posted 24 hours before the meeting date, in accordance with the Open Meetings Act.

**I. 38. Policies and procedures of the governing body, including model of governance, committee functions, relationship to staff, and professional development.**

Policies and procedures of the ALC Governing Council are incorporated into the ALC Bylaws, originally adopted on September 29, 2002, and amended on July 30, 2005, and on December 19, 2005. Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Council. Proposals regarding policies may only originate with a Council member or the Principal. Staff members, students, civic groups, parents or other interested citizens may request that a Council member or the principal sponsor a proposed policy.

The Governing Council adheres to the following procedure in considering and adopting policy proposals to ensure that such proposals are thoroughly examined before final action: An appointed committee will draft and review new policies or revisions to existing policies. After such review, the appointed committee makes such proposed policies available for public comment by staff members, students, civic groups, parents or other interested citizens, for a period of at least ten (10) ten days, and notice of such proposed policies are included in ACL's newsletter and posted in a prominent location at the school. Upon request, the Principal shall make copies of the proposed policies available to interested parties. Comments on the proposed policies must be submitted in writing to the Principal by the deadline specified by the appointed committee. Following such public comment period, said committee considers any comments received and determines whether changes to the initial draft policies should be recommended. After such consideration by the committee, and adoption of any recommended changes, the committee presents to the Council for consideration its final recommended policies or revisions. The appointed committee also submits to the Governing Council a summary of all comments submitted.

At any regular or special meeting of the Governing Council, a majority of Council members constitutes a quorum for the transaction of business. The vote of the majority of Council members present at any meeting shall prevail, except in the case of removal of a member or consideration of an amendment to the Bylaws, when two-thirds vote of the entire Governing Council is required.

The Governing Council or the President acting under authority of the Council, annually appoints standing and special committees as the Governing Council may deem proper and prescribes their membership, powers, and duties. Said committees may include people who are not members of the Governing Council. The Governing Council President also appoints the chair of each standing or special committee, subject to confirmation by the Governing Council.

Academia de Lengua y Cultura has developed personnel policies that foster excellence in teaching and administration in a nurturing and professional environment. Pursuant to the New Mexico School Personnel Act, ALC shall act in compliance with all relevant federal and state laws regarding the recruitment, promotion, discipline and

termination of personnel, methods of evaluation of performance, and resolving employee relations issues. The policies are defined in the current Staff Handbook, which is reviewed by staff and the Governing Council on an annual basis. ALC faculty and staff work in a context of a low student-teacher ratio and a small number of classes in order to have the time to develop themselves professionally, to have a mentoring relationship with students, and to work with the students' parents and the community. With the Principal, the faculty and staff make all curricular and administrative decisions, respectively, for the School.

Academia de Lengua y Cultura expects all instructional staff to engage in on-going professional development activities. These include, but are not limited to, courses of study, independent study, travel, attendance and presentations at professional conferences, and Spanish language development.

Toward these ends, the structure of the school and the design of the school schedule provides for a small number of classes and a low teacher to student ratio. Professional development activities will be an important criterion of each teacher's evaluation

**I. 39. Relationship between the governing body of the charter school and the local school board, including how disputes will be resolved between the charter school/governing body, the local superintendent and/or the local school board. The charter is accountable to the local school board for ensuring compliance with applicable laws, rules and charter provisions.**

The relationship between Academia de Lengua y Cultura and the Albuquerque Public Schools has been professional, collaborative and successful. The relationship has been carried out through regular interaction both between the ALC principal and staff and APS and also between officials of the respective Boards. ALC governing council members, the principal and other staff members attend and participate in APS school district and school board meetings, groups, task forces, etc., which discuss and/or impact charter school operations. In the event of a dispute between Academia de Lengua y Cultura and the APS school district superintendent and/or Board of Education, the preferred form of resolution is to engage in constructive dialogue and then a mediation process, if necessary. ALC articulated a dispute policy identifying mediation as the preferred process in its original charter application, which was later approved by the APS School Board. It is assumed here that this policy, described below, is still acceptable to the APS School District and Board.

"In the event of a dispute between the Academia de Lengua y Cultura and the APS Board of Education, the preferred form of resolution shall be mediation. The Academia will develop a written agreement to be signed by both parties establishing a dispute policy. This agreement will include, but not be limited to the items below:

❖ Either party wishing to invoke the dispute policy (the complaining party) will provide written notice to the other party (the receiving party), stating the exact nature of the dispute, the history of the development of the dispute, and the party's desired outcome. The party receiving the notice will respond in writing within 30 days, stating whether they will agree to the complaining party's desired outcome or whether a mediation process shall be instituted.

❖ If mediation is selected, the receiving party will include in its response the names of three proposed mediators. The complaining party shall reply within 10 business days of receipt of the receiving party's response, and state whether they agree to one of the mediators proposed or list another three proposed mediators. The parties will continue to correspond until a mediator is agreed upon. However, if the parties cannot agree upon a mediator within 30 days of the receiving party's response, other forms of dispute resolution, including litigation, may be initiated by either party, but the parties must request a court-appointed mediator before discovery is initiated.



◆ If mediation is attempted but fails, either party may file suit in the appropriate court, and litigation shall proceed. The applicable rules of civil procedure and evidence will be followed; thus, if a party files a frivolous lawsuit, they may be sanctioned pursuant to Rule 11 of the Rules of Civil Procedure. The parties will at all times be encouraged to participate in mediation to resolve the dispute and to terminate the litigation; however, neither party shall be required to do so. In the event of mediation, the parties shall share in the cost of the mediator's fee.

Should the New Mexico State Board of Education establish a hearing officer who would be available to hear disputes between the charter schools and the APS Board, the parties will agree that the first course of action in resolving a dispute will be to have such hearing officer preside. Under such circumstances, the parties will follow the procedures set forth by the State Board of Education for such a hearing. An appeal of the hearing officer's decision shall be as set forth by statute or by the State Board of Education's regulations. Mediation should still always be encouraged as an alternative, if the parties desire."

#### **40. Role of Governing Body in policy-making, personnel decisions, budgeting, and operation of the charter school.**

The governing body of Academia de Lengua y Cultura is the Governing Council, which oversees the affairs of ALC Charter Middle School. As stated in the Governing Council Bylaws, the primary powers and duties of the Governing Council are to: determine the educational policies of the school; employ the Principal and senior administrators, all instructional staff, and any other senior staff authorized by the Council; review and approve the budget for ALC, and any line-item changes to the budget; review and approve all policies and procedures for ALC; review and approve facilities plans for ALC; approve the EPSS strategic plan for ALC; and serve as ACL's final decision-making authority with respect to discipline of students and employees. The principal and other ALC employees will implement the policies and procedures, facilities plans, and budget adopted by the Council, under the direction and supervision of the principal. Governing Council members are not involved in the day-to-day operations of the school. Additionally, adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Council. Proposals regarding policies may only originate with a Council member or the Principal. Staff members, students, parents, community groups or other interested community members may request that a Council member or the principal sponsor a proposed policy.

#### **I. Other A. Provisions for dealing with appeals of decisions made by the school staff and governing council**

Personnel policy at the school will be conducted in accordance with the School Personnel Act, codified at NMSA 1999 22-10-1 through 22-10-27. ALC confirms its commitment to act as an equal opportunity employer and to prohibit discrimination/harassment in all facets of employment to include but not limited to recruitment, job advertisement, employment, compensation, promotions, transfers, demotions, layoffs, terminations, and selection for school sponsored programs.

ALC recognizes that Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination in Employment Act of 1967, the Equal Pay Act of 1963, and the New Mexico Human Rights Act, 1969, prohibit discrimination in the workplace. ALC affirms its commitment to a workplace free of sexual harassment, which is a violation of federal law as defined in Title VII of the Civil Rights Act of 1964 in Section 703. Sexual harassment is also illegal under the NM Human Rights Act, FMLA, and may be considered a criminal offense under state and local assault and child abuse laws.

ALC also affirms its commitment to the rights of employees with disabilities, as set forth in Section 504 of the Rehabilitation Act of 1973, the NM Human Rights Act and the Americans with Disabilities Act (P.L. 101-336,7-1990).

All laws and regulations referenced here have been implemented by ALC through adoption of appropriate procedural directives.

It is current school policy that, in the event of a conflict, the ALC principal shall receive input from all interested parties and recommend a course of action agreeable to all in order to resolve the conflict. Ultimately, however, the principal shall have final decision making authority over these types of situations. Any concerns regarding the principal are to be directed to the Governing Council. Regardless of who is involved, the preferred form of resolution is to engage in constructive dialogue and then a mediation process, if necessary. Should this process not result in a mutually agreed-upon resolution, ALC recognizes an employee's federally guaranteed right to raise concerns with the Office of Civil Rights and/or the Equal Employment Opportunity Commission. This process of dispute resolution and appeal procedure has been incorporated into the ALC Student and ALC Staff Handbooks.

**I. Other B. Provisions are evident that mediation, problem solving and facilitation services for students, staff and community are available as needed.**

The Academia de Lengua y Cultura has striven to create a collaborative environment where the input of all staff, students, parents, and community members is encouraged and appreciated. It is current policy that, in the event of a conflict, the ALC principal shall receive input from all interested parties and recommend a course of action agreeable to all in order to resolve the conflict. Ultimately, however, the principal shall have final decision making authority over these types of situations. Any concerns regarding the principal are to be directed to the Governing Council. Regardless of who is involved, the preferred form of resolution is to engage in constructive dialogue and then a mediation process, if necessary. Current ALC staff and Governing Council members are familiar with various forms of alternative dispute resolution practices and practitioners in the area and regard these processes as effective. In addition, however, an appropriate dispute resolution process and appeal procedure has been incorporated into the ALC Student and ALC Staff Handbooks, pursuant to the School Personnel Act, codified at NMSA 1999 22-10-1 through 22-10-27. The school also observes an employee's federally guaranteed right to raise concerns with the Office of Civil Rights and/or the Equal Employment Opportunity Commission.

**J. Relationship with employees**

**J. 41. Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives).**

ALC has developed an employee handbook to address these issues.  
(See Attachment H)

**J. 42. Personnel policies and procedures that comply with the School Personnel Act.**

Academia de Lengua y Cultura has developed a personnel plan that complies with the New Mexico School Personnel Act.  
(See Attachment H)

**J. 43. Evaluation process for staff that conforms with specific sections of the School Personnel Act.**

ALC has an evaluation process in place that conforms with the School Personnel Act, requirements regarding the Three Tier Process.  
(See Attachment I)

**J. 44. Proposed salary schedule in alignment with the 3 tier process.**

Academia de Lengua y Cultura follows a salary schedule that is in alignment with the 3 tier process.  
(See Attachment J)

**J. 45. Job descriptions of staff and proposed pupil-teacher ratio.**

Academia de Lengua y Cultura has developed job descriptions based on the requirements of a Dual Language program.  
(See Attachment K)

An important premise behind the development of the school is that small class sizes are better for student success. The pupil/teacher ratio will reach a maximum of 1:20.

The pupil-teacher ratio will not exceed 60 students per grade level. Academia de Lengua y Cultura serves students in grades 6-8.

**K. Employment and student discipline policies**

**K. 46. Employment policies for staff and procedures that comply with the School Personnel Act as set forth in section J above.**

Academia de Lengua y Cultura has developed a personnel plan that complies with the New Mexico School Personnel Act.  
(See Attachment H)

**K. 47. Discipline policy for students that address the State Board of Education's regulation on student's rights and responsibilities**

Academia de Lengua y Cultura's student handbook has been developed and adheres to the New Mexico State Board of Education's regulation on student's rights and responsibilities.  
(See Attachment L)

**L. Legal liability and applicable insurance coverage**

**L. 47. An agreement between the charter school and the local school board regarding their respective legal liability and applicable insurance coverage, that includes participation in the Public School Insurance Authority and compliance with any applicable rules of authority.**

Academia de Lengua y Cultura is a participating member of NMPSIA and provides insurance coverage to its employees accordingly. Also, Academia de Lengua y Cultura is covered by POMS and Associates for legal liability and will continue to budget for the premiums in the annual budget.

**M. Transportation and food Services**

**M.48. Specific description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.**

Academia de Lengua y Cultura does not provide transportation to the school. For field trips ALC contracts with an approved vendor to provide transportation services.

**M. 49. Specific description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.**

Academia de Lengua y Cultura contracts with Albuquerque Public Schools to provide breakfast and lunch daily. A hot lunch is packed into a disposable tray. Milk, juice, and breakfast foods are also individually packaged. Hot lunch and cold breakfast for the next day are delivered to ALC each day. APS has provided a milk cooler and a heater to keep the food at the appropriate temperature. ALC is a Provision II school based on its 94.8% poverty rate making all students eligible for free breakfast and free lunch.

**N. Waivers**

**N. 50. List the specific waivers by number and title that are requested from local school board policy.**

Academia de Lengua y Cultura has requested the following waivers from local school board policy:

**Waivers Requested from APS Board Policies**

<b>Board Policy</b>	<b>Waiver</b>	<b>How school will address issue</b>
A.01 Mission Statement	Yes	ACL will develop its own mission statement. See A 01
B.01 Board powers and responsibilities	Yes	Reference Section I, page xxxx
B.04 Board Membership	Yes	See §§ 9a and 9b.
B.06 Board Organizational Meeting	Yes	See § 9d.
B.08 Board Meetings	Yes	See § 9e
B.13 Policy Adoption	Yes	See § 9f.
C.01 Superintendent's Authority and Responsibility	Yes	See §§ 10a and 10b.
C.02 Superintendent's Evaluation	Yes	See § 10b.
C.03 Meet and Confer	Yes	Not applicable
D.01 Budget Process	Yes	See §§ 6 and 7.
E.02 Food Services	Yes	See § 13.

E.03 Transportation Services	Yes	See § 13.
E.04 District-owned Vehicles	Yes	Not applicable
E.05 Drug Testing of School	Yes	Not applicable
Police		
F.02 Naming Facilities	Yes	Academia de Lengua y Cultura will establish its own naming policy.
G.07 Grievance Adjustment Procedures	Yes	See § 10h.
G.08 Employee Insurance	Yes	See § 12.
G.09 Annual Leave and Holidays	Yes	See § 11.
G.10 Salary Maintenance (Save Harmless)	Yes	Not applicable
G.11 Transfer of Employees	Yes	Not applicable.
G.16 Exchange Teaching	Yes	Not applicable
G.18 Employee Standards of Conduct	Yes	Academia de Lengua y Cultura will establish its own standards of employee conduct.  See Appendix
H.01 Employee Relations	Yes	Not applicable



I.01 Instructional Program	Yes	See § 3.
I.04 Establishment of Magnet Schools	Yes	Not applicable
I.07 Student Travel: Field and Activity Trips	Yes	"Senior Trips" is not applicable to Academia field trips
J.01 School Attendance Areas	Yes	Not applicable.
J.03 Assignment of Students to School	Yes	See "Overview of Academia de Lengua y Cultura"
J.04 Enrollment Priorities for Students	Yes	Reference: Page 4 ALC Student Handbook
Under the Open Enrollment Act		
J.08 Student Interrogations	Yes	Reference: Page 11 ALC Student handbook
J.10 School-linked and School-based Health Services Clinics	Yes	See § 4.
J.16 Athletic Eligibility	Yes	Not applicable
J.17 Student Uniform Dress	Yes	Reference: Page 23 ALC Student Handbook
J.19 Students and Off-campus	Yes	No waiver requested Please see § 11. j, p. 23)
Violent Acts		
K.01 Community Involvement	Yes	See § 9.
K.05 Advertising in Schools	Yes	Academia de Lengua y Cultura will establish its own
K.09 Custodian of Public Records	Yes	advertising policy. See § 10j.

**N. 52. Describe how the charter school will address these waivers from local school board policy.**  
See Table above in N. 50.

**N.53. List the specific waivers that are requested from the Secretary of Education requirements, rules, and provisions of the public education requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, school principal duties and driver education.**

Waivers Requested from PED

PED Policy	Waiver	How school will address issue
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**N. 54. Describe how the charter school will address these waivers from the Public Education Department.**  
See Table above in N. 53.

**O. Facilities**

**O. 55 Description of the facilities the charter school plans to use, taking grade-by-grade and five year student count projections into account. Include total projected number of students. Include final capacity of the facility. If the construction is to be phased, provide a five-year projection and associated capital cost. Provide proposed site and building plan that complies with current state adopted life, health, and safety codes for E occupancy.**

Academia de Lengua y Cultura leases a building located at 1900 Randolph SE. The building, which includes about 12,000 square feet of space, sits on approximately 1 acre of land including 30 parking spaces. There is a small outdoor area where p.e. classes are held. Our current facilities do not include a gym. Our facilities include:

- 14 Classrooms
- Offices for Social Worker, Parents, Principal, Business Manager, Office Manager
- Small outside area for physical education and recreation
- Cafeteria
- Library

**Student Projection Data  
5 years**

Grade	05-06	06-07	07-08	08-09	09-10
6	37	50	60	60	60
7	58	50	55	60	60
8	39	60	55	60	60
Total	124	160	170	180	180

The final capacity of the building and student population is 180 students. Further growth and expansion is limited by the size of the facilities.

(See Attachment M)

Site and building plan is on file and available for viewing at the school.

**O. 56. Provide proposed site and building plan that complies with current state -adopted life, health, and safety codes for E (educational building) Occupancy and provide a capital budget plan that will ensure compliance. Submit lease, purchase or contractual arrangements for the facility or a plan for locating a facility with sites being considered.**

Site and building plan is on file and available for viewing at the school.  
(See #s 96-98)

(See Attachment M)

**O. 57. Plan for addressing code, accessibility requirements and any other health and safety requirements if necessary, with documentation from PSFA if considering a specific site (if known).**

PSFA is working with ALC on accessibility requirements. An elevator is being installed and should be completed by February. Science lab space issues have been addressed.

**O. 58. Proposed plan for operation, maintenance and repair of a facility.**

Major repairs, maintenance and replacement of heating and air conditioning units are the responsibility of the owner of the building (Boston, Minneapolis Tank). Roof and structural maintenance are included. ALC contracts with Sparkle Maintenance Company to provide daily janitorial services to the school.

**O. 59. Proposed plan for use of a school district facility by a conversion school.**

N/A

**O. 60 Prior to opening, charter school must provided documentation to local school board on meeting health, safety codes.**

PSFA is working with ALC on all requirements. An elevator is being installed and should be completed by February. Science lab space issues have been addressed.

**O. 61 Does the application include a request for capital funds?**

No. (See #99)

**O. Other School Safety Plan and Maintenance Plan**

(See Attachment N)

**P. Enrollment procedure**

**P. 62. Description of procedures to be used by the charter school that complies with 22-88-41 NMSA, 1978 and addresses how the charter will enroll using the lottery selection process.**

Students in the school are accepted using the Lottery procedures outlined in Section 22-88-41 NMSA, 1978. Students and parents who come into the school are given an application to fill out. Each application is numbered in the order in which they are received. In June the names are placed in a box and the names are drawn. Students are accepted in the order in which they are drawn. Names are drawn until all applications are drawn. The first 60 students per grade level drawn are enrolled in the school. Parents are notified about their acceptance via mail or telephone. Students are moved up the waiting list as students move or drop out of the school.

There are 2 exceptions to the lottery: 1. students already enrolled and attending do not have to go through a yearly lottery and 2. Siblings of students enrolled and attending the school are automatically enrolled without going through the lottery.

(See Attachment O)

**P. 63. Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.**

Several methods of advertisement are used in recruiting students for the school. Last year's parents distributed flyers in their neighborhood stores, laundromats, nearby community centers, and reached prospective students through word of mouth. Advertisements were placed on radio stations and in newspapers read by those likely to be interested in dual language programs. At the end of the previous school year, flyers were mailed to all fifth grade students at schools within a three mile radius. Flyers were also mailed to students at Washington Middle School and Wilson Middle School. Parents and staff placed flyers on cars parked in lots near the school. Lack of transportation has been a huge issue for our students so we have focused recruitment in nearby neighborhoods. Flyers, posters, and advertisements are written in English and Spanish.

(See Attachment P )

**P. 64. Documentation that the charter school shall not charge tuition, have admission requirements, or state that they will only accept a certain population of students, except as otherwise provided in the public school code.**

Academia de Lengua y Cultura does not charge tuition, have admission requirements, or state that they will only accept a certain population of students, except as otherwise provided in the Public School Code.

**P. Other Plan of action in the event that enrollment goals are not met.**

Every effort will be made to make reasonable and appropriate projections based on the previous year's student numbers and staffing needs. Staff will be hired based on those projections. In the event that enrollment goals are not met, the staff and administrator will look at creative student/teacher scheduling to meet student staffing needs. Cuts will first be made to nonessential staff, services, and materials. If staff must be rified, every effort will be made to help those individuals find positions elsewhere.

**Q. In the best interest of students, the school district, and the community**

**Q. 62. Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.**

Academia de Lengua y Cultura meets the needs of students in the community, grades 6-8, who are looking for a small school environment. ALC supports the district by offering a dual language model of instruction for students in grades 6-8 in a community that has a need for such a school. Parents appreciate the opportunities to communicate openly and directly with their students' teachers. Since many of our parents are monolingual Spanish speakers and they feel comfortable coming to the school and being able to converse easily with teachers and staff.

**Q. 63. The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution and an application for a charter school shall include signed assurances.**

Academia de Lengua y Cultura is non-sectarian in its programs and admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution. Academia de Lengua y Cultura adheres to the following assurances:

**Q. 64. An assurance that the school complies with the Age Discrimination Act of 1975.**

**Q. 65. An assurance that the school complies with Title VI of the Civil Rights Act of 1964.**

**Q. 66. An assurance that the school complies with Title IX of the Education Amendments of 1972.**

**Q. 67. An assurance that the school complies with Section 504 of the Rehabilitation Act of 1972.**

**Q. 68. An assurance that the school complies with Part B of the Individuals with Disabilities Education Act.**

**Q. 69. An assurance that the charter school agrees with the sane federal and state audit**

**Q. 70. An assurance that the charter school meets all applicable Federal, State and local health and safety requirements.**

**Q. 71. An assurance that the charter school operates in accordance with State law**

**Q. 72. An assurance that the charter school does not charge tuition.**

**Q. 73. An assurance that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.**

**Q. 74. An assurance that the charter school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age**

**Q. 75. An assurance that the charter school will admit students on the basis of a lottery if more students apply than can be accommodated**

(See Attachment Q)

### S. Petitions of Support

Not applicable

### T. Revisions / Amendments

**T. 78.** Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the governing body of the charter school.

(See Attachment Q)

### U. Renewal Applications

**U. 79.** A report on the progress of the charter school in achieving the goals, objectives, students' performance standards and other terms of the initial approved charter application.

(See Attachment T)

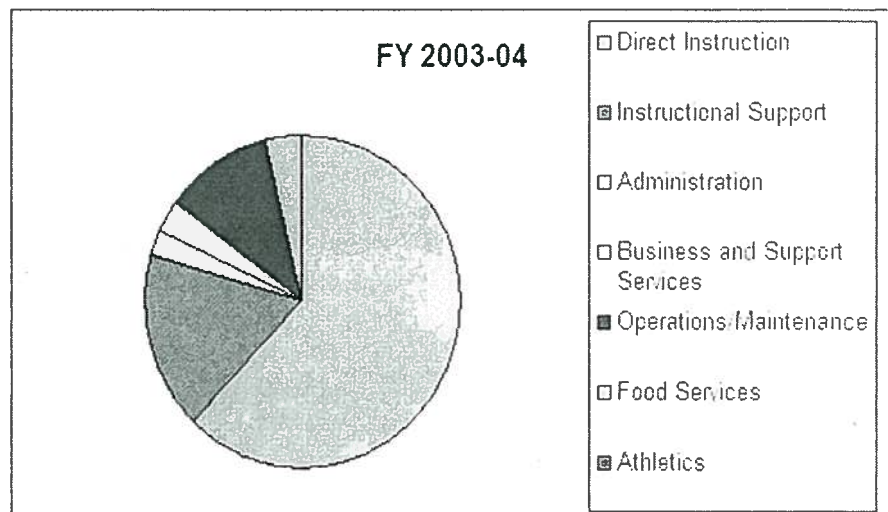
**U. 80.** A report on the progress of the charter school in achieving the State Board minimum educational standards and the Accountability requirements set forth in Section 22-1-6, NMSA, 1978.

(See Attachment T)

**U. 81.** A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that will allow comparison of costs to other schools or comparable organizations and that is in a format required by the State Board

### **FY 2003-04**

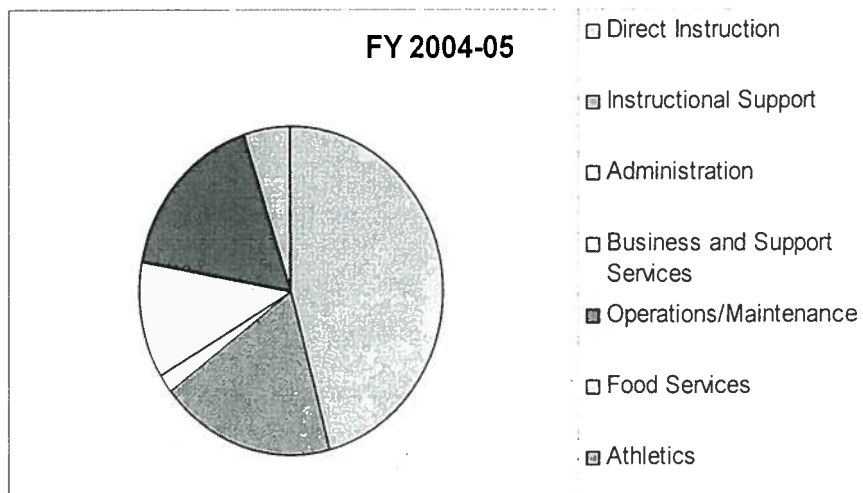
	\$
Direct Instruction	211,725.00
	\$
Instructional Support	60,484.00
	\$
Administration	8,439.00
Business and Support Services	\$
	10,984.00
	\$
Operations/Maintenance	38,934.00
	\$
Food Services	12,000.00
Athletics	\$
	342,566.00





## FY 2004-05

Direct Instruction	\$ 297,533.00
Instructional Support	\$ 119,847.00
Administration	\$ 11,721.00
Business and Support Services	\$ 75,045.00
Operations/Maintenance	\$ 110,073.00
Food Services	\$ 33,000.00
Athletics	\$ 647,219.00



**U. 82. Contents of the charter application set forth in Section 8 (22-8B-8, NMSA, 1978) of the 1999 Charter School Act and the State Board of Education Regulation (i.e. Letters A-O above and P -any other information reasonably required by the local school board).**

See A through P above and V below.



**U. 83. A petition in support of the charter school renewing its charter status signed by not less than 65% of the employees in the charter school.**

(See Attachment R)

**U. 84. A petition in support of the charter school renewing its charter status signed by a majority of the households whose children are enrolled in the charter school.**

(See Attachment S)

## **V. Facilities, Standards, Fiscal and Capital Impact**

**V. 93. Where is your charter school located?**

Academia de Lengua y Cultura is located at 1900 Randolph SE Albuquerque, New Mexico 87106

**V. 94. How did you determine that this location and is it in an area most likely to serve the targeted student population you intend to serve?**

The location was determined by several factors, including accessibility and the facility. We are located approximately 3.5 miles from four dual language schools which serve as feeder schools for Washington Middle School and Wilson Middle School. Jefferson Middle School is located approximately 2 miles away. Our school is near both the Gibson and Sunport Blvd. freeway exits making it convenient for those students coming from the North Valley, South Valley or the Westside. The city bus line is approximately 1 1/2 blocks from the school for those students whose parents allow them to ride the bus. The school is also four blocks from the Thomas Bell Community Center which offers after-school programs until 5:30 for those students who need to wait for parents that work.





**V. 95. Is this location in an area where there is not an existing concentration of charter and other public schools? Include analysis of location.**

Academia de Lengua y Cultura is the only charter middle school in the area. Washington Middle School is located 4.7 miles away. Wilson Middle School is located 3.1 miles away. Jefferson is located 2 miles away. ALC is near to East San Jose Elementary School, Eugene Field Elementary School, Longfellow, and Dolores Gonzales Elementary School, all dual language elementary schools, as well as Lowell Elementary School.

Since we moved to this location, three charter high schools have moved into the area. High Tech, Caesar Chavez and Youth Build Charter High School are all less than 3 miles away. Robert F. Kennedy Charter High School is also nearby and accessible. (See response to 94)

**V. 96. If the location of your charter school is not in a public building, what are your plans to locate in a public building by 2010?**

Because Academia de Lengua y Cultura is an existing charter school, the law does not require our charter to be in a public facility or meet the exception to this requirement until our charter is renewed in 2012." See, NMSA 22-8B-4.2 A, B, and C. However, we will take the following steps to address the requirements of the statute:

- a. Establish that there are no appropriate public buildings available in the location served by the charter school by contacting the respective public agencies with properties in our locality, including requesting that the district provide a public building to the charter school.
- b. If after we have inquired as to the availability that none exists, we will contact our landlord and advise him/it/her that the building must meet EOS by no later than 2012 and if the landlord intends for the school to continue to occupy the building it must meet all EOS standards at the cost to the landlord. If possible, we will request appropriate waivers.
- c. Alternatively, prior to 2012, we may consider organizing a 501 (C ) ( 3 ) for purposes of acquiring a building for the exclusive use of the charter school.

**V. 97. Have you identified public buildings which will accept your charter school by 2010? Has the owner of the public building agreed in writing that your charter school can locate there without cost to the district? If so, include addresses or locations of buildings and signed agreement.**

See, Answer to #96. Charter Schools are not permitted to enter into long term leases. Consequently, it would be impossible for the charter school to advise the district that it can bind a landlord to educational occupancy standards for a lease in 2012, when we can only contract for space for one year at a time.

**V. 98. Has the Public School Capital Outlay Council determined that the facilities of your charter school meet the educational occupancy standards required by applicable New Mexico Construction Codes? If not, what is your plan to comply with this requirement?**

Our Charter school is located in a private facility. NMSA 22-24-10 A. states that a charter school, "prior to occupancy of a public facility", shall have the facility assessed by the PSFA for EO standards. Because we are not in a public facility, and not yet required to meet that requirement, the school does not understand the law to require us to be in a facility that meets EOS at this time. It is our understanding that the PSFA will inspect all charters in existence to determine whether it meets EOS. If our school does not, we are, by law, required to be placed in the district's master plan and, perhaps, become eligible for grants through the district to make improvements so that we can meet the EO standards. If we qualify and if the district applies for grants to address our facility needs, then we will apply for those monies to improve the building to meet EOS per PSFA requirements.



**V. 99. Do you agree, even if previously requested, that your charter will not receive any capital outlay funding or other capital funds from the District?**

"By law, all facilities of charter schools that are in existence shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act in the same manner as all other public schools in the state. If the district is required to include the charter schools in its master plan, which is required for a district to be eligible for PSCOC grants then the charter may not have any option but to be included in a district's grant for funds, because of the particular ranking given to it by the PSFA."

See, NMSA 22-8B-4.2 and NMSA 22-8B-4h and NMSA 22-24-4.D. It appears that the district is requesting the charter school violate clear mandates of the current law and, consequently, the charter cannot agree to this requirement. The charter will agree, however, that if its facilities are adequate and meet EOS, that it will not seek funds to improve the facility to standards higher than any other school in the district."

**V. 100. Have you borrowed any money for operations, equipment or buildings? If not do you intend to borrow any money for equipment or buildings?**

Academia de Lengua y Cultura cannot borrow money to purchase buildings or equipment under current law.

**V. 101. If you borrowed money for operations, equipment or buildings, explain the amounts borrowed, from whom?**

N/A

**V. 102. What sources of revenue will you have to operate your charter school if the charter application is approved?**

If the charter application is approved Academia de Lengua y Cultura will use the following sources of revenue to operate: State funds, Title I funds, bilingual funds and National Council of La Raza Grant

**V. 103. Is there a 501 ( C ) ( 3 ) not for profit corporation associated with your charter? If so, describe the role the not for profit will play in relation to your charter school?**

Academia de Lengua y Cultura has no 501 (C) (3) associated with it.







**Academia de Lengua y Cultura**  
**Remediation and Promotion /Retention Policies and Practices**  
**05-06**

**Remediation:**

If a student fails to attain a level of proficiency established by the content standards and the curricular expectations, after the implementation of a personal learning contract, remediation and academic improvement programs will be available. The following procedures will be followed (in accordance with State Statute 22-2-8.6: Educational content standards; remediation programs; promotion policies; restrictions):

- A parent or guardian will be notified no later than the end of the second grading period that his or her child is failing to attain appropriate grade level proficiency in content standards.
- There will be a meeting between the parent or guardian, the homeroom teacher and the student to discuss possible remediation programs (additional in-school mentoring and tutoring; after-school tutoring; summer school.)
- Specific academic deficiencies and remediation strategies will be explained to the student's parent or guardian and a written plan developed containing timelines, academic expectations and the measurements to be used to verify that a student has overcome his or her academic deficiencies.

**Promotion/Retention:**

At the end of sixth and seventh grade, a student who has attained the level of proficiency required by the content standards, without or after remediation, will enter the next grade. If the student has not attained the required level of proficiency he or she will either be:

- Retained in the same grade for no more than one school year, with an academic improvement plan developed by the school (initiated by the student's homeroom teacher) in consultation with the parent or guardian, or
- Promoted to the next grade after the parent or guardian signs a waiver indicating his/her desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies.

Students failing to gain proficiency of content standards at the end of that year will then be retained in the same grade level for no more than one year in order to have additional time to master the required content standards.

If a student does not attain the required standards of proficiency at the end of eighth grade, he or she may be retained in eighth grade. A specific academic improvement plan will be developed by the school (initiated by the student's homeroom teacher) in consultation with the parent or guardian. This plan will clearly delineate the student's academic deficiencies and prescribe a specific remediation plan to address those academic deficiencies. If it is determined that retention of the student in the eighth grade will not assist the student in attaining the appropriate level of academic achievement and proficiency of standards, then a high school plan may be developed for that student.



## SECTION N Waivers

### *N-50 and 51: Specific waivers by number and title requested from APS Board policy*

#### Waivers from Section A of APS Board policy

Each of the following is addressed by RFK Charter School in the RFK Vision and Mission statements located in Section A of this renewal application:

- A.01 Mission Statement
- A.02 Vision for a Learning Community —

#### Waivers from Section B- APS School Board Governance and Operations

Each of the following is addressed in the RFK Board Policies and Procedures (Section I):

- B.01 Board Powers and Responsibilities
- B.02 Board Member Authority
- B.03 Suspending or Revoking Policies and Directives
- B.04 Board Membership
- B.05 Board Member Conflict of Interest
- B.06 Board Organizational Meeting
- B.07 Board Committees
- B.08 Board Meetings
- B.09 Board Agenda
- B.10 Addressing the Board
- B.11 Board Minutes
- B.12 Alternative Dispute Resolution Programs
- B.13 Policy Adoption
- B.14 Parliamentary Authority

#### Waivers from Section C- General School Administration

Addressed in RFK Board Policies and Procedures

- C.01 Superintendent's Authority and Responsibility
- C.02 Superintendent's Evaluation

#### Waivers from Section D- Fiscal Management

In the original charter application, RFK requested waivers from D.01-D.06 of this section. The RFK Board has, however, decided to adopt the APS policies and procedures addressed in the APS Financial Matters Handbook. These waivers are no longer applicable.

#### Waivers from Section E- Support Services

- E.01 Safety (addressed in RFK Board Policies and Procedures, also in the Employee Policy Handbook- Section J)
- E.02 Food Services (addressed in Section M of this application)
- E.03 Transportation (addressed in Section M of this application)
- E. 04 District Owned Vehicles- RFK Board Policy

#### Waivers from Section F- Facilities Development

All of the following are addressed by the RFK Board:

- K.03 Community Use of Buildings, Grounds, and Equipment
- K.04 Gifts and Donations
- K.05 Advertising in Schools
- K.06 Political Solicitations in Schools
- K.07 Financial Solicitations in Schools
- K.08 Relations with Community Organizations
- K.09 Custodian of Public Records

**N-52: RFK waivers from local school board policy**

The following waivers from NM School Code, as per NMSA 22-8B-5, have been granted:

<b><i>Waiver</i></b>	<b><i>Reference number</i></b>	<b><i>RFK Alternative</i></b>
Length of school day	22-2-8.1	RFK offers a 6.5 hour day
Staffing patterns, class load, teaching load	22-10A-20	Average class size is 15, average teaching load is 60
Driver's Education (DE)	22-13-12	RFK contracts with outside agencies to teach DE
Subject Areas/Graduation requirements	22-13-1.1	RFK graduation requirements deviate from NM- 4 years of math instruction and 3 years of science
Purchase of Instructional Material	22-15-9	Charter schools can use 100% of funds for materials not included on the multiple list
Principal's duties		The RFK principal reports to the RFK Governance Council



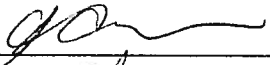

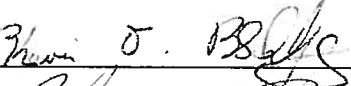

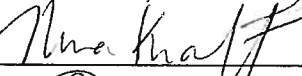
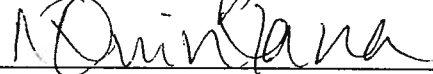
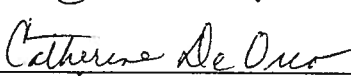
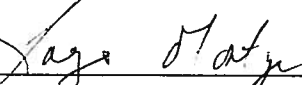
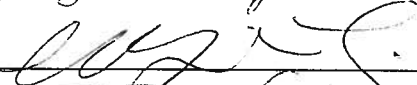
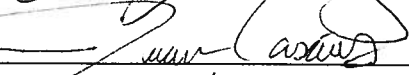

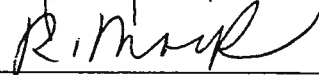
**Staff petition for support for Academia de Lengua y Cultura**  
**Petición en soporte de la Academia de Lengua y Cultura**

Every five years charter schools must apply to the state and APS for the renewal and continued funding of the school. A requirement of the renewal process is that staff sign a petition in favor of the renewal application and continued funding for the school. Thank you for your continued help and support.

Cada cinco años las escuelas autónomas tienen que aplicar al estado y a Albuquerque Public Schools para la reinundación y continuación de fondos para la escuela. Un requerimiento de este proceso es que los empleados firmen una petición en favor de la reinundación y continuación de los fondos para nuestra escuela. Muchas gracias por su apoyo y soporte.

We the undersigned staff of Academia de Lengua y Cultura support the charter school renewal application. We encourage Albuquerque Public School and the New Mexico Public Education Department to support our request for the renewal of the charter and funding for our school.

Nosotros, los empleados de Academia de Lengua y Cultura, damos el soporte a la aplicación de renovación para la continuación de fondos. Fomentamos a La Escuelas Públicas de Albuquerque y el Departamento de la Educación Pública del estado de Nuevo México que favorecen nuestra aplicación para la reinundación y fondos para la escuela.

Date	Signature	Printed Name
12-16-05		Elyda Martinez-Baker
12/16/03		Colleen K Adolph
12/17/05	Norman H. Colter	Norman H. Colter
12/17/05		Kevin O. Blackledge
12/17/03		Rebecca Ramirez
1-3-06		Nina Kraft
1-3-06		Nina Quintana
1-3-06		Catherine De Oro
1-3-06		Lorenzo Montoya
1-3-06		Melissa Milligan
1/3/06		Juan Casaus
1/3/06		Mary Aebischer
1/3/06		Roberto Mark

R. Assurances

(includes the following signed assurances)

In accordance with NMAC Title 6 Chapter 80 Part 4, Academia de Lengua y Cultura makes the following assurances:

- 67 An assurance that the school complies with the Age Discrimination Act of 1975.
- 68 An assurance that the school complies with Title VI of the Civil Rights Act of 1964.
- 69 An assurance that the school complies with Title IX of the Education Amendments of 1972.
- 70 An assurance that the school complies with Section 504 of the Rehabilitation Act of 1973.
- 71 An assurance that the school complies with Part B of the Individuals with Disabilities Education Act.
- 72 An assurance that the charter school agrees with the same Federal and State audit requirements as do other public schools in the state.
- 73 An assurance that the charter school meets all applicable Federal, State and Local health and safety requirements.
- 74 An assurance that the charter school operates in accordance with State law.
- 75 An assurance that the charter school does not charge tuition.
- 76 An assurance that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.
- 77 An assurance that the charter school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 78 An assurance that the charter school will admit students on the basis of a lottery.
- 79 An assurance that none of the members of the interim or permanent governance council are members of any other governance council, nor are they receiving remuneration in any form from the charter.
- 80 An assurance that the charter school understands that for purposes of calculating program units all separate facilities under the charter are considered together as one school.
- 81 An assurance of E (Educational) Occupancy and adequacy standards and approval of a Request for Approval of School Construction from Public School Facilities Authority. It is the school's responsibility to contact the PSFA and provide a copy of the approved RASC to the district.
- 82 An assurance and evidence that the charter school is working toward meeting all requirements of 22-8B-4.2C (housed in a public building that meets statewide Adequacy Standards by July 1, 2010 or one of the exceptions) or be subject to revocation.
- 83 An assurance that the charter school analyzes assessment data in the development of the EPSS and applies that analysis to improve student achievement.

*Colleen K Adolph 12/19/05*      *Teresa Sierra 12/19/05*

Colleen Adolph, Principal      Date

Teresa Sierra, Governing Council President      Date

T. Revisions / Amendments

In accordance with NMAC Title 6 Chapter 80 Part 4, Albuquerque Charter Vocational High School acknowledges the following:

86 Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the governing body of the charter school.

Colleen K. Adolph 12/19/05 Teresa Sierra 12/19/05

Colleen K. Adolph Principal Date

Teresa Sierra, Governing Council President Date

Petition for support for Academia de Lengua y Cultura  
Petición en soporte de la Academia de Lengua y Cultura

Every five years charter schools must apply to the state and APS for the renewal and continued funding of the school. A requirement of the renewal process is that parents sign a petition in favor of the renewal application and continued funding for the school. Thank you for your continued help and support.

Cada cinco años las escuelas autónomas tienen que aplicar al estado y a Albuquerque Public Schools para la reinundación y continuación de fondos para la escuela. Un requerimiento de este proceso es que los padres firmen una petición en favor de la reinundación y continuación de los fondos para nuestra escuela. Muchas gracias por su apoyo y soporte.

*We the undersigned families of Academia de Lengua y Cultura support the charter school renewal application. We encourage Albuquerque Public School and the New Mexico Public Education Department to support our request for the renewal of the charter and funding for our school.*

*Nosotros, las familias de Academia de Lengua y Cultura, damos el soporte a la aplicación de renovación para la continuación de fondos. Fomentamos a La Escuelas Públicas de Albuquerque y el Departamento de la Educación Pública del estado de Nuevo México que favorecen nuestra aplicación para la reinundación y fondos para la escuela.*









Date	Signature	Printed Name
12-15-05	Francisco Gonzales (2)	FRANCISCO XI GONZALEZ
12-15-05	Michelle Mingura (1)	Michelle Mingura
12-15-05	Virginia E. Marquez (1)	VIRGINIA E. MARQUEZ
12-15-05	Blanca Lecinas (1)	Blanca Lecinas
12-15-05	Veronica Murillo (1)	Veronica Murillo
12-15-05	Mary Camargo (1)	Mary Camargo
12-15-05	Raquel Berera (1)	Raquel Berera
12-15-05	Victor A Hernandez (2)	Victor A Hernandez
12-15-05	Sabina Garcia (2)	Sabina Garcia
12-15-05	Venus Martinez (1)	Venus Martinez

TOTAL STUDENTS REPRESENTED 13

2









Date	Signature	Printed Name
12/15/05	Isela Sotelo (2)	Isela Sotelo
12/15/05	Maria Gomez Salazar (2)	
12/15/05	James Lawrence (1)	James Lawrence
12/15/05	Norma a. Cano (2)	Norma a. Cano
12/15/05	Agueda Cano (1)	Agueda Cano
12/15/05	Francisco Montano (1)	FRANCISCO MONTANO
12-15-05	Melanie R. Wiley (1)	Melanie R. Wiley
12-15-05	Erika Villalba (1)	Erika Villalba
12-15-05	Elena Maldonado (1)	Elena Maldonado
12-15-05	Rosalba Hernandez (2)	Rosalba Hernandez
12-15-05	Margarita Borunda (2)	Margarita Borunda
12/15/05	Socorro Ruiz (1)	Socorro Ruiz
12-15-05	TERESA HERRERA (1)	TERESA HERRERA
12-15-05	Margarita Hernandez (2)	Margarita Hernandez
12-15-05	Mirna Areolar (1)	Mirna Am.
12-15-05	Nelcy Baca (1)	Nelcy Baca
	Jose L. Garcia (2)	Jose L. Garcia
12-15-05	Clavdia Duran (1)	Clavdia Duran

TOTAL STUDENTS REPRESENTED 25

[illegible]

4







# Academia de Lengua y Cultura Original: Procedures for Renewal as a Charter School

## NMAC Title 6 Chapter 80 Part 4 #1

ITEM #	REQUIREMENTS	DEPT. ASSOC. W/ COMMENT / ?	COMMENTS / QUESTIONS APS STATE OTHER	CHARTER APPLICANT RESPONSES School Name	REVIEW OF RESPONSES APS STATE OTHER
<b>A. Mission Statement</b>					
1	Who do you serve?	CSO	ok		
2	What do you seek to accomplish?	CSO	ok		
3	What methods will you use?	CSO, TLS TECH	CSO- OK		
4	How will we know if we are achieving our mission?	CSO, RDA	RDA - Improvements in data collection and record keeping planned –OK CSO- Unclear. Will you look at standards, test scores, attendance?	The NM Educational standards approved by PED will serve as the skill targets in each content area. ALC staff will review these standards to identify performance standards and benchmarks crucial to achieving proficiency in those areas. Our standards based curriculum and instructional strategies will be our instructional guide.	
<b>A. Other</b>					
<b>B. Goals, objectives, and student performance standards</b>					
5	How do school goals, objectives, and student performance standards comply with state content standards, benchmarks, and performance standards? Are they measurable & student-centered?	RDA	School goals listed do not comply. Two objectives reference academics. No performances identified. Use of Brigrance mentioned. Four of five goals are qualitative.	School EPSS (approved this Fall) is in place and aligned to State Standards and Benchmarks. (See EPSS plan attached)	
6	How do school goals, objectives, and student performance standards comply with state accreditation? Are they measurable & student-centered?	RDA	Unknown if goals, objectives match charter school accreditation standards. Goals appear qualitative.	Academia de Lengua y Cultura is covered under the accreditation status of its sponsoring district . ALC's EPSS which documents its academic goals was submitted and approved by PED this Fall (see attachment)	

APS Department Abbreviations:

- Acctg - Accounting
- CSO - Charter School Office
- Com Rel - Community Relations
- IA - Internal Audit

- H/MH - Health/Mental Health
- HR - Human Resources
- LCE - Language & Cultural Equity
- M & O - Maintenance & Operations

- RDA - Research, Development & Accountability
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7	How do school goals, objectives, and student performance standards comply with state standardized testing and school report card requirements? Are they measurable & student-centered?	RDA	No alignment between goals and objectives and state standardized testing. Performance standards not listed. Goals appear qualitative.	(See EPSS) The Academia de Lengua y Cultura curriculum is comprehensive; student centered and provides many opportunities for students to experience a positive learning experience. It is standards based and aligned to NMCSB. Academia de Lengua y Cultura is in compliance with NCLB and State requirements for mandated testing and will administer all assessments as required.  Academia de Lengua y Cultura goal, objectives, and student performance standards support NM AYP requirements in the areas of participation rate, targets for deficiency or non proficiency in reading, math and attendance rates. Reasonable accommodations will be made for students with exceptionalities. Assessments will be administered within the required time frames.	
B. Other					
	<b>C. Educational program, student performance standards and curriculum</b>				
8	Documentation, research or rationale that supports a particular curricular approach.	TLS TECH	TLS-Evident		
9	A specific, detailed description of the curriculum including scope and sequence and student performance standards.	TLS	Evident for grades 6, 7, and 8 Add your school name and remove APS from course descriptions.	APS removed from original	
10	A timeline for alignment of the curriculum with the State Board of Education's content standards, benchmarks and performance standards.	TLS	Evident		

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11	Strategies and methods to be used in delivering the curriculum and how the curriculum will address students' needs and assist each student in reaching those standards.	TLS TECH	TLS- Evident		
12	Length of school day and school year.	RDA, TLS	RDA - OK TLS- Evident		
13	Grades, class size and total projected student enrollment.	RDA, TLS	RDA - OK		
14	Proposed requirements for graduation, if applicable.	TLS	Could not find	Not applicable We include only grades 6-8	
C. Other	Proposed method of storing and making available to appropriate people students' records, including but not limited to transcripts, health information, spec. education information, student attendance and drop-out data and teacher information including attendance and licensure.	RDA, TLS CSO, HR TECH	RDA - Could not be found in renewal document HR- Not addressed CSO- Not included.	Academia de Lengua y Cultura recognizes and will comply with the right of confidentiality as defined in FERPA 1974.	
	<b>D. Meeting individual student's needs</b>				
15	Description of the way a charter school's educational program will meet the individual needs of students, including those students determined to be at risk.	SP ED TLS, LCE TECH	LCE: Evident SP ED O.K		
16	Suggested modifications to meet individual student needs, including bilingual, limited English proficient, and Special Education.	SP ED LCE	LCE: Evident SP ED O.K		
17	Specific Special Education Plan. *	SP ED	SP ED O.K		
18	Access to other services including but not limited to counseling and health.	H / MH	Seeking counselor or social worker. Refer to outside community counseling services. All teachers certified in First Aid and CPR.		

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D. Other	<p>FOR RENEWAL APPLICATIONS ONLY – Special education plans should include the following: <u>Evaluation files must contain:</u></p> <ul style="list-style-type: none"> <li>▪ Parent notification referral</li> <li>▪ Parent consent for evaluation</li> <li>▪ Parent perception of problems and interventions</li> <li>▪ Snapshot of the student's attendance history</li> <li>▪ Statement re: cultural, linguistic, environmental and socio-economic factors impacting the student's ability to gain from their educational experience</li> <li>▪ Observation of test behavior</li> <li>▪ Evaluation report conforming to diagnostic standards</li> <li>▪ Statement re: cultural, linguistic, environmental and socio-economic factors impacting test performance</li> <li>▪ Statement indicating "the need for specialized instruction"</li> <li>▪ Recommendation for general teaching or environmental strategies</li> <li>▪ Notification of Multi-Disciplinary Team (MDT) sent prior to MDT meeting</li> <li>▪ Documentation of MDT determination of eligibility</li> </ul> <p><u>Placement file must contain:</u></p> <ul style="list-style-type: none"> <li>▪ Documentation of special factors affecting student placement</li> <li>▪ Student IEP goals and objectives aligned to state standards written in specific, measurable terms, including reference to measurement tool to be used to determine progress</li> <li>▪ Clear justification for program placement</li> </ul>	SP ED	SP ED O.K		

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D. Other	<u>Placement file continued:</u> <ul style="list-style-type: none"> <li>Student schedule of special education and related services</li> <li>Relevant testing and instructional accommodations, modifications, supplementary aids and services must be readily available to students instructors</li> <li>Any accommodations indicated for state-mandated testing</li> <li>Documentation of required meeting participants at IEPs</li> <li>Parent and student notices of IEP and MDT meetings</li> </ul>		SP ED O.K		
	<b>E. Evaluation of student performance</b>				
19	Specific remediation plan for students not achieving standards, including a timeline for implementation of the remediation plan.	RDA	AIP process and timeline - OK		
20	Assessments in addition to the statewide mandated testing (that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards).	RDA	Brigance 3 times per year; unnamed short cycle assessment - OK		
21	Plan for documentation and reporting of student data.	RDA TECH	TECH-There are no specific technology issues with this plan. RDA- OK		
22	Timeline for achievement of the standards.	RDA	Included timeline for aligning curriculum to state standards.		
E. Other					
	<b>F. Evidence of economic soundness</b>				

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23	A proposed budget for year one and the following four years based on the current Unit Value and correct program unit weights, size adjustments, and at-risk factors.	BUDGET IA	IA – is the associate Sup the business manager? Is s/he certified as a BM? For FY 06, show 10 FTE teachers for \$275,000. That is less than min salary per teacher. FY07-10, budget doesn't look complete Budget: Requirement has been met		
24	Description of the administrative operations of the charter school.	CSO	Principal supervises business manager, but no budget for BM. CSO- Needs more detail		
25	Description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted. (Possible alternative wording: The plans for securing and conducting an annual external independent audit must comply with the State's Audit Act and with regulations of the State Auditor's Office.)	IA ACCTG	IA - ok		
F. Other	Emergency reserves of at least 1% of expenditures are maintained in the budget.	BUDGET	IA-ok Budget: Requirement has been met		
G. Fiscal management					
26	Plan on how the charter school will manage its fiscal responsibilities.	BUDGET ACCTG, IA	ACCTG: Fiscal responsibilities procedures meet requirement. JAG 2/10/06 IA-ok Budget: Requirement has been met		
27	Specific description of the internal control procedures that the charter school will utilize to safeguard assets.	BUDGET ACCTG, IA	ACCTG: Policies to safeguard assets meet requirement. JAG 2/10/06 IA-ok Budget: Requirement has been met		
28	Specific description of the internal control procedures that the charter school will utilize to provide reliable financial information.	BUDGET ACCTG, IA	ACCTG: Reliable financial information procedures reviewed. Requirement met. JAG 2/10/06 IA-ok Budget: Requirement has been met		

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29	Specific description of the management and internal control procedures that the charter school will utilize to promote operational efficiency.	BUDGET ACCTG, IA	ACCTG: Operational efficiency procedure outlined in G30 meets requirement. JAG 2/10/06 IA-ok Budget: Requirement has been met		
30	Specific description of the internal control procedures that the charter school will utilize to ensure compliance with applicable federal and state laws and regulations relative to fiscal procedures.	BUDGET ACCTG, IA	ACCTG: Internal control procedures meet requirement. JAG 2/10/06 IA-ok Budget: Requirement has been met		
G. Other	Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.	BUDGET ACCTG, IA	ACCTG: PED reporting policy addressed in unmarked paragraph meets requirement. JAG 2/10/06 IA-ok Budget: Requirement has been met		
	<b>H. Displacement of people in a conversion school</b>				
31	Specific plan for how the charter school and district will address the displacement of students and staff who will not attend or be employed in the charter school.	HR, CSO	N/A		
32	Transportation of students not attending the conversion school.	TRANS	N/A		
H. Other					
	<b>I. Governing body and operations</b>				
33	How the interim and/or permanent governing body will be selected and its composition.	CSO SRV CTR	CSO- ok		
34	When the governing body will meet and how meetings will be advertised and conducted in accordance with the Open Meetings Act.	CSO SRV CTR	CSO- ok		
35	The nature and extent of parental involvement and how they will be notified.	CSO, H/MH SRV CTR	HMH- Agendas posted 24 hours. ALC parent group meets monthly. CSO- ok		
36	The nature and extent of professional educator involvement and how they will be notified.	CSO SRV CTR	CSO- ok		

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37	The nature and extent of community involvement and how they will be notified.	SRV CTR CSO, H/MIH	H/MIH- Many levels of involvement. Presentations made in community CSO- ok		
38	Policies and procedures of the governing body, including model of governance, committee functions, relationship to staff, and professional development.	HR, TLS SRV CTR CSO	HR- Okay CSO- Copy of staff handbook?	Copy of handbook included in original application	
39	Relationship between the governing body of the charter school and the local school board, including how disputes will be resolved between the charter school/governing body, the local district superintendent and/or the local school board. The charter school is accountable to the local school board for ensuring compliance with applicable laws, rules and charter provisions.	CSO COM REL	CSO- ok		
I. Other	Provisions for dealing with appeals of decisions made by the school staff and governing council.	CSO	ok		
I. Other	Provisions are evident that mediation, problem solving and facilitation services for students, staff and community are available as needed.	H/MIH CSO	CSO- ok		
	<b>J. Relationship with employees</b>				
40	Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives).	HR	Not Fully Addressed		
41	Personnel policies and procedures that comply with the School Personnel Act.	HR	Okay		
42	Evaluation process for staff.	HR	Okay		
43	Proposed salary schedule.	HR	Okay		
44	Job descriptions of staff and proposed pupil-teacher ratio.	HR	Okay		
J. Other					
	<b>K. Employment and student discipline policies</b>				

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45	Employment policies for staff and procedures that comply with the School Personnel Act as set forth in Section J above.	HR	Okay		
46	Discipline policy for students that addresses the State Board of Education's regulation on student's rights and responsibilities.	SRV CTR	<p>1 Can students who live outside APS enroll? 2. Enrollment – can't deny enrollment based on past behavior unless it was expulsion or long-term suspension.</p> <p>3. Short term suspension - "Each school will have it's own method..." What does that mean? 4. Long term suspension – Lose credit? 5. Definition of expulsion? 6. Refer truants to Children's Court Liaison? Need in house consequence.</p>	<p>1 We do accept students who live outside APS.</p> <p>2. Do Not deny enrollment based on past behavior unless it was expulsion or long term suspension.</p> <p>3. Delete</p> <p>4. NO credit loss, Students allowed to make up work missed.</p> <p>5. Done</p> <p>6. Will refer to Children's Court Liaison</p>	
K. Other					
	<b>L. Legal liability and applicable insurance coverage</b>				
47	An agreement between the charter school and the local school board regarding their respective legal liability and applicable insurance coverage, that includes participation in the Public School Insurance Authority and compliance with any applicable rules of authority.	RISK MGMT	Need to add APS not be liable for any acts or missions of the charter school. (\$See 22-8B-4P NMSA 1978)	Statement added in original document:: APS shall not be liable for any acts or missions of the Academia de Lengua y Cultura (See 22-8B-4P NMSA 1978).	
L. Other					
	<b>M. Transportation and food services</b>				



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48	Description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.	M & O TRANS	<p>Trans- PED regulation 6.43.4.8 NMAC indicates that a charter school may elect not to provide transportation services. In that respect it is acceptable to require parents/guardians to provide transportation for their own students.</p> <p>State regulations require that charter schools that choose to utilize school buses to transport students "to and from" school must initially attempt to negotiate school bus transportation services with the local district. PED regulation 6.43.4.8 NMAC states that "a local school district shall negotiate with a charter school to provide transportation to eligible students".</p> <p>The charter school should confer with the New Mexico Public School Insurance Authority (NMPSIA) regarding the establishment of best practice procedures regarding the school's plan to use city bus passes/bus tokens.</p> <p>Parents may not be able to transport their own students to and from school. They may not want to accept per capita reimbursement to transport their special needs students to and from school.</p>	OK	
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			The charter school should adopt procedures governing the use of school-owned or private vehicles other than school buses for transporting students to and from school sponsored activities – refer to PED regulation 6.41.4.8.D.(2) (a) NMAC. The charter school will need to ensure that their employees who are utilized as activity drivers and are operating a school vehicle are in compliance with requirements outlined in 6.41.4.13.E-F NMAC.		
			The charter school should refer to "Standards For Providing Transportation For Eligible Student" (6.41.4 NMSA) to ensure that procedures required by the Public Education Department are adhered for Field Trips and Extracurricular Activities. Please contact Dr. J. Patrick Garcia, Director of APS Student Transportation Services, at 880-3989 (w) if you have questions regarding procedures for charter schools to follow in negotiating school bus transportation services with the district.	M & O FOOD SERVICES	
49	Description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.				
M. Other					
N. Waivers					
50	List the specific waivers by number and title that are requested from local school board policy			CSO, TLS	CSO-ok

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51	Describe how the charter school will address these waivers from local school board policy.	CSO, TLS	CSO- Attachment H,L,P OK		
52	List the specific waivers that are requested from the State Board of Education requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, evaluation standards for school personnel, school principal duties and driver education.	CSO, TLS	TLS- Could not find CSO- needs to address evaluation standards	Included in the original application will resend if necessary	
53	Describe how the charter school will address these waivers from the State Board of Education.	CSO, TLS	CSO- How will the charter request waivers? Through APS, through PED? Needs to be yearly.	Included in the original charter will resend if necessary	
N.					
Other					
	<b>O. Facilities</b>				
54	Description of the facilities the charter school plans to use, taking phase-in into account.	M & O			
55	Site plan and lease or contractual arrangements for the facility or plan for locating a facility with sites being considered.	M & O ACCTG	ACCTG: Site plan on file with APS. Facility description meets requirement. JAG 2/10/06		
56	Plan for addressing code, accessibility requirements and any other health and safety requirements, if necessary.	M & O	OK		
57	Proposed plan for operation, maintenance and repair of a facility.	M & O	OK		
58	Proposed plan for use of a school district facility by a conversion.	M & O	OK		
O.	School Safety Plan (renewals only)	CSO, M & O, RISK MGMT H/MH	HMH- Yes, says it has an attachment Risk Mgmt- Thorough plan		
Other					
	<b>P. Enrollment procedures</b>				
59	Description of procedures to be used by the charter school that complies with NMSA, 1978 and addresses how the charter will enroll using the lottery selection process.	SRV CTR	ok		
60	Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.	SRV CTR COM REL	SRV CTR- ok		

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61	Documentation that the charter school shall not charge tuition or have admission requirements, except as otherwise provided in the Public School Code.	SRV CTR	ok		
P. Other	Plan of action in the event that enrollment goals are not met.	BUDGET ACCTG, IA	ACCTG: Plan in place to address decreased enrollment meets requirement. JAG 2/10/06 IA-ok Budget: Requirement has been met		
	<b>Q. In the best interest of students, the school district, and the community</b>				
62	Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.	CSO SRV CTR COM REL	CSO- ok		
63	The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution and an application for a charter school shall include signed assurances.	SRV CTR CSO HR	HR- Okay CSO- ok		
64	- An assurance that the school complies with the Age Discrimination Act of 1975.	SRV CTR	ok		
65	- An assurance that the school complies with Title VI of the Civil Rights Act of 1964.	HR, RDA	RDA - OK HR- Okay		
66	- An assurance that the school complies with Title IX of the Education Amendments of 1972.	TLS H / MH	HMH- Yes		
67	- An assurance that the school complies with Section 504 of the Rehabilitation Act of 1973.	SP ED			
68	- An assurance that the school complies with Part B of the Individuals with Disabilities Education Act.	SP ED			
69	- An assurance that the charter school agrees with the same federal and State audit requirements as do other public school in the state.	CSO BUDGET	Budget: Requirement has been met CSO- ok		
70	- An assurance that the charter school meets all applicable Federal, State and local health and safety requirements.	M & O H / MH	HMH- Yes		
71	- An assurance that the charter school operates in accordance with State law.	CSO	ok		



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72	- An assurance that the charter school does not charge tuition.	SRV CTR BUDGET	Budget: Requirement has been met SVR-CTR- ok	
73	- An assurance that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.	SP ED LCE	OK	
74	- An assurance that the charter school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.	CSO SRV CTR	ok	
75	- An assurance that the charter school will admit students on the basis of a lottery, if more students apply than can be accommodated.	CSO SRV CTR	ok	
Q. Other				
	<b>S. Petitions of support</b>			
76	An application for a conversion charter school shall include a petition of support signed by not less than sixty-five percent of the employees in the school.	CSO	N/A	
77	A petition in support of the charter school signed by a majority of the households whose children are enrolled in a proposed conversion school must accompany the application.	CSO	N/A	
S. Other				
	<b>T. Revisions / Amendments</b>			
78	Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the governing body of the charter school.	CSO	ok	
T. Other				
	<b>U. Renewal applications (submitted to local school board)</b>			

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79	A report on the progress of the charter school in achieving the goals, objectives, students' performance standards and other terms of the initial approved charter application.	CSO, RDA IA	IA – not readable RDA – Attachment T is the school report card; with associated student achievement data. There is no reference to the original charter application CSO- ok	Academia de Lengua y Cultura goal, objectives, and student performance standards support NM AYP requirements in the areas of participation rate, targets for deficiency or non proficiency in reading, math and attendance rates. Reasonable accommodations will be made for students with exceptionalities. Assessments will be administered within the required time frames.	
80	A report on the progress of the charter school in achieving the State Board minimum educational standards and the accountability requirements set forth in Section 22-1-6, NMSA, 1978.	RDA	Reference appears obsolete - OK		
81	A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that will allow comparison of costs to other schools or comparable organizations and that, is in a format required by the State Board.	BUDGET ACCTG	ACCTG: Exception – financial statement not found. JAG 2/10/06 Budget: Requirement has been met		
82	Contents of the charter application set forth in Section 8 {22-8B-8, NMSA, 1978} of the 1999 Charter School's Act and the State Board of Education Regulation (i.e. letters A-O above and P-any other information reasonably required by the local school board).	CSO	ok		
83	A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school.	CSO	ok		
84	A petition in support of the charter school renewing its charter status signed by a majority of the households whose children are enrolled in the charter school.	CSO	ok		
U. Other					
V	Facilities, Standards, Fiscal and Capital Impact				

# Academia de Lengua y Cultura Original: Procedures for Renewal as a Charter School NMAC Title 6 Chapter 80 Part 4 #1

93.	Where is your Charter School located?	F & D CMP	OK		
94.	How did you determine that this location is in an area most likely to serve the targeted student population you intend to serve?	F & D CMP	OK		
95.	Is this location in an area where there is not an existing concentration of charter and other public schools? Include analysis of location.	F & D CMP	OK		
96.	If the location of your charter school is not in a public building, what are your plans to locate in a public building by 2010?	F & D CMP	No plan included The District will require a plan in 2009. Please add, statement that a plan will be submitted for compliance by 2009	Academia de Lengua y Cultura is aware that the school must be in a public facility that meets required codes and appropriate classroom requirements by 2010.	



# Academia de Lengua y Cultura Original: Procedures for Renewal as a Charter School

## NMAC Title 6 Chapter 80 Part 4 #1

DEPARTMENT	REPRESENTATIVE	PHONE NUMBER	E-MAIL
Accounting ACCTG	Jonnie Gilbert	880-3759	<a href="mailto:Gilbert_j@aps.edu">Gilbert_j@aps.edu</a>
Budget BUDGET	Kurt Sams	880-3748	<a href="mailto:sams@aps.edu">sams@aps.edu</a>
Capital Master Plan	Kizito Wijenje	848-8892	<a href="mailto:Wijenje@aps.edu">Wijenje@aps.edu</a>
Charter School Office CSO	Terry Holmberg	855-5263	<a href="mailto:Holmberg@aps.edu">Holmberg@aps.edu</a>
Food Services FOOD SERVICES	James Jordon	345-5661 ext117	<a href="mailto:jordan@aps.edu">jordan@aps.edu</a>
Health/Mental Health H/MH	Lynn Pedraza	342-7264	<a href="mailto:pedraza@aps.edu">pedraza@aps.edu</a>
Human Resources HR	Bert Garcia	842-3593	<a href="mailto:garcia_b@aps.edu">garcia_b@aps.edu</a>
Internal Audit IA	Allen Wesson	880-3725	<a href="mailto:wesson@aps.edu">wesson@aps.edu</a>
Language & Cultural Equity LCE	Lynne Rosen	881-9429 ex. 80076	<a href="mailto:rosen@aps.edu">rosen@aps.edu</a>
Maintenance & Operations M & O	Brad Winter	880-3721	<a href="mailto:winter@aps.edu">winter@aps.edu</a>
Research, Development & Accountability RDA	Karen Baker-Jepsen Tom Genne	880-3718 848-8729	<a href="mailto:Baker-Jepsen@aps.edu">Baker-Jepsen@aps.edu</a> <a href="mailto:genne@aps.edu">genne@aps.edu</a>
Risk Management Risk Mgmt	Jim Dorn	342-7212	<a href="mailto:dorn@aps.edu">dorn@aps.edu</a>
Service Center Srv Ctr	Toby Herrera	855-5264	<a href="mailto:herrera_toby@aps.edu">herrera_toby@aps.edu</a>
Special Education Sp. Ed.	Eileen Montoya	247-1012 ex213	<a href="mailto:Montoya_e@aps.edu">Montoya_e@aps.edu</a>

APS Department Abbreviations: Acctg – Accounting  
CSO – Charter School Office  
Com Rel – Community Relations  
IA – Internal Audit

H/MH – Health/Mental Health  
HR – Human Resources  
LCE – Language & Cultural Equity  
M & O – Maintenance & Operations

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SP ED – Special Education  
Srv Ctr – Service Center

TLS – Teaching & Learning Systems  
Tech – Technology  
Trans – Transportation

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DEPARTMENT	REPRESENTATIVE	PHONE NUMBER	E-MAIL
Teaching & Learning Systems TLS	Giny Duran-Ginn, Jennifer MacDonald, Trish Wagner	880-8249 ex. 101, ex. 151, ex. 129	<a href="mailto:ginn_v@aps.edu">ginn_v@aps.edu</a> , <a href="mailto:macdonald@aps.edu">macdonald@aps.edu</a> , <a href="mailto:wagner_p@aps.edu">wagner_p@aps.edu</a>
Technology TECH	Ken Cole	880-8052	<a href="mailto:cole_k@aps.edu">cole_k@aps.edu</a>
Transportation Trans	Patrick Garcia	880-3989 ex. 1	<a href="mailto:garcia_ip@aps.edu">garcia_ip@aps.edu</a>

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# Academia de Lengua y Cultura Original: Procedures for Renewal as a Charter School NMAC Title 6 Chapter 80 Part 4 #1

81	A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that will allow comparison of costs to other schools or comparable organizations and that, is in a format required by the State Board.	BUDGET ACCTG	ACCTG: Exception – financial statement not found. JAG 2/10/06 Budget: Requirement has been met	The budgets (the attached budgets) should serve for the information that is required. It is in the format that is required by PED and broken out individual line items and function. The costs are disclosed as requested. For example the total costs are as follows:  FY-05  Direct Instruction - \$225,261 Instructional Support - \$120,237 Admin. - \$18,291 Business Office - \$82,963 Operations - \$115,435  FY – 06 Direct Instruction - \$453,506 Instructional Support - \$155,184 Admin. - \$21,007 Business Office - \$79,596 Operations - \$176,000  FY07-10 are also provided in the same format. If you need this information in a different format (actual audited financials) please advise and I will send the audited financials that that I have available.	
82	Contents of the charter application set forth in Section 8 (22-8B-8, NMSA, 1978) of the 1999 Charter School's Act and the State Board of Education Regulation (i.e. letters A-O above and P-any other information reasonably required by the local school board).	CSO	ok		
83	A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school.	CSO	ok		

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# Academia de Lengua y Cultura Original: Procedures for Renewal as a Charter School

## NMAC Title 6 Chapter 80 Part 4 #1

84	A petition in support of the charter school renewing its charter status signed by a majority of the households whose children are enrolled in the charter school.	CSO	ok			
U. Other						
V	Facilities, Standards, Fiscal and Capital Impact					
93.	Where is your Charter School located?	F & D CMP	OK			
94.	How did you determine that this location is in an area most likely to serve the targeted student population you intend to serve?	F & D CMP	OK			
95.	Is this location in an area where there is not an existing concentration of charter and other public schools? Include analysis of location.	F & D CMP	OK			
96.	If the location of your charter school is not in a public building, what are your plans to locate in a public building by 2010?	F & D CMP	No plan included The District will require a plan in 2009. Please add, statement that a plan will be submitted for compliance by 2009			

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## NMAC Title 6 Chapter 80 Part 4 #1

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Accounting ACCTG	Jonnie Gilbert	880-3759	<u>Gilbert_j@aps.edu</u>
Budget BUDGET	Kurt Sams	880-3748	<u>sams@aps.edu</u>
Capital Master Plan	Kizito Wijenje	848-8892	<u>Wijenje@aps.edu</u>
Charter School Office CSO	Terry Holmberg	855-5263	<u>Holmberg@aps.edu</u>
Food Services FOOD SERVICES	James Jordon	345-5661 ext117	<u>jordan@aps.edu</u>
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Research, Development & Accountability RDA	Karen Baker-Jepsen Tom Genne	880-3718 848-8729	<u>Baker-Jepsen@aps.edu</u> <u>genne@aps.edu</u>
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DEPARTMENT	REPRESENTATIVE	PHONE NUMBER	E-MAIL
Teaching & Learning Systems TLS	Giny Duran-Ginn, Jennifer MacDonald, Trish Wagner	880-8249 ex. 101, ex. 151, ex. 129	ginn_v@aps.edu, macdonald@aps.edu, wagner_p@aps.edu
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# 5 Year Projection for ALC FY (2006-2010)

Academia de Lengua y Cultura

001-013

## REVENUE

	FY06 Proposed Budget 7/01/05 - 6/30/06	FY07	FY08	FY09	FY10
11-000-20-8205 Fees-Users					
11-000-20-8306 Gifts, Donations-Non-Categorical					
11-000-20-8312 Refunds / Reimbursements					
11-000-20-8313 Interest					
11-000-30-8501 State Equalization Guarantee					
11-000-30-8502 SDE Flowthrough Grants	896,294	1,029,002	1,061,678	1,091,253	1,091,253
11-000-00-0000 Subtotal Operational Revenue	896,294	1,029,002	1,061,678	1,091,253	1,091,253
11-000-00-9111 Unrestricted Cash	-				
11-000-00-0000 TOTAL OPERATIONAL FUND	896,294	1,029,002	1,061,678	1,091,253	1,091,253
14-000-00-8502-000 SDE State Flowthrough Grants					
14-000-00-8511-000 Instructional Materials Revenue					
14-000-00-0000 TOTAL INSTRUCTIONAL MATERIAL					
21-000-00-8203 Food Services					
24-101-41-8602 IASA Title I					
24-106-00-8602 IDEA-B Entitlement - Federal					
24-146-00-8602 Charter Schools - Federal					
24-157-00-8602 Title IV Drug Free - Federal					
25-123-81-2401 PNM Foundation					
25-140-00-8402 Challenge Fnd.					
25-143-00-8403 Natl. Council of La Raza					
25-332-00-8502 Charter Schools Planning					
25-336-00-8503 Health Dept.					
25-372-00-8502 TANF					
25-402-00-8503 School Health					
31-200-00-8509 Special Capital Outlay					
<b>Total Revenue</b>	<b>896,294</b>	<b>1,029,002</b>	<b>1,061,678</b>	<b>1,091,253</b>	<b>1,091,253</b>

# 5 Year Projection for ALC FY (2006-2010)

Academia de Lengua y Cultura

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	FY06 Proposed Budget 7/01/05 - 6/30/06	FY07	FY08	FY09	FY10
	FTE	FTE	FTE	FTE	FTE
<b>EXPENDITURES</b>					
<b>DIRECT INSTRUCTION</b>					
11-000-01-1411 · Teachers-Grades 1-12	275,000	355,000	375,000	400,000	400,000
11-000-01-1412 · Teachers-Special Education	40,000	41,708	42,750	42,964	43,179
11-000-01-1711 · Instructional Assistants - Grades 1-12	12,000	12,000	12,000	12,000	12,000
11-000-01-1612 · Substitutes-Other Leave	15,000	18,000	20,000	22,000	22,000
11-000-01-2111 · Educational Retirement Board	30,738	38,419	40,397	42,767	42,787
11-000-01-2112 · RHCA - Retiree Health Care Assoc.	4,742	5,926	6,231	6,597	6,600
11-000-01-2211 · FICA Taxes	20,274	25,340	26,645	28,208	28,221
11-000-01-2212 · Medicare	4,742	5,926	6,231	6,597	6,600
11-000-01-2311 · Health/Medical	36,752	25,000	28,000	30,000	30,000
11-000-01-2312 · Life	864	1,320	1,452	1,452	1,452
11-000-01-2313 · Dental	2,566	2,851	3,136	3,136	3,136
11-000-01-2314 · Vision	880	756	832	832	832
11-000-01-2315 · Disability	1,609	2,125	2,125	2,125	2,125
11-000-01-2511 · Unemployment Insurance Premium	6,540	8,640	8,640	8,640	8,640
11-000-01-3315 · Contract Services					
11-000-01-3711 · Other Charges					
11-000-01-4112 · Other Text Books					
11-000-01-4113 · Software					
11-000-01-5117 · Student Travel	2,000	1,395	1,500	2,500	2,500
11-000-01-6411 · Fixed Assets (More than \$1000)					
<b>TOTAL DIRECT INSTRUCTION</b>	<b>453,506</b>	<b>544,407</b>	<b>574,939</b>	<b>609,818</b>	<b>610,072</b>

<b>INSTRUCTIONAL SUPPORT</b>					
11-000-02-1112 · Principals	60,000	68,591	70,306	70,658	71,011
11-000-02-1214 · Social Workers	6,000	10,000	10,000	10,000	10,000
11-000-02-1215 · Registered Nurses	4,000	6,000	6,000	6,000	6,000
11-000-02-1217 · Secy/Clerical/Tech	30,375	36,250	36,500	36,750	37,000
11-000-02-1314 · Therapists		10,000	12,000	14,000	14,000
11-000-02-2111 · Educational Retirement Board	8,495	9,855	10,040	10,096	10,153
11-000-02-2112 · RHCA Retiree Health Care Authority	1,310	1,520	1,549	1,557	1,566
11-000-02-2211 · FICA Taxes	5,603	6,500	6,822	6,659	6,697
11-000-02-2212 · Medicare	1,310	1,520	1,549	1,557	1,566
11-000-02-2311 · Health/Medical	10,188	12,226	14,671	17,605	21,126
11-000-02-2312 · Life	192	192	192	192	192
11-000-02-2313 · Dental	570	570	570	570	570
11-000-02-2314 · Vision	151	151	151	151	151
11-000-02-2315 · Disability	681	681	681	681	681
11-000-02-2511 · Unemployment Insurance Premium	1,808	2,097	2,136	2,148	2,160
11-000-02-3214 · Other Professional Services					
11-000-02-3315 · Other Contract Services					
11-000-02-3711 · Other Charges					
11-000-02-4114 · Library & Audio Visual	20,500				

# 5 Year Projection for ALC FY (2006-2010)

Academia de Lengua y Cultura

001-013

11-000-02-4118 · General Supplies & Materials  
11-000-02-5114 · Employee Training  
11-000-02-6411 · Fixed Assets (More than \$1000)  
11-000-02-6412 · Supply Assets (Under \$1000)  
TOTAL INSTRUCTIONAL SUPPORT

## ADMINISTRATION

11-000-03-3211 · Auditing  
11-000-03-3315 · Other Contract Svcs  
11-000-03-3711 · Other Charges  
11000-03-5114 · Employee Training  
11-000-03-4118 · General Supplies & Materials  
TOTAL ADMINISTRATION

## BUSINESS & SUPPORT SERVICES

11-000-04-1115 · Associate Superintendent  
11-000-04-2111 · Educational Retirement Board  
11-000-04-2112 · RHCA - Retiree Health Care Authority  
11-000-04-2211 · FICA Taxes  
11-000-04-2212 · Medicare  
11-000-04-2311 · Health/Medical  
11-000-04-2312 · Life  
11-000-04-2313 · Dental  
11-000-04-2314 · Vision  
11-000-04-2511 · Disability  
11-000-04-2511 · Unemployment Insurance Premium  
11-000-04-3214 · Other Prof Svcs  
11-000-04-3711 · Other Charges  
11-000-04-4113 · Software  
11-000-04-4118 · General Supplies Materials  
11-000-04-5114 · Employee Training  
TOTAL BUSINESS & SUPPORT SERVICES

## OPERATION/MAINT PLANT

11-000-05-2111 · Educational Retirement  
11-000-05-2112 · ERA - Retiree Health  
11-000-05-2211 · FICA Taxes  
11-000-05-2212 · Medicare  
11-000-05-2312 · Life  
11-000-05-2511 · Unemployment Insurance Premium

	FY06 Proposed Budget 7/01/05 - 6/30/06	FY07	FY08	FY09	FY10
	0	0	0	0	0
	4,000				
	155,184	166,153	172,966	178,626	182,874
	6,000	6,500	7,000	7,500	8,000
	8,007				
	3,000				
	1,000				
	3,000	3,500	3,500	3,500	3,500
	21,007	10,000	10,500	11,000	11,500
	55,000	56,783	58,202	58,493	58,786
	5,170	5,338	5,471	5,498	5,526
	798	823	844	848	852
	3,410	3,521	3,609	3,627	3,645
	798	823	844	848	852
	5,094	6,000	6,000	6,000	6,000
	96	96	96	96	96
	285	285	285	285	285
	76	76	76	76	76
	271	279	286	288	289
	1,100	1,136	1,164	1,170	1,176
	5,500	5,500	5,500	5,500	5,500
	1,000	1,000	1,000	1,000	1,000
	1,000				
	79,596	81,660	83,376	83,729	84,083



5 Year Projection for ALC  
FY (2006-2010)

Academia de Lengua y Cultura

001-073

	FY06 Proposed Budget 7/01/05 - 6/30/06	FY07	FY08	FY09	FY10
11-000-05-3214 · Other Professional Services					
11-000-05-3313 · Property/Liability	12,000	10,000	12,000	14,000	16,000
11-000-05-3315 · Other Contract Svcs	20,000	25,000	25,000	25,000	25,000
11-000-05-3411 · Electricity	5,000	8,000	9,000	10,000	11,000
11-000-05-3412 · Building Heat - Natural Gas	2,000	6,500	7,500	8,500	9,500
11-000-05-3415 · Water/Sewage	2,000	4,500	5,500	6,500	7,500
11-000-05-3418 · Communications	7,000	8,000	9,000	10,000	11,000
11-000-05-3511 · Rents & Leases	126,000	148,492	135,279	117,168	105,811
11-000-05-3611 · M & R - Furn., Fix., Equip.					
11-000-05-3612 · Maintenance & Repair/Bldgs & Gnds					
11-000-05-3711 · Other Charges	2,000	6,000	6,000	6,000	6,000
11-000-05-4118 · General Supplies & Materials	176,000	216,492	209,279	197,168	191,811
<b>TOTAL OPERATION/MAINT PLANT</b>					
<b>FOOD SERVICES</b>					
11-000-06-3315 · Other Contractual Services	-	-	-	-	-
<b>TOTAL FOOD SERVICES</b>					
<b>ATHLETICS</b>					
11-000-07-1618 · Athletics	-	-	-	-	-
11-000-07-2211 · FICA	-	-	-	-	-
11-000-07-2212 · Medicare	-	-	-	-	-
11-000-07-3314 · Contracts - Interagency					
11-000-07-3315 · Other Contract Services	2,000				
11-000-07-3711 · Other Charges	-				
11-000-07-4118 · General Supplies & Materials	-				
11-000-07-5117 · Student Travel	-				
11-000-07-6412 · Supply Assets (Under \$1000)	-				
<b>TOTAL ATHLETICS</b>	2,000				
<b>NON-OPERATING</b>					
11-000-12-7513 · Emergency Reserve	9,000	10,290	10,617	10,913	10,913
<b>TOTAL NON-OPERATING</b>	9,000	10,290	10,617	10,913	10,913
<b>TOTAL OPERATIONAL FUND 11</b>	896,294	1,029,002	1,061,678	1,091,253	1,091,253

5 Year Projection for ALC  
FY (2006-2010)  
Academia de Lengua y Cultura

001-013

INSTRUCTIONAL MATERIAL

14-000-01-4111 · Instructional Materials  
TOTAL DIRECT INSTRUCTION

14-000-02-4114 · Library and Audio-Visual  
TOTAL DIRECT INSTRUCTION

TOTAL INSTRUCTIONAL MATERIAL

PSCOC Awards

31-200-11-3511-Rents and Leases  
TOTAL SPECIAL CAPITAL OUTLAY

	FY06 Proposed Budget 7/01/05 - 6/30/06	FY07	FY08	FY09	FY10
14-000-01-4111 · Instructional Materials	5,011	10,000	12,000	14,000	14,000
TOTAL DIRECT INSTRUCTION	5,011	10,000	12,000	14,000	14,000
14-000-02-4114 · Library and Audio-Visual	185	250	300	300	300
TOTAL DIRECT INSTRUCTION	185	250	300	300	300
<u>TOTAL INSTRUCTIONAL MATERIAL</u>	<u>5,196</u>	<u>10,000</u>	<u>12,000</u>	<u>14,000</u>	<u>14,000</u>
<u>PSCOC Awards</u>					
31-200-11-3511-Rents and Leases		80,000	80,000	80,000	80,000
TOTAL SPECIAL CAPITAL OUTLAY		80,000	80,000	80,000	80,000

5 Year Projection for ALC  
FY (2006-2010)  
Academia de Lengua y Cultura

001-013

FY10

FY09

FY08

FY07

FY06

Proposed  
Budget  
7/01/05 - 6/30/06

0

0

0

0

0

5 Year Projection for ALC  
FY (2006-2010)  
*Academia de Lengua y Cultura*

001-013

FY10

FY09

FY08

FY07

FY06

Proposed  
Budget  
7/01/05 - 6/30/06

				0
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001-013

**Budget**  
**7/01/05 - 6/30/06**

FY10

0

**FY06 (2005-2006)****Academia de Lengua y Cultura**

001-013

	<div>FY05</div> <div>Total Rec'd/ Expended to Date 3/31/2005</div>	<div>FY05</div> <div>Year-End Estimated 7/01/04-6/30/05</div>	<div>FY06</div> <div>Proposed Budget 7/01/05 - 6/30/06</div>
<b>REVENUE</b>			
11-000-20-8205 Fees-Users			
11-000-20-8306 Gifts, Donations-Non-Categorical	-		-
11-000-20-8312 Refunds / Reimbursements	-		
11-000-20-8313 Interest	-		
11-000-30-8501 State Equalization Guarantee	412,098	538,266	896,294
11-000-30-8502 SDE Flowthrough Grants	-	-	
11-000-00-0000 Subtotal Operational Revenue	412,098	538,266	896,294
11-000-00-9111 Unrestricted Cash		24,021	-
11-000-00-0000 TOTAL OPERATIONAL FUND	412,098	562,287	896,294
14-000-00-8502-000 SDE State Flowthrough Grants	151	151	185
14-000-00-8511-000 Instrurctional Materials Revenue	4,496	12,531	5,011
14-000-00-0000 TOTAL INSTRUCTIONAL MATERIAL	4,647	12,682	5,196
21-000-00-8203 Food Services	14,209	16,000	-
24-101-41-8602 IASA Title I	21,935	49,500	28,000
24-106-00-8602 IDEA-B Entitlement - Federal	4,422	39,422	
24-146-00-8602 Charter Schools - Federal	95,000	150,000	115,057
24-157-00-8602 Title IV Drug Free - Federal	-	-	-
25-123-81-2401 PNM Foundation	-	-	-
25-140-00-8402 Challege Fnd.	-	-	-
25-143-00-8403 Natl. Council of La Raza	-	100,000	-
25-332-00-8502 Charter Schools Planning	-	-	-
25-336-00-8503 Health Dept.	-	-	-
25-372-00-8502 TANF	-	-	-
25-402-00-8503 School Health	-	-	-
31-200-00-8509 Special Capital Outlay	4,050	16,200	
	-	-	-
<b>Total Revenue</b>	<b>556,361</b>	<b>946,091</b>	<b>1,044,547</b>

# FY06 (2005-2006)

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0

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FY05  
Total Rec'd/  
Expended to Date  
3/31/2005

FY05  
Year-End  
Estimated  
7/01/04-6/30/05

FY06  
Proposed  
Budget  
7/01/05 - 6/30/06

## EXPENDITURES

FTE

### DIRECT INSTRUCTION

11-000-01-1411 · Teachers-Grades 1-12	161,032	155,154	6.00	315,000	
11-000-01-1711 · Instructional Assistants -Grades 1-12				12,000	12,000
11-000-01-1612 · Substitutes-Other Leave	6,199	9,000		15,000	
11-000-01-2111 · Educational Retirement Board	13,670	18,852		30,738	1,128
11-000-01-2112 · RHCA - Retiree Health Care Assoc.	2,054	2,833		4,742	174
11-000-01-2211 · FICA Taxes	9,737	13,430		20,274	744
11-000-01-2212 · Medicare	2,277	3,141		4,742	174
11-000-01-2311 · Health/Medical	9,846	13,404		36,752	
11-000-01-2312 · Life	380	524		864	96
11-000-01-2313 · Dental	607	828		2,566	285
11-000-01-2314 · Vision	192	256		680	76
11-000-01-2315 · Disability	382	556		1,609	59
11-000-01-2511 · Unemployment Insurance Premium	3,183	4,381		6,540	240
11-000-01-3315 · Contract Services	2,492	3,000			
11-000-01-3711 · Other Charges	-			2,000	
11-000-01-4112 · Other Text Books	-				
11-000-01-4113 · Software	-				
11-000-01-5117 · Student Travel	-				
11-000-01-6411 · Fixed Assets (More than \$1000)	-				
TOTAL DIRECT INSTRUCTION	212,052	225,361		453,506	

### INSTRUCTIONAL SUPPORT

11-000-02-1112 · Principals	39,750	53,000	1.00	60,000	
11-000-02-1214 · Social Workers				6,000	
11-000-02-1215 · Registered Nurses				4,000	
11-000-02-1217 · Secy/Clerical/Tech	24,318	33,282	1.00	30,375	
11-000-02-1314 · Therapists	4,803	7,000			
11-000-02-2111 · Educational Retirement Board	5,501	7,355		8,495	
11-000-02-2112 · RHCA Retiree Health Care Authority	827	1,105		1,310	
11-000-02-2211 · FICA Taxes	3,935	5,260		5,603	
11-000-02-2212 · Medicare	921	1,230		1,310	
11-000-02-2311 · Health/Medical	5,727	8,024		10,188	
11-000-02-2312 · Life	136	172		192	
11-000-02-2313 · Dental	366	509		570	
11-000-02-2314 · Vision	76	113		151	
11-000-02-2315 · Disability	301	403		681	
11-000-02-2511 · Unemployment Insurance Premium	640	1,069		1,808	
11-000-02-3214 · Other Professional Services	-				
11-000-02-3315 · Other Contract Services	-			20,500	
11-000-02-3711 · Other Charges	899	899			
11-000-02-4114 · Library & Audio Visual	-				



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	<div>FY05 Total Rec'd/ Expended to Date 3/31/2005</div>	<div>FY05 Year-End Estimated 7/01/04-6/30/05</div>	<div>FY06 Proposed Budget 7/01/05 - 6/30/06</div>
11-000-02-4118 · General Supplies & Materials	815	815	
11-000-02-5114 · Employee Training			4,000
11-000-02-6411 · Fixed Assets (More than \$1000)	-		
11-000-02-6412 · Supply Assets (Under \$1000)			
<b>TOTAL INSTRUCTIONAL SUPPORT</b>	<b>89,015</b>	<b>120,237</b>	<b>155,184</b>

**ADMINISTRATION**

11-000-03-3211 · Auditing		5,600	6,000
11-000-03-3315 · Other Contract Svcs	10,000	12,691	8,007
11-000-03-3711 · Other Charges			3,000
11-000-03-5114 · Employee Training			1,000
11-000-03-4118 · General Supplies & Materials			3,000
<b>TOTAL ADMINISTRATION</b>	<b>10,000</b>	<b>18,291</b>	<b>21,007</b>

**BUSINESS & SUPPORT SERVICES**

11-000-04-1115 · Associate Superintendent	30,938	41,250	1.00	55,000
11-000-04-2111 · Educational Retirement Board	2,676	3,568		5,170
11-000-04-2112 · RHCA - Retiree Health Care Authori	402	536		798
11-000-04-2211 · FICA Taxes	1,918	2,557		3,410
11-000-04-2212 · Medicare	449	598		798
11-000-04-2311 · Health/Medical		-		5,094
11-000-04-2312 · Life		-		96
11-000-04-2313 · Dental		-		285
11-000-04-2314 · Vision		-		76
11-000-04-2315 · Disability		-		271
11-000-04-2511 · Unemployment Insurance Premium	643	849		1,100
11-000-04-3214 · Other Prof Svcs	17,842	17,842		
11-000-04-3711 · Other Charges	10,481	10,481		
11-000-04-4113 · Software	5,250	5,250		5,500
11-000-04-4118 · General Supplies Materials	31	31		1,000
11-000-04-5114 · Employee Training				1,000
<b>TOTAL BUSINESS &amp; SUPPORT SERVICES</b>	<b>70,629</b>	<b>82,963</b>		<b>79,596</b>

**OPERATION/MAINT PLANT**

11-000-05-2111 · Educational Retirement	
11-000-05-2112 · ERA - Retiree Health	
11-000-05-2211 · FICA Taxes	
11-000-05-2212 · Medicare	
11-000-05-2312 · Life	
11-000-05-2511 · Unemployment Insurance Premium	

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	FY05 Total Rec'd/ Expended to Date 3/31/2005	FY05 Year-End Estimated 7/01/04-6/30/05	FY06 Proposed Budget 7/01/05 - 6/30/06
11-000-05-3214 · Other Professional Services			-
11-000-05-3313 · Property/Liability	5,334	5,334	12,000
11-000-05-3315 · Other Contract Svcs	8,933	13,000	20,000
11-000-05-3411 · Electricity	2,481	4,000	5,000
11-000-05-3412 · Building Heat - Natural Gas	581	1,081	2,000
11-000-05-3415 · Water/Sewage	152	352	2,000
11-000-05-3416 · Communications	4,120	6,000	7,000
11-000-05-3511 · Rents & Leases	76,689	83,255	126,000
11-000-05-3611 · M & R - Furn.,Fix.,Equip.	1,774		
11-000-05-3612 · Maintenance & Repair/Bldgs & Gnd	233		
11-000-05-3711 · Other Charges	315	1,315	
11-000-05-4118 · General Supplies & Materials	598	1,098	2,000
<b>TOTAL OPERATION/MAINT PLANT</b>	<b>101,210</b>	<b>115,435</b>	<b>176,000</b>

**FOOD SERVICES**

11-000-06-3315 · Other Contractual Services	-	-	-
<b>TOTAL FOOD SERVICES</b>	-	-	-

**ATHLETICS**

11-000-07-1618 · Athletics	-	-	-
11-000-07-2211 · FICA	-	-	-
11-000-07-2212 · Medicare	-	-	-
11-000-07-3314 · Contracts - Interagency	-	-	-
11-000-07-3315 · Other Contract Services	-	-	-
11-000-07-3711 · Other Charges	-	-	2,000
11-000-07-4118 · General Supplies & Materials	-	-	-
11-000-07-5117 · Student Travel	-	-	-
11-000-07-6412 · Supply Assets (Under \$1000)	-	-	-
<b>TOTAL ATHLETICS</b>	-	-	<b>2,000</b>

**NON-OPERATING**

11-000-12-7513 · Emergency Reserve	-	-	9,000
<b>TOTAL NON-OPERATING</b>	-	-	<b>9,000</b>

<b><u>TOTAL OPERATIONAL FUND 11</u></b>	<b>482,906</b>	<b>562,287</b>	<b>896,294</b>
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# **FY06 (2005-2006)**

## **Academia de Lengua y Cultura**

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	FY05		FY06
	Total Rec'd/ Expended to Date	Year-End Estimated	Proposed Budget
	3/31/2005	7/01/04-6/30/05	7/01/05 - 6/30/06
<b>INSTRUCTIONAL MATERIAL</b>			
14-000-01-4111 · Instructional Materials	14,446	15,415	5,011
TOTAL DIRECT INSTRUCTION	14,446	15,415	5,011
14-000-02-4114 · Library and Audio-Visual	-	3,893	185
TOTAL DIRECT INSTRUCTION	-	3,893	185
<b>TOTAL INSTRUCTIONAL MATERIAL</b>	<b>14,446</b>	<b>19,308</b>	<b>5,196</b>
<b>FOOD SERVICE</b>			
21-000-06-3314 Contracts - Interagency	12,011	16,000	-
TOTAL FOOD SERVICES	12,011	16,000	-
<b>TOTAL FOOD SERVICE</b>	<b>12,011</b>	<b>16,000</b>	<b>-</b>
<b>IASA Title I</b>			
24101-01-1411-Direct Instruction-Teachers-Grades 1-12		26,365	28,000
24101-02-5114-Instr. Support-Employee Travel		1,200	
24101-01-4118-General Materials & Supplies	7,359	21,935	
TOTAL IASA - TITLE I	-	49,500	28,000
<b>24-106-00-8602 IDEA-B Entitlement - Federal</b>			
24106-01-1411		39,422	
TOTAL IDEA-B Entitlement-Federal	-	39,422	-
<b>FUND 24-146 FEDERAL FLOWTHROUGH</b>			
<b>DIRECT INSTRUCTION</b>			
24-146-01-3711 · Other Charges	-	-	
24-146-01-4112 · Other Text Books	2,216	5,196	10,000
24-146-01-4113 · Software	-	-	10,000
24-146-01-4118 · General Materials & Supplies	1,681	3,039	
24-146-01-6411 · Fixed Assets (More than \$1000)	-	-	70,000
24-146-01-6412 · Supply Assets (Under \$1000)	899	899	
TOTAL DIRECT INSTRUCTION	4,796	9,135	90,000
<b>INSTRUCTIONAL SUPPORT</b>			
24-146-02-3315 · Other Contract Services	-	-	
24-146-02-4114 · Library & Audio Visual	4,768	5,849	7,000
24-146-02-4118 · General Supplies & Materials	9,918	12,330	8,057
24-146-02-5113 · Employee Travel	312	312	5,000
24-146-02-5114 · Employee Training	4,063	5,298	5,000
24-146-02-6411 · Fixed Assets (More than \$1000)	-	-	
24-146-02-6412 · Supply Assets (Under \$1000)	1,090	1,090	
TOTAL INSTRUCTIONAL SUPPORT	20,149	24,878	25,057
<b>ADMINISTRATION</b>			
24-146-03-3214 · Other Profess Svcs	-	-	
24-146-03-3315 · Other Contract Svcs	-	-	

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	FY05 Total Rec'd/ Expended to Date 3/31/2005	FY05 Year-End Estimated 7/01/04-6/30/05	FY06 Proposed Budget 7/01/05 - 6/30/06
24-146-03-4113 · Software		-	
24-146-03-4118 · General Supplies & Materials	128	128	
24-146-03-5113 · Employee Travel	554	554	
24-146-03-5114 · Employee Training	249	249	
24-146-03-6411 · Fixed Assets (More than \$1000)	-	-	
24-146-03-6412 · Supply Assets (Under \$1000)	-	-	
<b>TOTAL ADMINISTRATION</b>	<b>931</b>	<b>931</b>	<b>-</b>

**BUSINESS & SUPPORT SERVICES**

24-146-04-3711 · Other Charges			
24-146-04-6412 · Supply Assets (Under \$1000)			
<b>TOTAL BUSINESS &amp; SUPPORT SERVICES</b>	<b>-</b>	<b>-</b>	<b>-</b>

**ATHLETICS**

24-146-07-4118 · General Supplies & Materials			-
<b>TOTAL ATHLETICS</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>TOTAL FEDERAL STIMULUS</b>	<b>25,876</b>	<b>34,943</b>	<b>115,057</b>
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**DIRECT INSTRUCTION**

25-143-01-1411 · Teachers-Grades 1-12			
25-143-01-3214 · Other Prof Svcs			
25-143-01-4113 · Software		60,000	
25-143-01-5114 · Employee Training		3,610	
25-143-01-6411 · Fixed Assets (More than \$1000)			
<b>TOTAL DIRECT INSTRUCTION</b>	<b>-</b>	<b>63,610</b>	<b>-</b>

**INSTRUCTIONAL SUPPORT**

25-143-02-1112 · Principals			
25-143-02-2111 · Educational Retirement Board			
25-143-02-2112 · RHCA Retiree Health Care Authority			
25-143-02-2211 · FICA Taxes			
25-143-02-2212 · Medicare			
25-143-02-2311 · Health/Medical			
25-143-02-2312 · Life			
25-143-02-2313 · Dental			
25-143-02-2314 · Vision			
25-143-02-2315 · Disability			
25-143-02-2511 · Unemployment Insurance Premium			

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25-143-02-3315 · Other Contract Services  
25-143-02-3711 · Other Charges  
TOTAL INSTRUCTIONAL SUPPORT

FY05	FY05
Total Rec'd/ Expended to Date	Year-End Estimated
3/31/2005	7/01/04-6/30/05

FY06
Proposed Budget
7/01/05 - 6/30/06

0

0

**ADMINISTRATION**

25-143-03-3315 · Admin.-Other Contranct Services	20,000	
25-143-03-3711 · Other Charges	4,162	
25-143-03-4118 · General Supplies & Materials	2,228	
TOTAL ADMINISTRATION	26,390	-

**BUSINESS & SUPPORT SERVICES**

25-143-04-1115 · Associate Superintendent		
25-143-04-2111 · Educational Retirement Board		
25-143-04-2112 · RHCA - Retiree Health Care Authority		
25-143-04-2211 · FICA Taxes		
25-143-04-2212 · Medicare		
25-143-04-2311 · Health/Medical		
25-143-04-2312 · Life		
25-143-04-2313 · Dental		
25-143-04-2314 · Vision		
25-143-04-2315 · Disability		
25-143-04-2511 · Unemployment Insurance Premium		
25-143-04-3214 · Other Prof Svcs		
TOTAL BUSINESS & SUPPORT SERVICES	-	-

**OPERATION/MAINT PLANT**

25-143-05-3416 · Communications	-	10,000	
25-143-05-3511 · Rents & Leases	-	-	
25-143-05-3612 · Maintenance & Repair/Bldgs & Gnds	-	-	
TOTAL OPERATION/MAINT PLANT	-	10,000	-

**TOTAL NATL COUNCIL OF LA RAZA**

- 100,000 -

**SPECIAL CAPITAL OUTLAY**

31-200-11-3511-Rents and Leases	-	16,200	-
TOTAL SPECIAL CAPITAL OUTLAY	-	16,200	-

**TOTAL SPECIAL CAPITAL OUTLAY**

- 16,200 -

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			0
		0	
<b>FY05</b>	<b>FY05</b>	<b>FY06</b>	
<b>Total Rec'd/ Expended to Date</b>	<b>Year-End Estimated</b>	<b>Proposed Budget</b>	
<b>3/31/2005</b>	<b>7/01/04-6/30/05</b>	<b>7/01/05 - 6/30/06</b>	

11000 - OPERATIONAL REVENUE	412,098	562,287	896,294
11000 - OPERATIONAL EXPENSE	482,906	562,287	896,294
14000 - INSTRUCTIONAL MATERIAL REVENUE	4,496	12,531	5,196
14000 - INSTRUCTIONAL MATERIAL EXPENSE	14,446	15,415	5,196
21000 - FOOD SERVICES REVENUE	14,209	16,000	0
21000 - FOOD SERVICES EXPENSE	12,011	16,000	0
24146 - FEDERAL STIMULUS REVENUE	95,000	150,000	115,057
24146 - FEDERAL STIMULUS EXPENSE	25,876	34,943	115,057
25143 - NCLR REVENUE	0	100,000	0
25143 - NCLR EXPENSE	0	100,000	0
24101 - IASA-Title I REVENUE	21,935	49,500	28,000
24102 - IASA-Title I EXPENSE	0	26,365	28,000
24106 IDEA-B Entitlement - Federal-REVENUE	4,422	39,422	0
24107 IDEA-B Entitlement - Federal-EXPENSE	4,422	4,422	0
<b>TOTAL ALC REVENUE</b>	<b>552,160</b>	<b>929,740</b>	<b>1,044,547</b>
<b>TOTAL ALC EXPENSE</b>	<b>539,661</b>	<b>759,432</b>	<b>1,044,547</b>
	<b>12,499</b>	<b>170,309</b>	<b>0</b>

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	<u>Variance</u>	<u>Inc/Dec %</u>
<b>REVENUE</b>		
11-000-20-8205 Fees-Users	-	N/A
11-000-20-8306 Gifts, Donations-Non-Categorical	-	N/A
11-000-20-8312 Refunds / Reimbursements	-	N/A
11-000-20-8313 Interest	-	N/A
11-000-30-8501 State Equalization Guarantee	358,028.29	66.52%
11-000-30-8502 SDE Flowthrough Grants	-	N/A
11-000-00-0000 Subtotal Operational Revenue	358,028.29	66.52%
11-000-00-9111 Unrestricted Cash	(24,021.12)	-100.00%
<b>11-000-00-0000 TOTAL OPERATIONAL FUND</b>	<b>334,007</b>	<b>59.40%</b>
14-000-00-8502-000 SDE State Flowthrough Grants	34.00	22.52%
14-000-00-8511-000 Instructional Materials Revenue	(7,520.00)	-60.01%
<b>14-000-00-0000 TOTAL INSTRUCTIONAL MATERIAL</b>	<b>(7,486)</b>	<b>-59.03%</b>
21-000-00-8203 Food Services	(16,000.00)	-100.00%
24-101-41-8602 IASA Title I		
24-106-00-8602 IDEA-B Entitlement - Federal	(39,422.00)	
24-146-00-8602 Charter Schools - Federal	(34,943.00)	-23.30%
24-157-00-8602 Title IV Drug Free - Federal	-	N/A
25-123-81-2401 PNM Foundation	-	N/A
25-140-00-8402 Challenge Fnd.	-	N/A
25-143-00-8403 Natl. Council of La Raza	(100,000.00)	-100.00%
25-332-00-8502 Charter Schools Planning	-	N/A
25-336-00-8503 Health Dept.	-	N/A
25-372-00-8502 TANF	-	N/A
25-402-00-8503 School Health	-	N/A
31-200-00-8509 Special Capital Outlay		
	-	N/A
<b>Total Revenue</b>	<b>136,156</b>	<b>10.41%</b>

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		<u>Variance</u>	<u>Inc/Dec %</u>
<b>EXPENDITURES</b>	<b>FTE</b>		
<b><u>DIRECT INSTRUCTION</u></b>			
11-000-01-1411 · Teachers-Grades 1-12	8.00	159,845.54	103.02%
11-000-01-1711 · Instructional Assistants -Grades 1	1.00		
11-000-01-1612 · Substitutes-Other Leave			
11-000-01-2111 · Educational Retirement Board		11,886.11	63.05%
11-000-01-2112 · RHCA - Retiree Health Care Assoc.		1,908.23	67.35%
11-000-01-2211 · FICA Taxes		6,843.63	50.96%
11-000-01-2212 · Medicare		1,600.64	50.96%
11-000-01-2311 · Health/Medical		23,347.56	174.18%
11-000-01-2312 · Life		340.00	64.89%
11-000-01-2313 · Dental		1,737.72	209.78%
11-000-01-2314 · Vision		424.35	165.73%
11-000-01-2315 · Disability		1,052.96	189.42%
11-000-01-2511 · Unemployment Insurance Premium		2,158.75	49.27%
11-000-01-3315 · Contract Services		(3,000.00)	-100.00%
11-000-01-3711 · Other Charges		2,000.00	N/A
11-000-01-4112 · Other Text Books		-	N/A
11-000-01-4113 · Software		-	N/A
11-000-01-5117 · Student Travel		-	N/A
11-000-01-6411 · Fixed Assets (More than \$1000)		-	N/A
<b>TOTAL DIRECT INSTRUCTION</b>		<b>210,145</b>	<b>101.24%</b>
<b><u>INSTRUCTIONAL SUPPORT</u></b>			
11-000-02-1112 · Principals	1.00	7,000.00	13.21%
11-000-02-1214 · Social Workers	0.25		
11-000-02-1215 · Registered Nurses	0.25		
11-000-02-1217 · Secy/Clerical/Tech	1.00	(2,907.11)	-8.73%
11-000-02-1314 · Therapists			
11-000-02-2111 · Educational Retirement Board		1,139.95	15.50%
11-000-02-2112 · RHCA Retiree Health Care Authorit		204.97	18.54%
11-000-02-2211 · FICA Taxes		342.89	6.52%
11-000-02-2212 · Medicare		80.13	6.51%
11-000-02-2311 · Health/Medical		2,164.49	26.98%
11-000-02-2312 · Life		20.00	11.63%
11-000-02-2313 · Dental		61.44	12.08%
11-000-02-2314 · Vision		37.80	33.33%
11-000-02-2315 · Disability		277.64	68.83%
11-000-02-2511 · Unemployment Insurance Premium		738.96	69.16%
11-000-02-3214 · Other Professional Services		-	N/A
11-000-02-3315 · Other Contract Services		20,500.00	N/A
11-000-02-3711 · Other Charges		(898.50)	-100.00%
11-000-02-4114 · Library & Audio Visual		-	N/A



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	Variance	Inc/Dec %
11-000-02-4118 · General Supplies & Materials	(815.16)	-100.00%
11-000-02-5114 · Employee Training	4,000.00	N/A
11-000-02-6411 · Fixed Assets (More than \$1000)	-	N/A
11-000-02-6412 · Supply Assets (Under \$1000)	-	N/A
<b>TOTAL INSTRUCTIONAL SUPPORT</b>	<b>31,947.50</b>	<b>29.07%</b>

**ADMINISTRATION**

11-000-03-3211 · Auditing	400.00	7.14%
11-000-03-3315 · Other Contract Svcs	(4,684.00)	-36.91%
11-000-03-3711 · Other Charges		
11000-03-5114 · Employee Training		
11-000-03-4118 · General Supplies & Materials	3,000.00	N/A
<b>TOTAL ADMINISTRATION</b>	<b>(1,284.00)</b>	<b>14.85%</b>

**BUSINESS & SUPPORT SERVICES**

11-000-04-1115 · Associate Superintendent	1.00	13,750.00	33.33%
11-000-04-2111 · Educational Retirement Board		1,601.92	44.90%
11-000-04-2112 · RHCA - Retiree Health Care Author		261.34	48.74%
11-000-04-2211 · FICA Taxes		852.56	33.34%
11-000-04-2212 · Medicare		199.42	33.34%
11-000-04-2311 · Health/Medical		5,094.00	N/A
11-000-04-2312 · Life		96.00	N/A
11-000-04-2313 · Dental		285.12	N/A
11-000-04-2314 · Vision		75.60	N/A
11-000-04-2315 · Disability		270.60	N/A
11-000-04-2511 · Unemployment Insurance Premiun		250.82	29.54%
11-000-04-3214 · Other Prof Svcs		(17,842.11)	-100.00%
11-000-04-3711 · Other Charges		(10,480.81)	-100.00%
11-000-04-4113 · Software		250.00	4.76%
11-000-04-4118 · General Supplies Materials		968.90	3115.43%
11-000-04-5114 · Employee Training		1,000.00	N/A
<b>TOTAL BUSINESS &amp; SUPPORT SERVICES</b>		<b>(3,367)</b>	<b>-4.06%</b>

**OPERATION/MAINT PLANT**

11-000-05-2111 · Educational Retirement	-	N/A
11-000-05-2112 · ERA - Retiree Health	-	N/A
11-000-05-2211 · FICA Taxes	-	N/A
11-000-05-2212 · Medicare	-	N/A
11-000-05-2312 · Life	-	N/A
11-000-05-2511 · Unemployment Insurance Premiun	-	N/A

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	Variance	Inc/Dec %
11-000-05-3214 · Other Professional Services	-	N/A
11-000-05-3313 · Property/Liability	6,666.00	124.97%
11-000-05-3315 · Other Contract Svcs	7,000.00	53.85%
11-000-05-3411 · Electricity	1,000.00	25.00%
11-000-05-3412 · Building Heat - Natural Gas	919.06	85.02%
11-000-05-3415 · Water/Sewage	1,648.00	468.18%
11-000-05-3416 · Communications	1,000.00	16.67%
11-000-05-3511 · Rents & Leases	42,744.75	51.34%
11-000-05-3611 · M & R - Furn.,Fix.,Equip.	-	N/A
11-000-05-3612 · Maintenance & Repair/Bldgs & Gnc	-	N/A
11-000-05-3711 · Other Charges	(1,315.00)	-100.00%
11-000-05-4118 · General Supplies & Materials	902.00	82.15%
<b>TOTAL OPERATION/MAINT PLANT</b>	<b>60,564.81</b>	<b>52.47%</b>

**FOOD SERVICES**

11-000-06-3315 · Other Contractual Services	-	N/A
<b>TOTAL FOOD SERVICES</b>	-	N/A

**ATHLETICS**

11-000-07-1618 · Athletics	-	N/A
11-000-07-2211 · FICA	-	N/A
11-000-07-2212 · Medicare	-	N/A
11-000-07-3314 · Contracts - Interagency	-	N/A
11-000-07-3315 · Other Contract Services	-	#VALUE!
11-000-07-3711 · Other Charges	2,000.00	N/A
11-000-07-4118 · General Supplies & Materials	-	N/A
11-000-07-5117 · Student Travel	-	N/A
11-000-07-6412 · Supply Assets (Under \$1000)	-	N/A
<b>TOTAL ATHLETICS</b>	<b>2,000.00</b>	<b>#DIV/0!</b>

**NON-OPERATING**

11-000-12-7513 · Emergency Reserve	9,000.00	N/A
<b>TOTAL NON-OPERATING</b>	<b>9,000.00</b>	<b>#DIV/0!</b>

<b>TOTAL OPERATIONAL FUND 11</b>	<b>309,007</b>	<b>59.40%</b>
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	<u>Variance</u>	<u>Inc/Dec %</u>
<b><u>INSTRUCTIONAL MATERIAL</u></b>		
14-000-01-4111 · Instructional Materials	(10,403.95)	-67.49%
TOTAL DIRECT INSTRUCTION	(10,404)	-67.49%
14-000-02-4114 · Library and Audio-Visual	(3,708.01)	-95.25%
TOTAL DIRECT INSTRUCTION	(3,708)	-95.25%
<b><u>TOTAL INSTRUCTIONAL MATERIAL</u></b>	<b>(14,112)</b>	<b>-73.09%</b>

<b><u>FOOD SERVICE</u></b>		
21-000-06-3314 Contracts - Interagency	(16,000.00)	-100.00%
TOTAL FOOD SERVICES	(16,000)	-100.00%
<b><u>TOTAL FOOD SERVICE</u></b>	<b>(16,000)</b>	<b>-100.00%</b>

**IASA Title I**

24101-01-1411-Direct Instruction-Teachers-Grades  
 24101-02-5114-Instr. Support-Employee Travel  
 24101-01-4118-General Materials & Supplies  
 TOTAL IASA - TITLE I

**24-106-00-8602 IDEA-B Entitlement - Federal**  
 24106-01-1411

TOTAL IDEA-B Entitlement-Federal

**FUND 24-146 FEDERAL FLOWTHROUGH****DIRECT INSTRUCTION**

24-146-01-3711 · Other Charges	-	N/A
24-146-01-4112 · Other Text Books	4,803.81	92.45%
24-146-01-4113 · Software	10,000.00	N/A
24-146-01-4118 · General Materials & Supplies	(3,039.42)	-100.00%
24-146-01-6411 · Fixed Assets (More than \$1000)	70,000.00	N/A
24-146-01-6412 · Supply Assets (Under \$1000)	(899.00)	-100.00%
TOTAL DIRECT INSTRUCTION	80,865	885.26%

**INSTRUCTIONAL SUPPORT**

24-146-02-3315 · Other Contract Services	-	N/A
24-146-02-4114 · Library & Audio Visual	1,150.99	19.68%
24-146-02-4118 · General Supplies & Materials	(4,272.70)	-34.65%
24-146-02-5113 · Employee Travel		
24-146-02-5114 · Employee Training		
24-146-02-6411 · Fixed Assets (More than \$1000)	-	N/A
24-146-02-6412 · Supply Assets (Under \$1000)	(1,089.95)	-100.00%
TOTAL INSTRUCTIONAL SUPPORT	(4,211.66)	0.72%

**ADMINISTRATION**

24-146-03-3214 · Other Profess Svcs	-	N/A
24-146-03-3315 · Other Contract Svcs	-	N/A

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	<u>Variance</u>	<u>Inc/Dec %</u>
24-146-03-4113 · Software	-	N/A
24-146-03-4118 · General Supplies & Materials	(127.67)	-100.00%
24-146-03-5113 · Employee Travel	(553.91)	-100.00%
24-146-03-5114 · Employee Training	(249.00)	-100.00%
24-146-03-6411 · Fixed Assets (More than \$1000)	-	N/A
24-146-03-6412 · Supply Assets (Under \$1000)	-	N/A
<b>TOTAL ADMINISTRATION</b>	<b>(930.58)</b>	<b>-100.00%</b>

**BUSINESS & SUPPORT SERVICES**

24-146-04-3711 · Other Charges	-	N/A
24-146-04-6412 · Supply Assets (Under \$1000)	-	N/A
<b>TOTAL BUSINESS &amp; SUPPORT SERVICES</b>	<b>-</b>	<b>N/A</b>

**ATHLETICS**

24-146-07-4118 · General Supplies & Materials	-	N/A
<b>TOTAL ATHLETICS</b>	<b>-</b>	<b>N/A</b>

<b>TOTAL FEDERAL STIMULUS</b>	<b>75,723</b>	<b>229.27%</b>
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**DIRECT INSTRUCTION**

25-143-01-1411 · Teachers-Grades 1-12	-	N/A
25-143-01-3214 · Other Prof Svcs	-	N/A
25-143-01-4113 · Software	-	N/A
25-143-01-5114 · Employee Training	(3,610.00)	-100.00%
25-143-01-6411 · Fixed Assets (More than \$1000)	-	N/A
<b>TOTAL DIRECT INSTRUCTION</b>	<b>(3,610)</b>	<b>-100.00%</b>

**INSTRUCTIONAL SUPPORT**

25-143-02-1112 · Principals	-	N/A
25-143-02-2111 · Educational Retirement Board	-	N/A
25-143-02-2112 · RHCA Retiree Health Care Authority	-	N/A
25-143-02-2211 · FICA Taxes	-	N/A
25-143-02-2212 · Medicare	-	N/A
25-143-02-2311 · Health/Medical	-	N/A
25-143-02-2312 · Life	-	N/A
25-143-02-2313 · Dental	-	N/A
25-143-02-2314 · Vision	-	N/A
25-143-02-2315 · Disability	-	N/A
25-143-02-2511 · Unemployment Insurance Premium	-	N/A

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	<u>Variance</u>	<u>Inc/Dec %</u>
25-143-02-3315 · Other Contract Services	-	N/A
25-143-02-3711 · Other Charges	-	N/A
TOTAL INSTRUCTIONAL SUPPORT	-	N/A

**ADMINISTRATION**

25-143-03-3315 · Admin.-Other Contranct Services	(20,000.00)	-100.00%
25-143-03-3711 · Other Charges		
25-143-03-4118 · General Supplies & Materials	(2,227.68)	-100.00%
TOTAL ADMINISTRATION	(22,227.68)	-100.00%

**BUSINESS & SUPPORT SERVICES**

25-143-04-1115 · Associate Superintendent	-	N/A
25-143-04-2111 · Educational Retirement Board	-	N/A
25-143-04-2112 · RHCA - Retiree Health Care Authori	-	N/A
25-143-04-2211 · FICA Taxes	-	N/A
25-143-04-2212 · Medicare	-	N/A
25-143-04-2311 · Health/Medical	-	N/A
25-143-04-2312 · Life	-	N/A
25-143-04-2313 · Dental	-	N/A
25-143-04-2314 · Vision	-	N/A
25-143-04-2315 · Disability	-	N/A
25-143-04-2511 · Unemployment Insurance Premium	-	N/A
25-143-04-3214 · Other Prof Svcs	-	N/A
TOTAL BUSINESS & SUPPORT SERVICES	-	N/A

**OPERATION/MAINT PLANT**

25-143-05-3416 · Communications	(10,000.00)	-100.00%
25-143-05-3511 · Rents & Leases	-	N/A
25-143-05-3612 · Maintenance & Repair/Bldgs & Gnd	-	N/A
TOTAL OPERATION/MAINT PLANT	(10,000.00)	-100.00%

TOTAL NATL COUNCIL OF LA RAZA	(35,838)	-100.00%
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**SPECIAL CAPITAL OUTLAY**

31-200-11-3511-Rents and Leases	(16,200.00)	-100.00%
TOTAL SPECIAL CAPITAL OUTLAY	(16,200.00)	-100.00%

TOTAL SPECIAL CAPITAL OUTLAY	(16,200)	(1)
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VarianceInc/Dec %

11000 - OPERATIONAL REVENUE	334,007	
11000 - OPERATIONAL EXPENSE	309,007	
14000 - INSTRUCTIONAL MATERIAL REVENUE	(7,520)	
14000 - INSTRUCTIONAL MATERIAL EXPENSE	(10,404)	
21000 - FOOD SERVICES REVENUE	(16,000)	
21000 - FOOD SERVICES EXPENSE	(16,000)	
24146 - FEDERAL STIMULUS REVENUE	(34,943)	
24146 - FEDERAL STIMULUS EXPENSE	75,723	
25143 - NCLR REVENUE	(100,000)	
25143 - NCLR EXPENSE	(35,838)	
24101 - IASA-Title I REVENUE	0	
24102 - IASA-Title I EXPENSE	(16,200)	
24106 IDEA-B Entitlement - Federal-REVENUE		
24107 IDEA-B Entitlement - Federal-EXPENSE		

**TOTAL ALC REVENUE****TOTAL ALC EXPENSE**







76 = Total number of students tested both at the beginning of the year and at the mid point

23 = Total number of incomplete scores (either were not tested at beginning or at mid year)

3 = number of students who went from Spanish level 5 to English level 3

71% increased their reading score (this includes 5 students who tested mid year at level 9, the highest level on this test)

17% remained the same (this includes 2 students who tested at level 9 both at the beginning and the mid; the test used goes only to level 9)

11.8% decreased their reading score

[illegible]

[illegible]

4%	Percentage of 6th grade students who made progress in math computation								
5	Number of students who made progress in math word problems								
5%	Percentage of students who made progress in math word problems								
3	Number of students who remained the same in reading								
8%	Percentage of 6th grade students who remained the same in reading								
9	Number of 6th grade students who remained the same in math computations								
3%	Percentage of 6th graders who remained the same in math computations								
5	Number of 6th grade students who remained the same in math word problems								
5%	Percentage of 6th graders who remained the same in math word problems								
2	Number of 6th graders who decreased in reading								
12%	Percentage of 6th grade students who decreased in reading								
2	Number of 6th grade students who decreased in math computations								
12%	Percentage of 6th graders who decreased in math computations								
5	Number of 6th grade students who decreased in math word problems								
5%	Percentage of 6th grade students who decreased in math word problems								

[illegible]



[illegible]













