

New Mexico Public Education Commission  
Public Education Department  
Options for Parents: Charter Schools Division  
**Cien Aguas International School**  
*2013 State Charter Renewal Application Kit*



Effective Options  
for New Mexico's  
Families  
Charter Schools





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

HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2<sup>nd</sup> or 3<sup>rd</sup> time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

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

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward



achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2013**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at [tony.gerlicz@state.nm.us](mailto:tony.gerlicz@state.nm.us) or (505) 827-6532 with any questions regarding the state charter renewal application kit.

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

Sincerely,

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

Hanna Skandera  
Secretary of Education  
Public Education Department

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



## Instructions: 2013 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing your customized version of the 2013 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Tony Gerlicz at <a href="mailto:tony.gerlicz@state.nm.us">tony.gerlicz@state.nm.us</a> or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide" which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a>.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p><b>Note:</b> Submission prior to October 1<sup>st</sup>, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above. Please note that the <b>Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school's folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</b> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
<b>Technical Assistance Workshops (April – September 2013)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
<b>CSD Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Renewal Analysis (November 14–December 2)**</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
<b>CSD Director's Recommendation (December 6)**</b>	The CSD will send a recommendation to the PEC to approve or deny the renewal application on <b>Friday, December 6, 2013</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 12–13)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 12–13, 2013</b> .
<b>Contract Negotiations (December, 2013–March, 2014)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)



## State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.

## Glossary of Terms

**Amended Charter School Act (SB446):** In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

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

**Contract Negotiation Process:** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

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

**Goals/Indicators:** Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

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

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

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

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

**Material Violation:** A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action.

**Mission-Specific Indicator(s):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.



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

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

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

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

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

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

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

## 2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application**

**Part B—Renewal Site Visit Protocol**

**Part C—CSD Analysis and Recommendation**

**Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)**

Please Note

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



## Charter School Pre-populated Data

Name Of School: <b>Cien Aguas International School</b>	School District: <b>Albuquerque</b>
Mailing Address of School: <b>3501 Campus Blvd NE, Albuquerque, NM 87106</b>	Physical Address of School: <b>1817 Yale SE, Albuquerque, NM 87106</b>
Phone Number Of School: <b>(505) 255-0001</b>	Name and Email Of Head Administrator: <b>Michael Rodriguez, Director</b> <b>Email: mrodriguez@cienaguas.org</b>
School's Initial Opening Date: <b>2009</b>	Name and Email Of The Governing Body Chair/President: <b>Russell Janis Email:</b>
Grade Levels Served: <b>K-8</b>	Current Enrollment Cap: <b>330</b>

### Current School Mission:

Cien Aguas International School is a dual language K-8 school with an international and environmental focus. Its instructional program deliberately and skillfully integrates students who differ in language, culture, and income, in order to promote high achievement for all. Cien Aguas seeks to develop confident, curious, and compassionate young people who are bilingual and bi-literate, committed to a sustainable society, and have the academic and interpersonal skills necessary to succeed in further education and in the wider world.

### Current Enrollment And Demographic Information

(2012–2013 120 day count)

Enrollment		Percent
Total Enrollment: <b>260</b>		
Gender		
# Male: <b>132</b>		<b>51%</b>
# Female: <b>128</b>		<b>49%</b>
Ethnicity/Race		

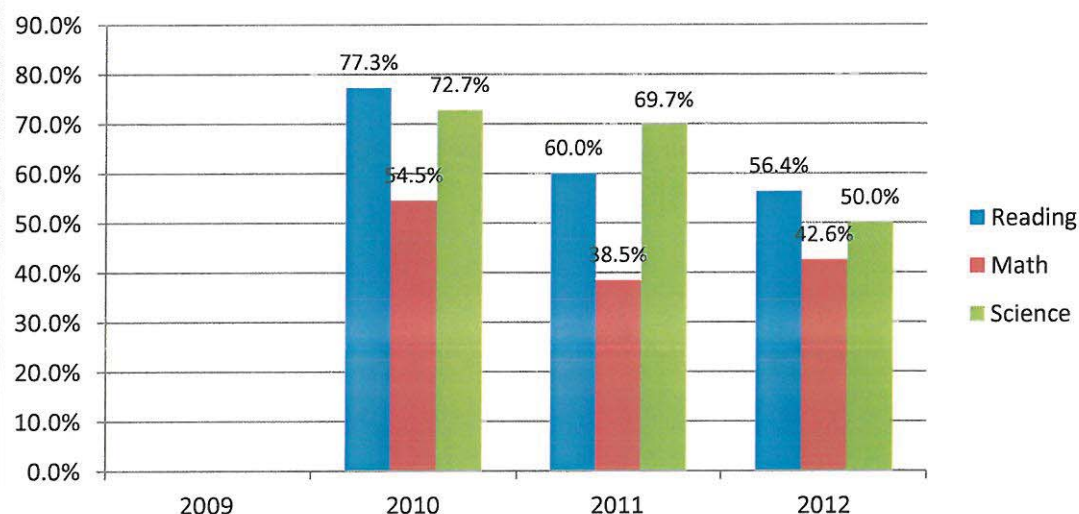
# White: 87	33%
# Hispanic: 160	62%
# African American: 5	2%
# Asian: 3	1%
#Native American: 5	2%
Special Populations	
# Economically Disadvantaged: 107	41%
# Students With IEPs: 18	7%
# English Language Learners: 46	18%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 260	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 260	100%



## School Proficiencies

	2009	2010	2011	2012
Reading		77.3%	60.0%	56.4%
Math		54.5%	38.5%	42.6%
Science		72.7%	69.7%	50.0%

### Cien Aguas International Charter Proficiencies



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

**School Report Card Snapshot (source: School Grading Report 2011-2012)**

Final Grade: <b>D</b> Total Points: <b>45.5</b>	Current Standing: <b>D</b> Points: <b>17.5</b> Possible Points: <b>40</b>	School Growth: <b>F</b> Points: <b>1.6</b> Possible Points: <b>10</b>
Growth of Q3 (highest performers): <b>C</b> Points: <b>8.3</b> Possible Points: <b>20</b>	Growth of Q1 (lower performers): <b>F</b> Points: <b>7.7</b> Possible Points: <b>20</b>	Opportunity to Learn: <b>A</b> Points: <b>9.2</b> Possible Points: <b>10</b>
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: <b>1.2</b> Possible Points: <b>5</b> Reasons: <b>for exceptional student engagement</b>
Reading Proficiency: <b>56.4%</b> State Reading Goal: <b>52.3%</b>	Math Proficiency: <b>42.6%</b> State Math Goal: <b>45.0%</b>	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of "C" at the average for all schools statewide. For example, a school that achieves a "C" in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the "A" or "B" level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school's performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

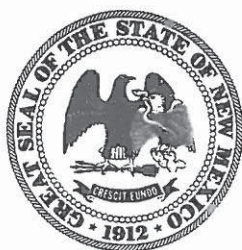
Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

**\* The profile of these indicators should be considered individually as well as a whole.**





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

## Part A—Self Study/Report on Progress

### Part A Table of Contents

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

Progress Report—Looking Back	Page(s) & Appendices Part A
I. Report on Progress—Charter School Self-Report	
A. Academic Performance/Education Plans	
▪ NMSBA School Summary – All Students	Page 11
▪ School Grading Report for 2012–2013	Part A Page 2
▪ Mission Specific and/or Student Academic Performance Standards/Goals from Current Charter	Part A Page 5-10
▪ Other Student Performance Standards/Goals from Current Charter	Part A Page 11-14
▪ Other Organizational Performance Standards/School Goals from Current Charter	Part A Page 15
▪ Self Study/Analysis-Key Questions	Part A Page 29
B. Financial Performance	
▪ Financial Performance Assurances	
▪ Financial Statement that illustrates how the charter school is budgeting funding that is easily understandable to the general public (e.g. Pie graph outlining administrative, direct instruction, instructional materials, lease, etc.)	Appendix A
▪ Audit Findings	Part A Page 34
C. Organizational Performance	
▪ 1. Material Terms/Violations	Part A Page 37
▪ 2. Organizational Performance Assurances	Part A Page 37
▪ 3. Affidavit of Employees' Support	Appendix B
▪ 4. Affidavit of Support from Households	Appendix C
▪ 5. Facility (E-Occupancy or PSFA Letter on NMCI)	Appendix D
▪ 6. Amendments from Current Charter	Appendix E
▪ 7. Term of Renewal Requested	Appendix E-2
▪ 8. Additional School Supplied Information	
II. Checklist	Part A Page 43



## Part A—Self Study/Report on Progress

### I. Report on Progress—Charter School Self Report

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

#### A. Academic Performance/Education Plan

The Charter School Act provides as follows:

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

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

#### 1. NMSBA School Summary—All Students

*Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:*

**Review of the 2011-2012 academic year:**

In reading, 56.4% of students who took the SBA scored proficient. When compared to the state reading goal of 52.3% for the 2011-2012, we had a higher percentage of students scoring proficient and advanced. In mathematics, we had 42.6% of student scoring proficient and advanced which is a slight decrease from the state goal of 45%. We received 17.5 points out of 40 possible points on the "Current Standing" category. On the school rankings, we ranked 12<sup>th</sup> out of 51 schools for the ELL sub-group, 35<sup>th</sup> out of 50 schools for the Students with Disabilities, 23<sup>rd</sup> out of 50 schools for Ethnicity, 44<sup>th</sup> out of 49 schools for Economically Disadvantaged, 20<sup>th</sup> out of 30 schools for Mobility. Our composite ranking was 38<sup>th</sup> out of 50 schools.

On the "School Growth", we received 1.6 points out of 10 possible points. We ranked 32<sup>nd</sup> out of 51 schools for the ELL sub-group, 43<sup>rd</sup> out of 50 schools in Students with Disabilities, 43<sup>rd</sup> out of 50 schools for Ethnicity, 48<sup>th</sup> out of 49 schools for Economically Disadvantaged, 24<sup>th</sup> out of 30 schools for Mobility. Our composite ranking was 47 out of 50 schools. 73.5% of our highest Q1 students were proficient or "on track", surpassing the state goal of 52.3% in reading.

The highest 75% of our students received 8.3 points out of 20 in reading and math which is slightly higher than the average for the state which is 7.2 points.



## Part A—Self Study/Report on Progress

We received 9.2 out of 10 points on the "Our Opportunity to Learn" category and scored higher than the state average of 7.5 points.

### School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

### Final Grade

Grade: <b>C</b>	Total Points: <b>55.1</b>	
<i>Provide a statement of progress and additional information regarding the above data:</i> Cien Aguas improved 9.6 total points from the 2011-12 school year. Our grade improved from a "D" to a "C". <ul style="list-style-type: none"><li>• Of particular note are the results of our first "homegrown" cohort, the 3rd graders who have been with us since kindergarten. These 47 students, who started their formal schooling at Cien Aguas and have been with us ever since, achieved proficiency rates of 74% in reading and 72% in math. We consider that these results offer strong evidence for the long-term effectiveness of our instructional program.</li><li>• A source of confusion to us was the "0" points we scored in our Q1 reading improvement, assessing the reading improvement of the lowest 25% of our students. None of our 19 Q1 students were proficient in 2011-12. This year 5 (26%) of those students received a proficient score. That in itself demonstrates significant improvement in the performance of that quartile.</li></ul>		

### Current Standing

Grade: <b>C</b>	Points: <b>21.7</b>	Possible Points: <b>40</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> Cien Aguas received 21.7 points out of 40 which is higher than the previous year's total points for "Current Standing". There is an increase of 4.2 points from the 2011-12 to the 2012-13 school year. Cien Aguas total points in this areas is slightly higher than the state average. In reading, 59.5% of our students are proficient/advanced, while 48.9 of our students are proficient in math. Our third grade group (47 students) who have been at Cien Aguas for 3+ years have the largest percentage of students scoring proficient in reading, math, and writing. In reading, 74% of this cohort is proficient in reading, 72% proficient in math, and 72% proficient in writing. We did exceed the overall state proficiency average in both reading and math for all students in grades 3-8.		

### School Growth

Grade: <b>C</b>	Points: <b>5.9</b>	Possible Points: <b>10</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> Cien Aguas received 5.9 points out of 10 for "School Growth". This is an increase from the previous year where we received 1.6 points (increase of 4.3 points).		

### Q3 (Highest Performing 75%) Growth

Grade: <b>B</b>	Points: <b>11.8</b>	Possible Points: <b>20</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> On the "Highest Performing Students" category, Cien Aguas received 11.8 out of 20 points which is a gain of 3.5 points from the previous year. We surpassed the state average in the number of points received (7.2 points for the State Average).		

### Q1 (Lowest Performing 25%) Growth

Grade: <b>F</b>	Points: <b>4.6</b>	Possible Points: <b>20</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> In the "Lowest Performing Q1 Students" category, Cien Aguas received 4.6 points out of 20 (math). We did not receive any points for our Q1 student in		



## Part A—Self Study/Report on Progress

reading because they did not make the accelerated growth rate. This is an area that we have identified as needing immediate intervention. By analyzing the data of the 19 students in the Q1 list who returned to Cien Aguas International School during the 2012-13 school year, we find that 42% of the students increased their proficiency levels (8 students), and 53% of the 19 Q1 students improved their scale score between 3-13 points (10 students) from the 2011-12 to the 2012-13 school year.

Also, 8 out of the 19 Q1 students increased a proficiency level when comparing the 2011-12 to 2012-13 results:

3 students moved from beginning to nearing

5 students moved from nearing to proficient

Only one student dropped a proficiency level.

### Opportunity to Learn

Grade: <b>A</b>	Points: <b>9.0</b>	Possible Points: <b>10</b>
Provide a statement of progress and additional information regarding the above data: <b>Cien Aguas received 9 out of 10 points for the "Opportunity to Learn" category. We do foster an environment that facilitates learning, our teachers use recognized instructional methods (GLAD), Reading and Writing Workshop, and our students want to attend school.</b>		

### Graduation—as applicable

Grade:	Points:	Possible Points:
Provide a statement of progress and additional information regarding the above data:		

### College and Career Readiness—as applicable

Grade:	Points:	Possible Points:
Provide a statement of progress and additional information regarding the above data:		

### Bonus Points

Points: <b>2.1</b>	Possible Points: <b>5</b>	Reason: <b>Cien Aguas received these points for high student engagement, parental engagement, and improvement in truancy.</b>
Provide a statement of progress and additional information regarding the above data: <b>Cien Aguas received 2.1 out of 5 possible points. This is an increase from the previous year.</b>		

## Part A—Self Study/Report on Progress

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

*According to the Cien Aguas Charter, we will know we are achieving our mission when after three years:*

- We are fully enrolled with a waiting list.
- Our student population is linguistically and socio-economically diverse.
- Our students show above average growth in two languages, as measured by literacy assessments.
- Our students’ NM Standards Based Achievement scores are higher than the average for the local school district.
- Our English Language Learners are narrowing the gap between their academic achievement and the national average, as demonstrated by test scores and other assessments.
- Over 90% of our students and their families express satisfaction with Cien Aguas.
- Attendance rates, mobility rates, and discipline referrals are better than the average for the local school district.
- Our teachers are well versed in the International Baccalaureate programs, dual language guiding principles, Project GLAD strategies, a workshop approach to literacy instruction, and our chosen math programs.
- Our Governing Board is engaging in active and productive fundraising with the goal of building a green school.

Each of these are examined below in turn.

1) *We are fully enrolled with a waiting list.*

Entering the 2013-2014 school year, we are fully enrolled in grades K-8th with a waiting list of 197 students. Our total enrollment for the current school year is 315.

2) *Our student population is linguistically and socio-economically diverse.*

Entering the 2013-2014 school year, we anticipate having a student population that is 28% ELL and 40% FRL. These numbers will be confirmed once students are assessed and lunch forms are collected. Cien Aguas has become more demographically diverse every year it has been in operation, with a student population that is increasingly ELL, and a higher number of students qualifying for free and reduced lunch. In 2009-10, there was a 16% ELL population which has increased to 28% in 2013-14.

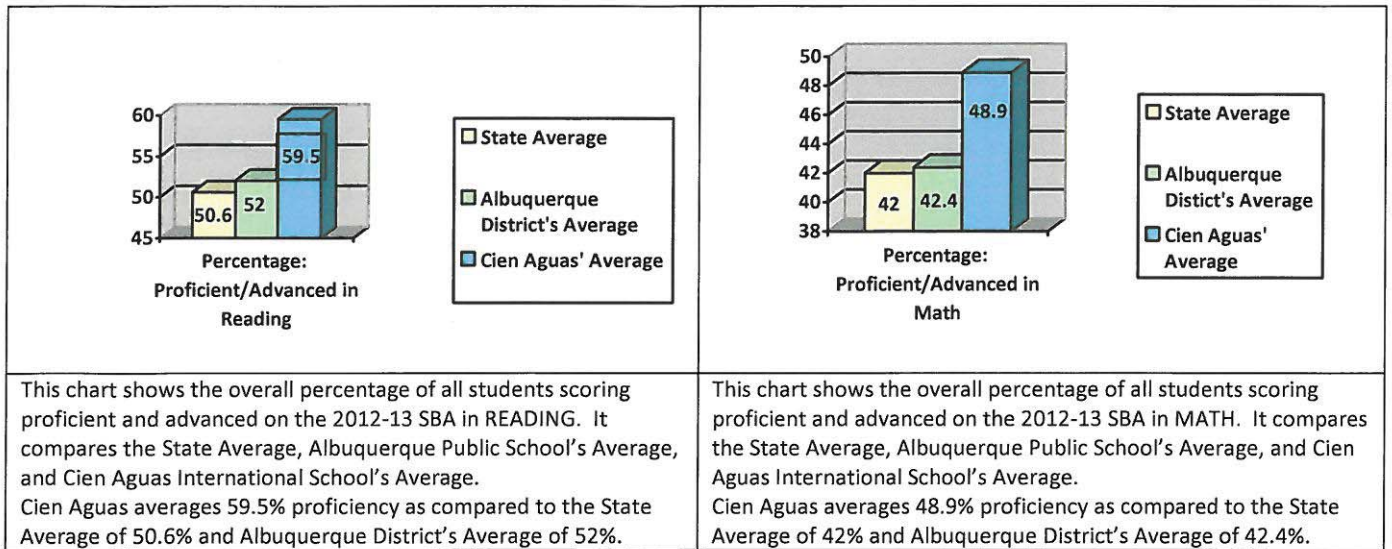
3) *Our students show above average growth in two languages, as measured by literacy assessments.*

Our short-cycle assessments show that our first “homegrown” cohorts (now finishing grades two and three) are making above-average growth in English reading. Growth in Spanish reading is not above average. [see results from data analysis on page Part A Page 17-18]

4) *Our students’ NM Standards Based Achievement scores are higher than the average for the local school district.*



## Part A—Self Study/Report on Progress



5) *Our English Language Learners are narrowing the gap between their academic achievement and the national average, as demonstrated by test scores and other assessments.*

Our ELLs are narrowing the achievement gap in math as measured by our short-cycle assessments, but not as measured by the NMSBA. The results of the short-cycle assessment make it clear that our ELLs are not yet narrowing the gap in English reading. ELL achievement thus becomes a program priority for the next 5 years.

[See results from data analysis on pages Part A Page 20]

On the Standards Based Assessment, our ELL sub-group increased the reading proficiency level from 12% in 2011-12 to 35% in 2012-13. There was not much change in math. [See results from data analysis on pages Part A Page 10].

6) *Over 90% of our students and their families continue to express great satisfaction with the level of instruction and support they receive at Cien Aguas.* Our 2013 Quality of Education survey indicates that the two areas in need of improvement relate to the school building and extra-curricular activities. Since our school is currently split into two separate sites and space is definitely an issue, neither of these two areas were at all surprising to us. Moving into a suitable facility where we can once again "feel" like a K-8 school is imperative.

Question Number	Question Text	Agree/Agree Strongly	Disagree/Disagree Strongly	Don't Know/No Opinion
1	My child is safe at school.	96%	2%	2%
2	My child's school building is in good repair and has sufficient space to support quality education.	59%	37%	4%
3	My child's school holds high expectations for academic achievement.	97%	1%	1%
4	School personnel encourage me to participate in my child's education.	98%	1%	1%
5	The school offers adequate access to up-to-date computers and technologies.	87%	3%	10%
6	School staff maintains consistent discipline which is conducive to learning.	93%	5%	1%
7	My child has an adequate choice of school-sponsored extracurricular activities.	58%	29%	13%
8	My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	96%	4%	0%
9	The school staff employs various instructional methods and strategies to meet my child's needs.	96%	2%	1%
10	My child takes responsibility for his, or her, learning.	88%	8%	4%
11	My Child is making progress in his/her second language	95%	2%	3%
12	The school deliberately and skillfully integrates a diverse mix of students.	91%	3%	5%
13	My child is developing an awareness of him/herself as a citizen of the world.	96%	1%	3%
14	My Child is developing an understanding of the importance of the environment and sustainability.	97%	1%	1%
15	I am satisfied with the dress code policy of my child's school.	92%	7%	1%



## Part A—Self Study/Report on Progress

7) *Attendance rates, mobility rates, and discipline referrals are better than the average for the local school district.*

- Overall Cien Aguas has done an effective job of expressing the importance of student attendance to parents. Frequent reminders regarding start and end times, and procedures for students habitually absent are shared with parents through monthly newsletters and personal contact by teachers. Our average attendance rate over the past three years is 95.8%. While we did not meet the average earned by the Albuquerque Public School District during the same three years(97.6%), we are confident that we will continue to improve in this area.
- We were unable to obtain data from the local school district regarding their mobility rate. Our data indicate that while we lost some students over the past four years, the vast majority of students who started kindergarten or first grade with us are continuing to stay enrolled.
- While we were unable to obtain data from the local school district, our discipline data show a rather low occurrence of major behavioral incidents. During our first four years (2009-2013) there were a total of 12 incidents (average of 3 per year within the school) deemed to be at a serious level by the Public Education Department. These infractions were: Threat/Intimidation:1 incident, Bullying: 2 incidents, Disorderly Conduct: 3 incidents, Sexually Related Harassment: 4 incidents, Possession of knife (no intent to harm was noted): 2 incidents.

8) *Our teachers are well versed in the International Baccalaureate programs, dual language guiding principles, Project GLAD strategies, a workshop approach to literacy instruction, and our chosen math programs.*

- All classroom teachers grades K-5 are Project-GLAD certified, and the elementary curriculum coordinator is a GLAD trainer who gives follow-up training to all GLAD-trained staff.
- All classroom teachers are re-trained yearly in dual language guiding principles.
- Elementary school classroom teachers underwent last year a rigorous year-long training and self-evaluation of the Calkins model of reading workshop.
- School director and elementary school curriculum coordinator have been IB-trained along with key elementary staff. Our commitment to IB authorization is being re-examined by a task force.
- The Cien Aguas math specialists (outgoing and incoming) are highly trained in Math Investigations, our K-5 program, and deliver professional development at our school to other teachers. The middle school math teacher also receives professional development in Connected Math (our middle school program) on a regular basis.

9) *Our Governing Board is engaging in active and productive fundraising with the goal of building a green school.*

Over the past two years Cien Aguas and its associated non-profit foundation have raised \$325,000 from public and private sources for the purpose of purchasing land for a permanent campus and designing a green school.

### **Performance Goals for Cien Aguas International School**

- Students who have been three or more continuous years at Cien Aguas
  1. will show better than average growth in first and second language literacy and in all content areas, when compared with the local school district, as measured by standardized tests and other assessments.  
(DATA AND ANALYSIS OF SHORT-CYCLE ASSESSMENTS ARE INCLUDED IN THIS DOCUMENT)
  2. will demonstrate respect for themselves, each other, and the school environment, as measured by lower absence and mobility rates, and fewer serious discipline referrals, than the averages for the local school district.  
Demonstration of respect was determined by the number of major behavioral infractions noted during our first four years. (See narrative summary in section 7 of Part A Page 6)



## Part A—Self Study/Report on Progress

- Every fifth grade student at Cien Aguas will complete a personal project.

At Cien Aguas the fifth grade students' personal projects are unit based; in 2012-13 the unit was "Material World". Students learned about finances, businesses, people and homes from around the world by researching how something is made so they could develop a plan and replicate it. They also attempted to improve their "product." For example, one student studied how eggs get to a grocery store. In her research she learned about the inhumane treatment of chickens. The student then researched organic, cage-free egg production and wrote about her research and her findings. For her presentation, the student brought in someone from an urban farm organization that has urban chickens, treats them in a humane manner and sells the eggs...an alternative to store bought eggs.

All students' projects are different and presentation day is attended by parents and family members. It is certainly a treat to have so many unique presentations. In 2014 students will be participating in a service learning project. They will have to volunteer and present about their experiences. The purpose of that project is directly tied to our mission statement, producing students who are responsive to their communities. As such, they will be expected to research their community, find a need and attempt to fill it.



## Part A—Self Study/Report on Progress

- Every middle school student at Cien Aguas will complete a community service project.

At Cien Aguas International School the service-learning program is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experiences, teach civic responsibility, and strength our community. Through service-learning, our students use what they learn in the classroom to solve real-life problems.

Once a month, our students volunteered their time to assist non-profit organizations such as Cuidando los Niños, PB&J Family Services, Los Poblanos Farms, Loma Linda Community Center, and Joy Junction. The goal was to actively participate in our community and to provide assistance to these organizations who on a daily basis help members of our community.

This year, students organized a clothing drive to provide materials needed for the children at Cuidando Los Niños Center. Students donated and gathered donations such as diapers and baby clothing. For PB&J Family Services, our students cleaned their facilities and read to the children. One group of students volunteered their time to clean up the park at the Loma Linda Community Center and also assisted in feeding the homeless at the Joy Junction Center.

Upon returning from the activities, our students reflected on their contributions and shared their experiences with the group. All 6th, 7th, and 8th grade students participated in the group service learning projects.

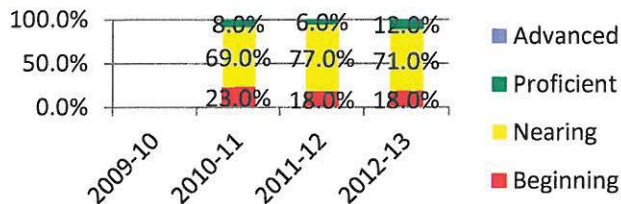
Students organize activities for children at Cuidando los Niños Center.





## Part A—Self Study/Report on Progress

### ELL Mathematics Proficiency Level on SBA 3+ Year Students (3rd-8th)



This chart shows the mathematics levels for 17 ELL students who have been at Cien Aguas for more than 3 years. There is a slight increase in the percentage of students who increased from nearing in 2011-12 to proficient in 2012-13 (2 students).

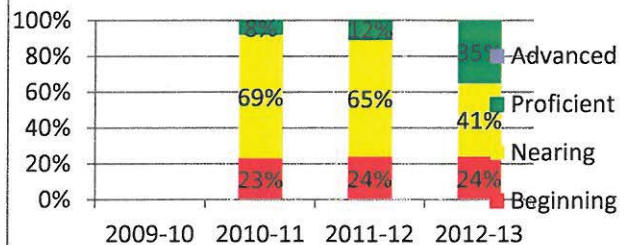
2009-10----<10 students N/A

2010-11----13 students with 3+ years at Cien Aguas

2011-12----17 students with 3+ years at Cien Aguas

2012-13----17 students with 3+ years at Cien Aguas

### ELL Reading Proficiency Level on SBA 3+ Year Students



This chart shows the reading proficiency levels for 17 ELL K-8 students who have been at Cien Aguas for more than 3 years. From 2011-12 to 2012-2013 there is a decrease in the percentage of nearing proficiency from 65% to 41% and an increase in proficiency from 12% in 2011-12 to 35% proficiency in 2012-13. (4 students out of the 17 increased a proficiency levels from nearing to proficient)

2009-10----< 10 students—N/A

2010-11----13 students with 3+ years at Cien Aguas

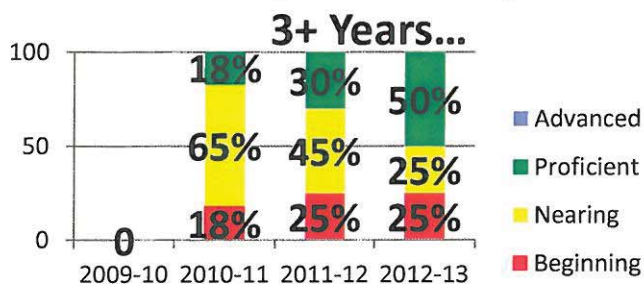
2011-12----17 students with 3+ years at Cien Aguas

2012-13----17 students with 3+ years at Cien Aguas

## Part A—Self Study/Report on Progress

- Cien Aguas International School will meet or exceed annual growth targets for school-wide and all major subgroups as established by the New Mexico Public Education Department and No Child Left Behind legislation.

### Economically Disadvantaged Reading Proficiency SBA



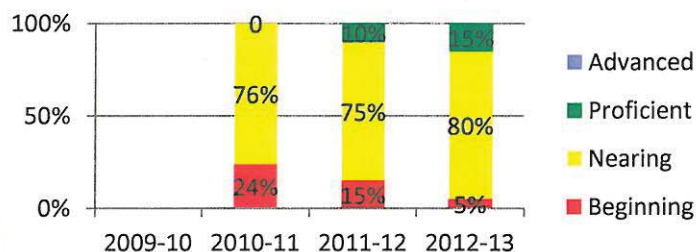
This chart shows the reading proficiency levels of students from the economically disadvantaged sub-group who have been at Cien Aguas for 3+ years. Since 2010-11 there has been a steady decline in the number of students who scored at the "nearing" levels of proficiency. In 2010-11, 65% of the students scored nearing. In 2011-12, the percentage dropped to 45% and then dropped again in 2012-13, to 25%. There is a steady increase in the percentage of students scoring proficient. In 2010-11, 18% of the students scored proficient. In 2011-12, the percentage increased to 30%, and increased again in 2012-13 to 50% proficient.

#### 4th-8th Grades:

- 2009-10 represents 6 students (no data published due to less than 10 students).
- 2010-11 represents 17 student
- 2011-12 represents 20 students
- 2012-13 represents 20 students.

Note: In 2010-11, 3 of the 20 students did not take the SBA because they were in 2nd grade.

### Economically Disadvantaged Math Proficiency on SBA 3+ Years...



This chart shows the math proficiency levels of students for the economically disadvantaged sub-group who have been at Cien Aguas for 3+ years. From 2010-11 to 2012-13, there is a steady decrease in the percentage of students scoring at the beginning levels from 24% in 2010-11 to 5% in 2012-13. There is an increase in the percentage of students scoring at the proficient levels from 2010-11 to 2012-13. In 2010-11, there were no students who were proficient from the economically disadvantaged sub-group. In 2012-2013, there was a 15% increase in proficiency.

#### 4th-8th Grades:

- 2009-10 represents 6 students (no data published due to less than 10 students).
- 2010-11 represents 17 student
- 2011-12 represents 20 students
- 2012-13 represents 20 students.

Note: In 2010-11, 3 of the 20 students did not take the SBA because they were in 2nd grade.

## Grade-Level Student Learning Objectives

Below are specific learning objectives to increase student achievement. Growth targets were established to be achieved within three years (2009-2012).

### OVERALL OBJECTIVE

By 2012, 85% of students will achieve grade level proficiency in reading (Spanish and English), math, and science.

### Kindergarten

#### OBJECTIVES

By 2012, at least 85% of students who have attended Cien Aguas for one continuous year will:

Meet or exceed end-of-the-year DIBELS benchmarks for kindergarten in Spanish and English

Meet or exceed proficiency standard for cumulative assessment from math core program by year's end



## Part A—Self Study/Report on Progress

### First Grade

#### OBJECTIVES

By 2012, at least 85% of students who have attended for one continuous year will:

Score proficient or higher on end-of-the-year AIMSweb Spanish Reading Curriculum-based measure

Score at nearing proficiency or higher on end-of-the-year AIMSweb English Reading Curriculum-based measure (English dominant students only)

Meet or exceed proficiency standard for cumulative assessment from math core program by year's end.

#### RESULTS

End of 2013 AIMSweb Spanish reading = 34% PROFICIENCY

Since we don't begin formal English literacy instruction until 2<sup>nd</sup> grade, we decided to administer our baseline English reading at second grade instead of testing the 1st grade students at the end of the year.

### Second Grade

#### OBJECTIVES

By 2012, at least 85% of students who have attended Cien Aguas for two continuous years will:

Score proficient or higher on end-of-the-year AIMSweb Spanish Reading Curriculum-Based Measure

Score proficient or higher on end-of-the-year AIMSweb English Reading Curriculum-Based Measure (English dominant students only)

Score at nearing-proficiency or higher on end-of-the-year AIMSweb English Reading Curriculum-Based Measure (Spanish dominant students only)

Meet or exceed proficiency standard for cumulative assessment from math core program by year's end.

#### RESULTS

DESCRIPTION	% PROFICIENT	# OF STUDENTS
End of 2013 AIMSweb Spanish reading	45%	42
End of 2013 AIMSweb English reading – English dominant students	69%	40
End of 2013 AIMSweb Spanish reading – Spanish dominant students	Too few students to report this data	2
End of 2013 AIMSweb math	71%	42

### Third Grade

#### OBJECTIVES

By 2012, at least 85% of students who have been at Cien Aguas for three continuous years will:

Score proficient or higher on end-of-the-year AIMSweb Spanish Reading Curriculum-Based Measure

Score proficient or higher on end-of-the-year AIMSweb English Reading Curriculum-based measure (all students)

Score near proficiency or higher on NMSBA in reading/language, math, and science

#### RESULTS

DESCRIPTION	% PROFICIENT	# OF STUDENTS
End of 2013 AIMSweb Spanish reading	23%	47
End of 2013 AIMSweb English reading	63%	47
End of 2013 AIMSweb math	77%	47
NMSBA 2013 Reading	74%	47
NMSBA 2013 Math	72%	47
Discrepancy between AIMSweb English and NMSBA reading percentages (All students took NMSBA in English)	NOT SIGNIFICANT at a 95% confidence level	

## Part A—Self Study/Report on Progress

Discrepancy between AIMSweb math and NMSBA math percentages	NOT SIGNIFICANT at a 95% confidence level
-------------------------------------------------------------	-------------------------------------------

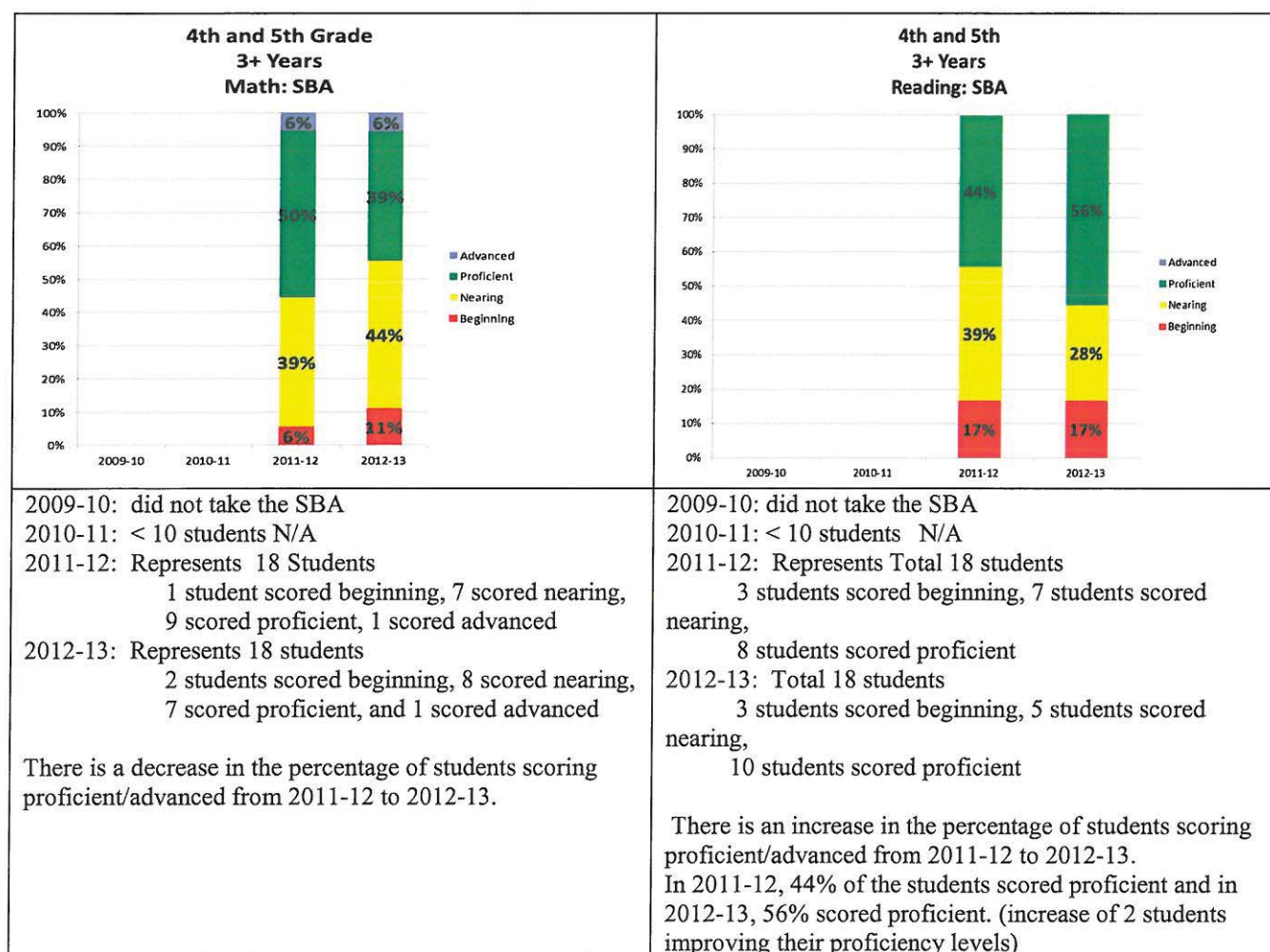
### Fourth Grade through Fifth Grade

#### OBJECTIVES

By 2012, at least 85% of students who have been at the school for three continuous years will:  
 Score proficient or higher on end-of-the-year AIMSweb Spanish Reading Curriculum-based measure  
 Score proficient or higher on end-of-the-year AIMSweb English Reading Curriculum-based measure  
 Score proficient or higher on NMSBA in reading/language, math, and science

#### RESULTS

DESCRIPTION	% PROFICIENT	# OF STUDENTS
End of 2013 AIMSweb Spanish reading	33%	18
End of 2013 AIMSweb English reading	50%	18
End of 2013 AIMSweb math	72%	18
NMSBA 2013 Reading	56%	18
NMSBA 2013 Math	45%	18
Discrepancy between AIMSweb reading and NMSBA reading	NOT SIGNIFICANT at a 95% confidence level	
Discrepancy between AIMSweb math and NMSBA math	SIGNIFICANT at a 95% confidence level	





## Part A—Self Study/Report on Progress

### Sixth Grade through Eighth Grade

#### OBJECTIVES

By 2012, at least 85% of students who have been at the school for one continuous year will:

Score proficient or higher on end-of-the-year AIMSweb Spanish Reading Curriculum-based measure

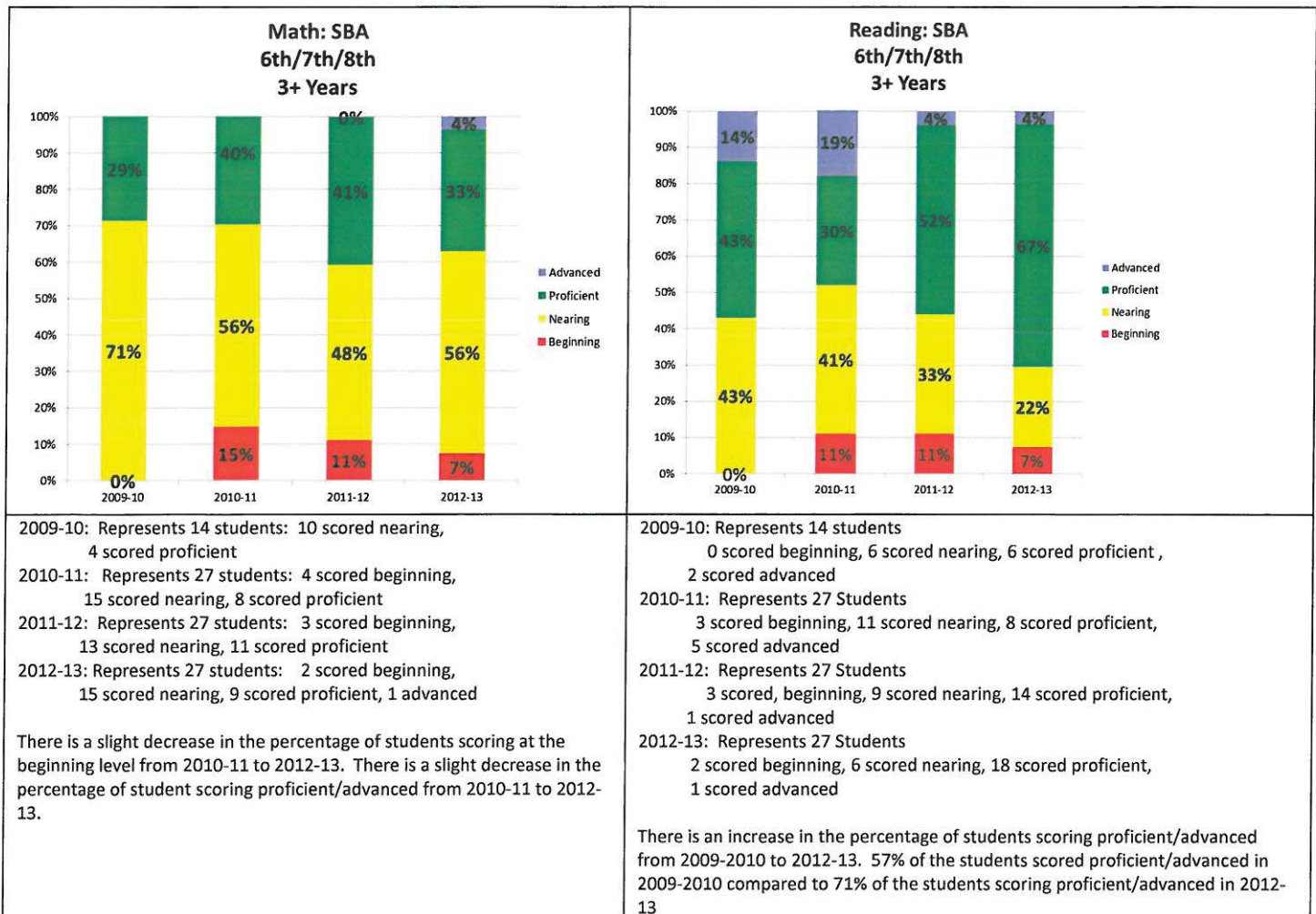
Score proficient or higher on end-of-the-year AIMSweb English Reading Curriculum-based measure

Score proficient or higher on NMSBA in reading/language, math, and science

**(6th, 7th and 8th grades are reported together. Separate cohorts are too small to report.)**

#### RESULTS

DESCRIPTION	% PROFICIENT	# OF STUDENTS
End of 2013 AIMSweb Spanish reading	77%	26
End of 2013 AIMSweb English reading	50%	26
End of 2013 AIMSweb math	52%	27
NMSBA 2013 Reading	71%	27
NMSBA 2013 Math	37%	27
Discrepancy between AIMSweb reading and NMSBA reading	NOT SIGNIFICANT at a 95% confidence level	
Discrepancy between AIMSweb math and NMSBA math	NOT SIGNIFICANT at a 95% confidence level	



## Part A—Self Study/Report on Progress

### ANALYSIS

The objectives were devised during the NCLB era, in which 100% proficiency was expected for all subgroups by 2014. They were ambitious and they were not attained.

The proficiency levels in reading show a strong correspondence with dominant language. The demographics of the elementary school are very different from those of the middle school. The vast majority of the students at the elementary school are English dominant. Their reading scores are much higher in English. By contrast, of the 26 middle school students represented in this data, 12 are ELL. Their reading scores are much higher in Spanish.

Given that the ambitious grade-by-grade performance objectives were not obtained, it is important to compare our results with those of other schools locally and/or nationally. The following section does this in some depth.

### THIS SECTION OF THE REPORT ADDRESSES THE FIRST CIEN AGUAS ACADEMIC GOAL:

- Students who have been three or more continuous years at Cien Aguas will show better than average growth in first and second language literacy and in all content areas, when compared with the local school district, as measured by standardized tests and other assessments.

### ANALYSIS

It was not realistic to attempt comparison of our short-cycle assessments with those of the local school district. First, APS short cycle assessment results are not available to Cien Aguas, and second, even if they were, they would be difficult to compare because the school district uses different assessments.

Therefore we have used the AIMSweb defaults as our comparison. AIMSweb is a nationally normed test.

#### I. AIMSweb MATHEMATICS

The assessment is an 8-minute short answer problem-solving test. It is administered three times yearly at Cien Aguas in grades 2-8.

Presented is 2013 data from the 3+ year students at Cien Aguas in grades 2, 3 and 8.

The 3+ students are a subset of the student body meeting the following two conditions:

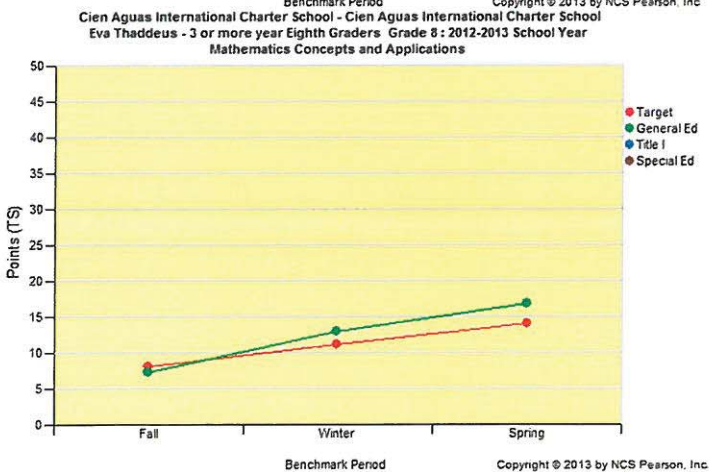
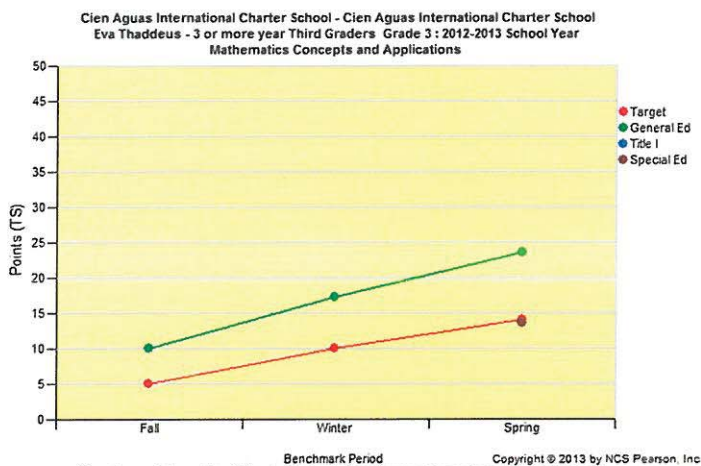
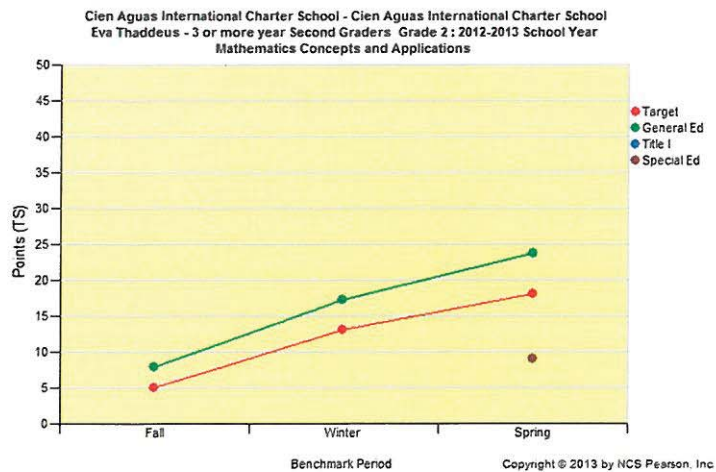
1) each had been in attendance at the school for 3 or more years and 2) were currently enrolled in the spring of 2013.

2) Second, third and eighth grade were the only three grades with enough 3+ students to report (over 10 students.) Therefore only the results of these three grade levels are presented. In grade 2, n=32. In grade 3, n=38. In grade 8, n=14.

The three points on each line in the graphs below show fall, winter and spring scores. Each graph represents a different grade level. The red line represents the AIMSweb proficiency targets as identified through a process of national norming and comparison with student achievement nationwide on other, more comprehensive standardized tests. The green line represents the average Cien Aguas scores at a given grade level.



## Part A—Self Study/Report on Progress



### SUMMARY

These results show that in both 2nd and 3rd grade, the average Cien Aguas student scored above target on the AIMSweb mathematics test. This trend continues through the spring testing, showing that on average, 2nd and 3rd graders at Cien Aguas outperform the nationally normed target. In 8th grade, the average Cien Aguas student began the year slightly below target, but passed the target mid-year. This growth continued through the spring AIMSweb testing.

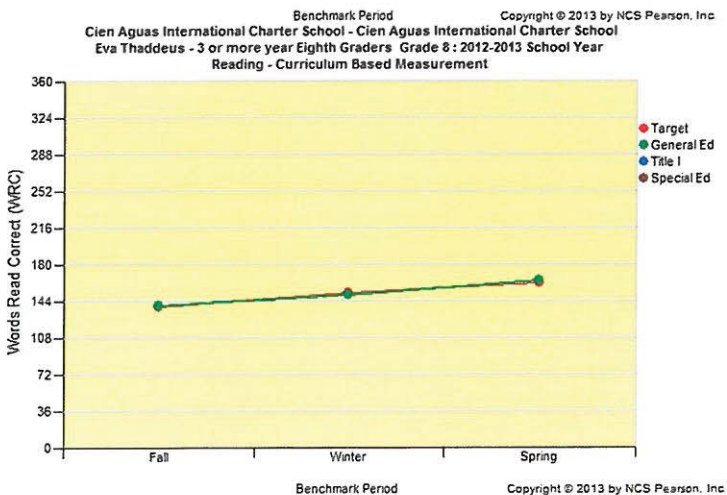
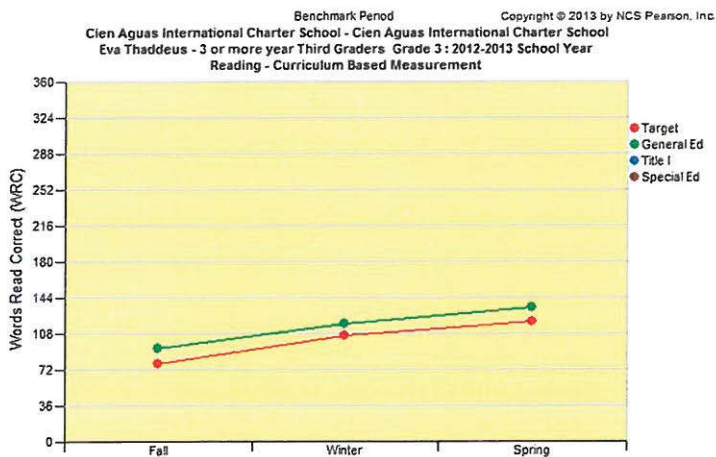
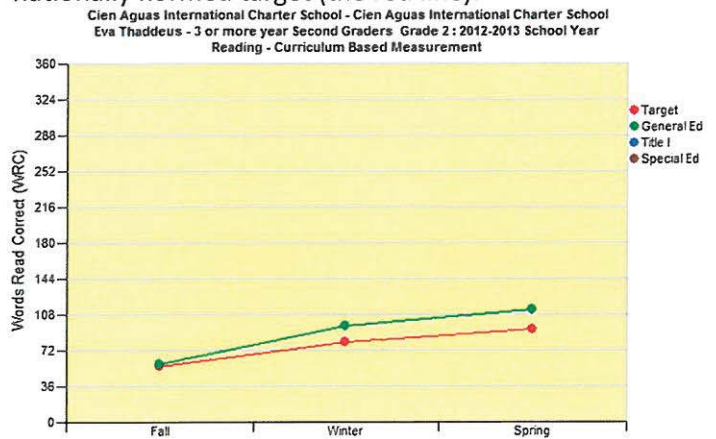
Discrepancies exist between the results of the AIMSweb mathematics test and the NMSBA mathematics test, with the AIMSweb posting higher proficiency levels at every grade level. In 4th and 5th grade those differences

## Part A—Self Study/Report on Progress

are significant, while at the other grade levels they are not. Cien Aguas should begin by reviewing the administration protocol for the AIMSweb math test to make sure it is being administered correctly. If it turns out to be correctly administered but poorly aligned with the NMSBA, then the school should consider whether to replace the AIMSweb math test with a different short cycle assessment that might align better with the NMSBA.

### II. AIMSweb Reading (English)

Like AIMSweb Mathematics, AIMSweb Reading tests are given at three points during the academic year (fall, winter, spring). The graphs below compare Cien Aguas students' performance (the green line) relative to the nationally normed target (the red line).





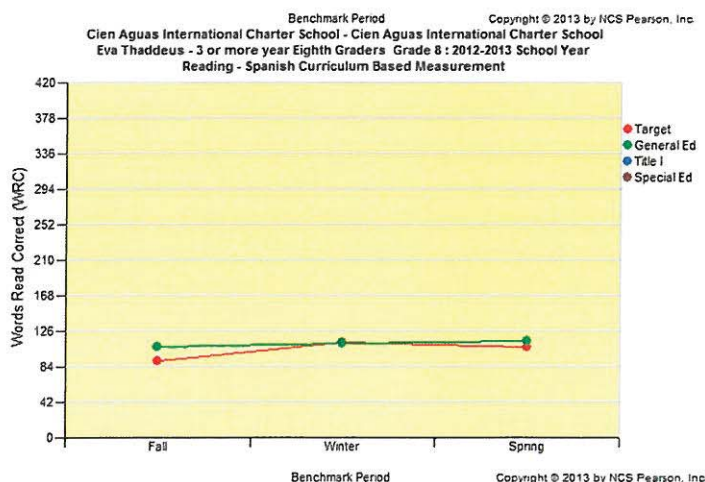
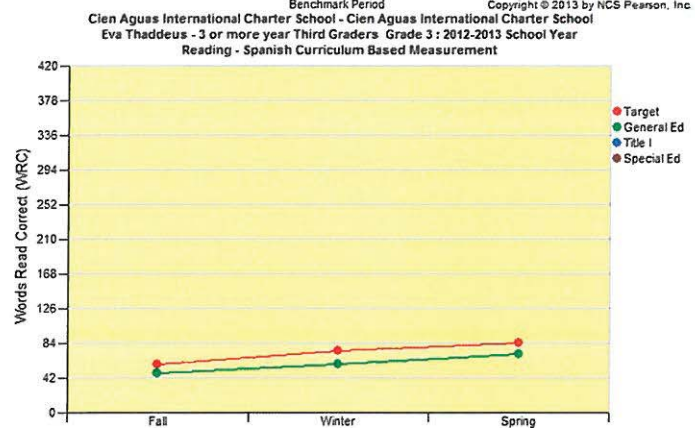
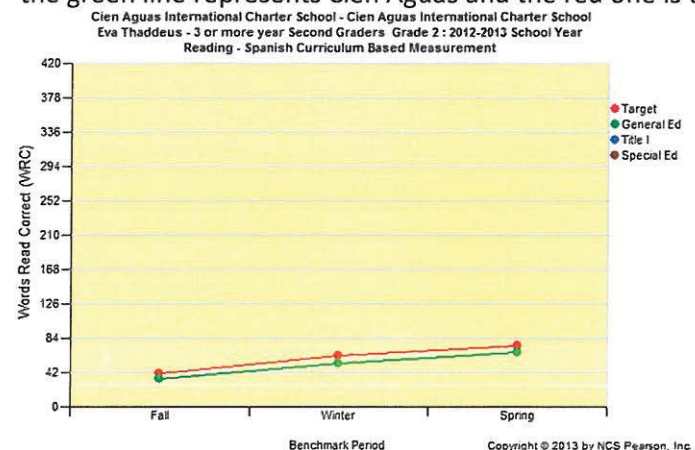
## Part A—Self Study/Report on Progress

### SUMMARY

Formal English literacy is taught at Cien Aguas beginning in grade 2. These results show that the average 2nd grader had a fall AIMSweb English reading score equal to the nationally normed target. By spring the average Cien Aguas student is reading higher than national targets. In third grade the average Cien Aguas 3rd grader began the year reading slightly higher than target, and this difference was maintained at year's end, neither increasing nor diminishing. In 8th grade, student achievement on this measure throughout the year was so close to the target as to be indistinguishable.

### III. AIMSweb Reading (Spanish)

The graphs below show Cien Aguas students' performance on the AIMSweb Spanish Reading Test. As before, the green line represents Cien Aguas and the red one is the nationally normed target.



## Part A—Self Study/Report on Progress

### SUMMARY

Spanish is the primary language of literacy instruction in grades K and 1, and all language arts throughout the school are taught at least 50% in Spanish. These results show that the average student in second grade was reading somewhat below target in Spanish in the fall and continued to do so through winter and spring. The same results are evident in third grade. In eighth grade the average student began and ended reading just above target, converging with the target group in winter and then rising slightly in the spring. One point that must be noted is that the AIMSweb Spanish reading test is designed for, and normed using the level of proficiency among the native Spanish speakers tested across the country. Knowing that our students, who are primarily native English speakers, are performing at the levels listed (in their second language) is promising.

### ANALYSIS OF AIMSweb ASSESSMENT RESULTS

The average Cien Aguas student who has been at the school for 3 or more years is reading above grade level in English, as measured by the AIMSweb, a short-cycle test of reading fluency. Moreover, in second and third grade, this achievement level is increasing from fall to spring. This is of particular significance because almost all of these students have been with us since kindergarten; they are our “homegrown.” We are proud of this achievement, especially because formal English literacy is only introduced in our school in second grade. In grades K and 1, all formal literacy instruction is given in Spanish. The substantial research literature demonstrating that reading skills transfer naturally from one language to another appears to be borne out by our students’ reading scores. They have been taught all their phonics and early literacy in Spanish, yet at the beginning of second grade, before we have introduced English reading, the average student is already at grade level in English reading. Once formal English literacy is introduced, the average student’s achievement begins to climb further. At our school we use authentic literature rather than basal readers and reading workshop rather than a core program. We attribute the reading success of the average student largely to the motivation and differentiation that our instructional approach promotes.

The results presented above of the AIMSweb test of English reading correlated well with the results of the 2012-2013 NMSBA in reading. Discrepancies between results of the two tests were not statistically significant (at a 95% confidence level) at any grade level.

### AIMSweb RESULTS FOR ELLs AND FRL STUDENTS

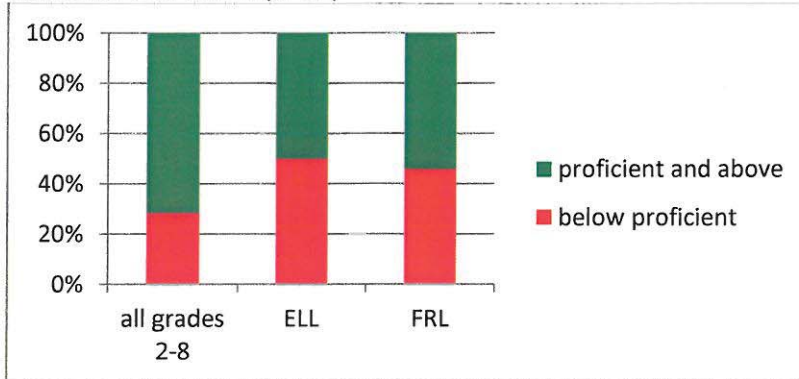
Although the number of ELLs at our school grows every year, there were only 20 students who met our 3+ year criterion. There were not enough at any grade level to report separately. Therefore we had to look at their achievement as a group grades 2-8. The number of students who received free or reduced lunch was higher (37) but not sufficient to report separately at most grade levels, so we chose to report their achievement as a single group as well. The graphs on the following page show the spring, 2013 AIMSweb proficiency data for the whole school and for these two subgroups on each of the three AIMSweb assessments



## Part A—Self Study/Report on Progress

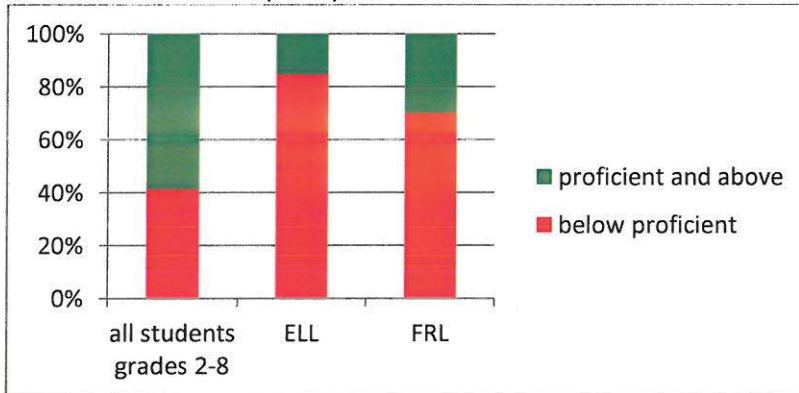
### 1. AIMSweb mathematics, spring 2013

- All 3+ students grades 2-8 (n= 133)
- English Language Learners (n=20)
- Students receiving Free or Reduced Price Lunch (n=37)



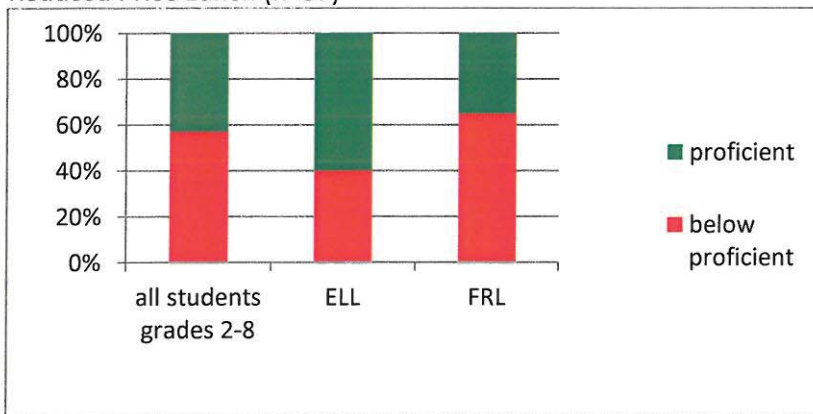
### 2. AIMSweb English reading, spring 2013

- All 3+ students grades 2-8 (n= 133)
- English Language Learners (n=20)
- Students receiving Free or Reduced Price Lunch (n=37)



### 3. AIMSweb Spanish reading, spring 2013

- All 3+ students grades 2-8 (n= 133)
- English Language Learners (n=20)
- Students receiving Free or Reduced Price Lunch (n=37)



## ANALYSIS OF AIMSweb RESULTS FOR ELLs AND FRL STUDENTS

Students confronting obstacles, either linguistic or economic, are well-known to show lower achievement on academic assessments. Therefore it is no surprise that our subgroups performed lower than the overall student

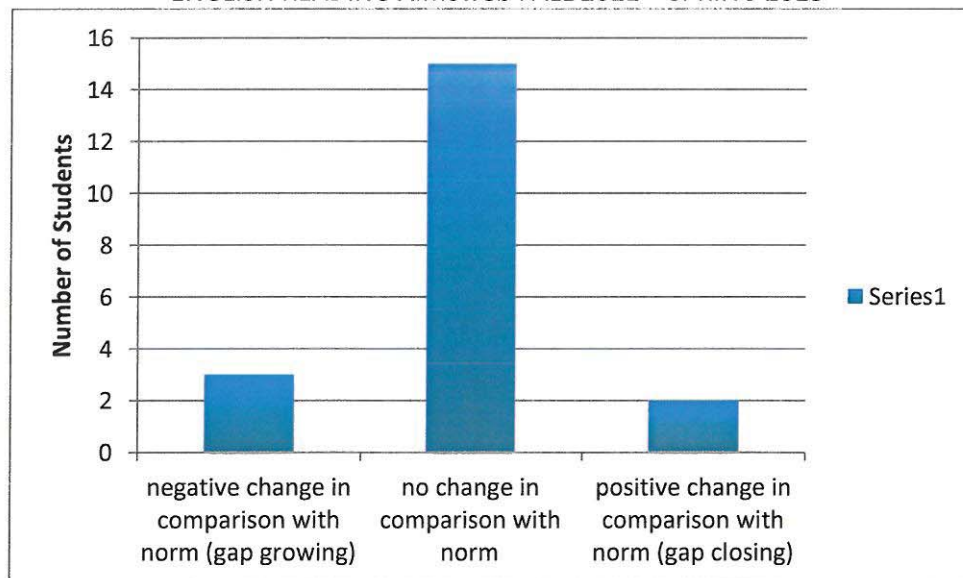
## Part A—Self Study/Report on Progress

population in both math and English reading. Rather than the fact of the lower achievement, it is the extent of the lower achievement that we must examine, remembering that our school sets out to work skillfully with diversity and give all students their best opportunity to meet academic success.

In math, proficiency levels (as measured by the AIMSweb math assessment) were 70% for the total group, 50% for ELLs, and 55% for FRL students (who substantially overlap with the ELL population.) These differences, while appearing considerable, are in fact not statistically significant at a 95% confidence level and by themselves would not make us think we should alter our course. However, 2012-2013 results of the NMSBA in math show only a 12% proficiency for ELLs (see Part A page 8) and the discrepancy between the results of the two math tests for ELLs is statistically significant, as is the discrepancy between ELL math scores and non-ELL math scores for the 3+ year students at our school. The overall picture of our ELLs math proficiency is not a bright one.

English reading results demonstrate an urgent need to improve the reading fluency of our ELLs in English. 60% of them scored at proficient or above in Spanish reading but only 15% in English reading. This result, (which statistically is not significantly different from the 35% ELL reading proficiency on the 2012-2013 SBA -see Part A page 8- because of the small sample size of 20 students) suggests that basic reading skills are not the pressing need, but rather an increased familiarity with, and ability to use, English vocabulary and grammatical structures.

3+ YEAR ENGLISH LANGUAGE LEARNERS (ELLs) at CIEN AGUAS  
RATE OF IMPROVEMENT IN ENGLISH READING  
ENGLISH READING AIMSweb FALL 2011 – SPRING 2013



The results of this graph are rather disappointing, indicating that our ELL students are stuck at their English reading proficiency level and on average are not making progress towards closing the achievement gap between themselves and their peers. This therefore becomes a program priority focus which will begin to be addressed immediately.

### IPT ORAL RESULTS

The IPT is a test of Spanish language proficiency. It is administered to every Cien Aguas student every year. The IPT oral is a measure of speaking and listening, and is administered in a one-on-one, interview format. The test gets progressively more difficult, with each section harder than the one before. The test administrator stops the test when the student makes a number of errors over the cutoff threshold in a given section. The elementary level test is administered every year grades K-5. The secondary level test is administered in grades 6-8. It is considerably harder than the elementary test, containing much more complex vocabulary and grammatical structures. Because the same test is administered over 6 years in elementary school, it is designed to measure multi-year growth and its standard of “advanced” Spanish is high. Our school goal is that Cien Aguas students

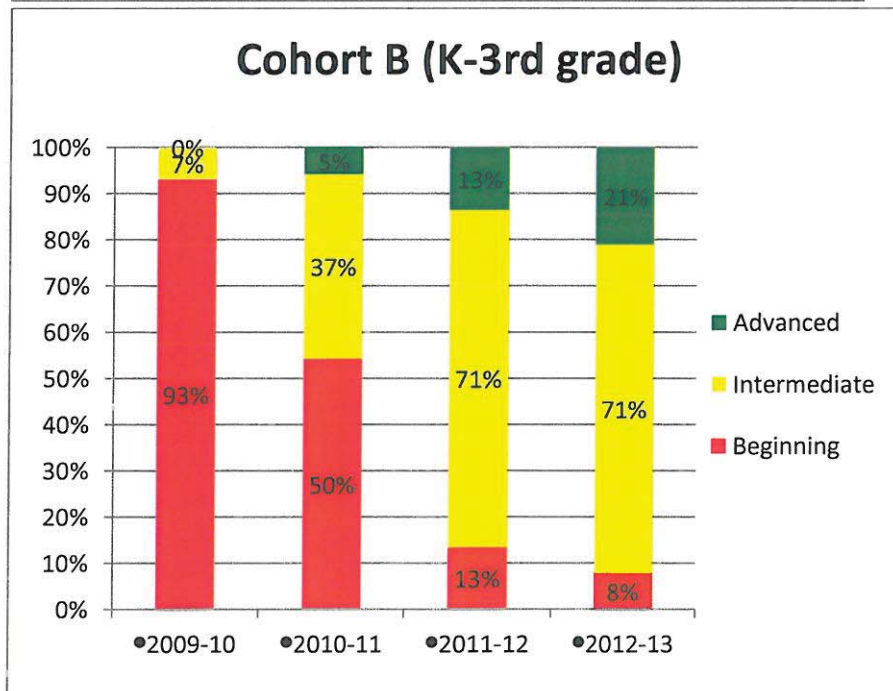
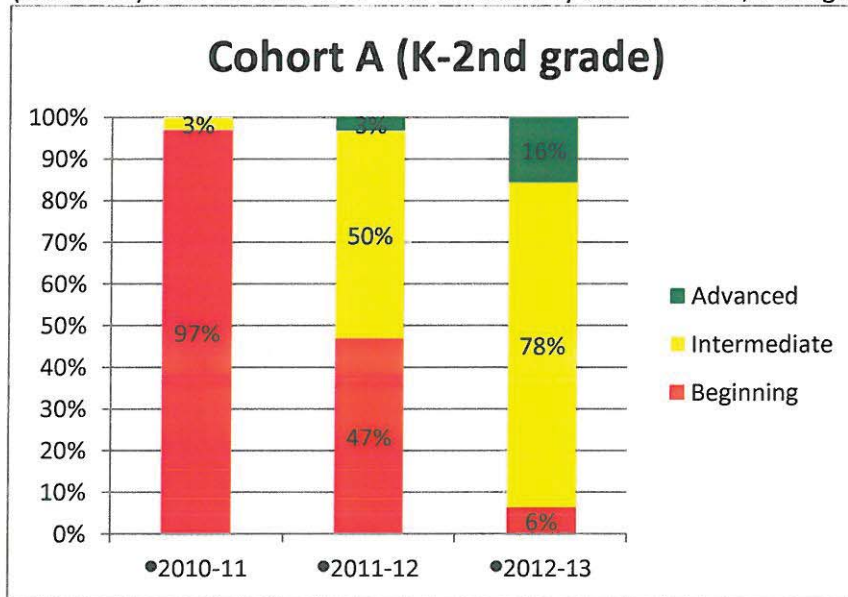


## Part A—Self Study/Report on Progress

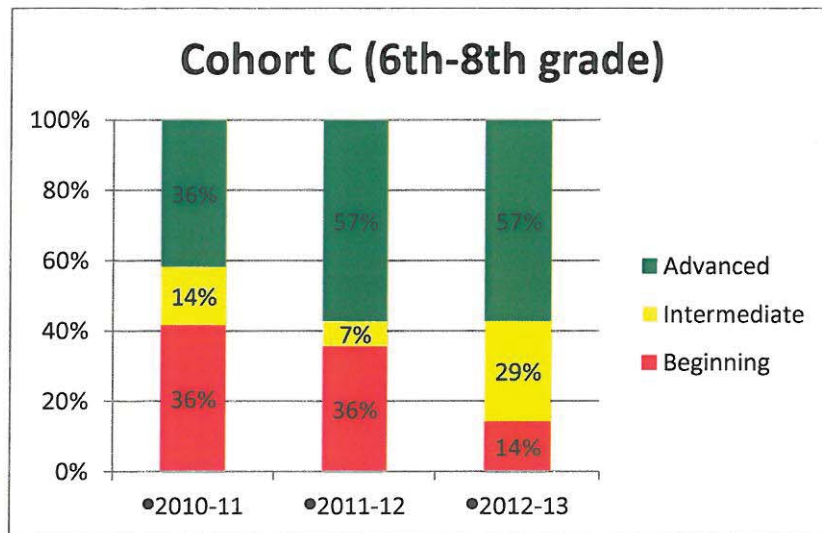
score advanced (level E or F) by 5th grade. In middle school, given the harder test, our goal is that Cien Aguas students score advanced by the end of 8th grade.

The IPT is not mentioned in the Cien Aguas charter because the school's founders did not realize it would be a required. Since a yearly Spanish language assessment is required by the PED for all dual language schools, we administer this test. It gives valuable information about oral language that none of our other school-wide assessments contains. Therefore we report the IPT oral language results here.

All results below are by cohort, showing how Spanish oral language develops over time. The second grade, third grade, and eighth grade cohorts are reported (being the three grade levels sizeable enough to report out on.) Our goal is to see students move from red (beginning levels) through yellow (intermediate) and into green (advanced) over the course of their elementary school career, and again over the course of middle school.



## Part A—Self Study/Report on Progress



### RESULTS OF IPT

Cien Aguas students are progressing in their Spanish oral language as measured by the IPT oral, with 57% of our eighth graders scoring advanced on the test (up from 36% in 6th grade) and 21% of our 3rd graders scoring advanced (up from 0% in kindergarten.) The most rapid gains on the test are seen over the course of kindergarten and first grade. Some plateauing is evident in Cohort B between second and third grade and in Cohort C between seventh and eighth grade.

### ANALYSIS OF IPT RESULTS

We cannot yet predict what percentage of our 3rd graders are on track to score advanced by the end of 5th grade. However, oral Spanish development is being identified as a growth area because of the plateau that appears to emerge between second and third grade. A child able to score advanced on the IPT oral must have familiarity with, and correct usage of all the most common grammatical structures in Spanish, and a solid basic vocabulary. Children can reach the “intermediate” level through good passive knowledge of the language, but they cannot achieve advanced levels without ability to use it actively and correctly. When viewed in combination with the results of the AIMSweb English and Spanish reading tests for second and third grade, the IPT results suggest that an appropriate program priority would be an emphasis on the quality of student oral Spanish production in second through fifth grades. Additionally, a plateau is visible at the end of middle school. We observe some resistance to active bilingualism in our 13 and 14-year-olds (who are well aware of the language of popular culture and power in the United States) and therefore a priority for the school should be ways to motivate seventh and eighth graders to produce written and spoken Spanish at a higher level. Although these may at first glance seem like enrichment goals rather than core program goals, at Cien Aguas, Spanish achievement levels are essential because at least 50% of our academic content is taught in Spanish. Students must be able to speak, listen, read and write Spanish at a high level in order to accomplish grade-level tasks.

### CIEN AGUAS WRITING ASSESSMENT

Cien Aguas has developed its own writing assessment, which is administered three times yearly in grades K-8. The writing assessment pieces are kept in student writing portfolios that follow the students from grade to grade throughout their Cien Aguas career. A yearly “writing celebration” conference between students and parents asks students to review the contents of the portfolio, reflect on their growth over the years, and share some favorite pieces with their parents.

The three writing prompts are essentially the same at every grade level and are the following.

#### Writing prompt #1

Window: October • Genre: narrative • Language: preference



## Part A—Self Study/Report on Progress

Title: A Big Day / Un día importante

Prompt: Write about a memorable event in your life / something important that happened to you / something you will always remember.

Tell the story of what happened.

Escribe sobre un evento impresionante en su vida / algo importante que te pasó / algo que nunca te olvidarás.

Escribe el cuento de lo que pasó.

Prompt #2 ENGLISH

Window: February • Genre: Expository (informational) • Language: Grades K-1, preference. Grades 2-8, English

Title: Some Important Information

GRADES K-2 Prompt: Write an essay / a paragraph / sketch and write (choose appropriate language for your grade level) in order to teach the reader some important information. This information should explain something you have learned in school or outside of school.

GRADE 3 Prompt

“Something I learned this year and how I learned it”

Write an essay of at least two paragraphs that shares some important information you learned this year, and explains the process you went through in order to learn it. Information you learned in school is recommended, but you may also choose something you learned outside of school.

Your piece should have enough detail to give your readers a good understanding of what you are writing about.

GRADES 4-8 PROMPT

“Some important information and what I would like to find out next”

Choose a topic you know about AND wonder about. Share your information and questions on this topic. It is recommended that you choose something you have studied this year. What do you know about it? What do you still not know about it / What would you like to learn more about regarding this topic? / What questions do you have about it that are still unanswered? How might you find out? Write at least two paragraphs.

Prompt #3

Window: May • Genre: Persuasive • Language: Grades K-, preference. Grades 1-8, Spanish

Title: An Important Issue / Something I Care About

Read aloud to set the tone: “Being compassionate means that we care. We may care about people, other beings, special places, or problems in the world. Write about something you care about. Explain why it is important. Try to convince your readers to care about it too.”

Ser compasivo significa que te preocupas por algo o alguien. Es posible que te preocupes por las personas, otros seres, lugares especiales, o problemas en el mundo. Escribe sobre algo que te importa. Explica por qué es importante. Trata de convencer a tus lectores de interesarse por lo que te preocupa a ti.

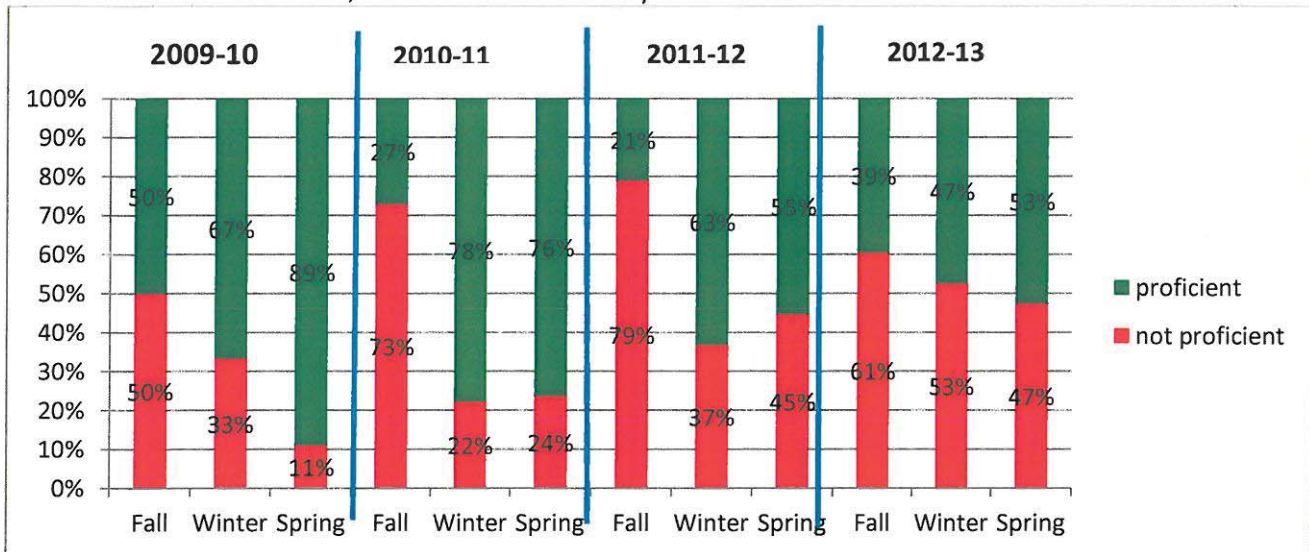
The Cien Aguas teaching staff developed grade-specific assessment rubrics to score the students’ writing, basing them on a set of rubrics originally designed by the Albuquerque High cluster in APS. The staff has practiced scoring together every year in order to come to agreement and consistency in scoring, and has revised the rubrics twice in the course of this ongoing professional development. They score on a 4-point scale with proficiency being 3. Our standards-based assessment system looks for proficiency by year’s end.

The following data looks just at our biggest cohort, reporting the multi-year scores of our 3+ year students who have just finished third grade.

## Part A—Self Study/Report on Progress

### Cien Aguas Writing Assessment Proficiency Levels Cohort B: Grades K-3

Notes: n=26-27 for 2009-10, n=36-38 for rest of the years shown

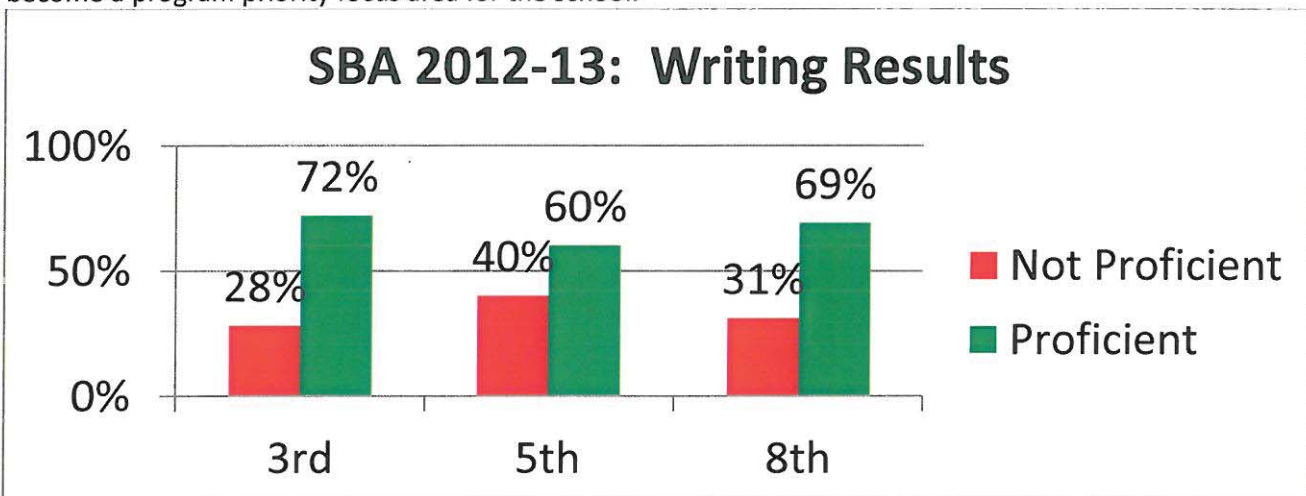


#### RESULTS OF CIEN AGUAS WRITING ASSESSMENT

Proficiency is expected by the end of the academic year. Also, proficiency expectations ratchet up every year. The results show that a majority of students did not meet the new proficiency standards each fall but attained proficiency by spring. In grade K, 89% of students were proficient by spring, in 1st grade 76%, in 2nd grade 55%, and in 3rd grade 53%.

#### ANALYSIS OF RESULTS OF CIEN AGUAS WRITING ASSESSMENT

These data show a worrying trend. As grade level expectations increased, student proficiency levels did not keep up. 53% of 3rd graders produced proficient writing samples in the spring; in kindergarten, 89% of these same students scored proficient in their writing. This suggests that the improvement of writing skills must become a program priority focus area for the school.



#### Analysis of Results of Cien Aguas Standards Based Assessment for Writing

These results show the writing proficiency levels of students in grades 3, 5, and 8. In 3<sup>rd</sup> grade, 72% of these students produced proficient writing, in 5<sup>th</sup> grade 60%, and in 8<sup>th</sup> grade 69% based on the 2012-13 SBA. The SBA results shows 72% proficiency for grade 3 compared to 53% proficiency on the short cycle assessment.



## Part A—Self Study/Report on Progress

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

Student Academic Performance Standard/Goal #1:				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):				
Data—Average Scores				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
<i>Provide a statement of progress and additional information regarding the above data:</i>				

## Part A—Self Study/Report on Progress

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

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

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

Student Performance Standard/Goal #1:				
Measure(s) Used:				
<b>Data—Average Annual Data</b>				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
<i>Provide a statement of progress and additional information regarding the above data:</i>				



## Part A—Self Study/Report on Progress

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

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

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

Organizational Performance Standard/School Goal #1:
Measure(s) Used:
Data:
<i>Provide a statement of progress and additional information regarding the above data:</i>

## Part A—Self Study/Report on Progress

### 3. Performance Self Study/Analysis-Key Questions

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

A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

1) The academic progress of our English Language Learners becomes an academic priority. Our charter commits us to work skillfully with diversity and names ELLs as the students most in need of the kind of program we offer. We have not yet fulfilled our promise to these students. Although there were very few ELLs in our school initially, their numbers increase yearly. Attention to their needs and improvement in their achievement levels will be a goal for our next charter term.

2) Academic oral language in Spanish for all students, especially our Spanish Language Learners becomes an academic priority. The success of our bilingual immersion program depends upon high levels of English and Spanish achievement for all students by 5<sup>th</sup> grade. High levels of literacy in Spanish depend on high levels of oral language. We will focus on Spanish oral language development in grades K-5 and develop relevant, measurable goals for our next charter term.

3) The skill and content of student writing at Cien Aguas becomes our third academic priority. Writing will be attended to both for its importance as a life-long skill, and for its potential to capture, though its content, some of the aspects of our mission that we have not yet been able to measure. To what degree can our students demonstrate that they are curious, compassionate, confident, and committed to a sustainable society? We will look to our schoolwide writing program and writing assessments to put focus on these aspects of student character. Improvement in our students' scores on our schoolwide writing assessments will become a goal for our next charter term.



## Part A—Self Study/Report on Progress

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

1) Our school's instructional program K-5 in language arts, science and social studies is given structure by 6 yearly GLAD units. Project GLAD (Guided Language Acquisition Design) has been demonstrated to improve achievement of English Language Learners when implemented fully and carefully. Although its impact on Spanish Language Learners has not been studied, it is full of rich strategies to improve oral language and develop vocabulary and conceptual knowledge in the context of intensely academic interdisciplinary units. Therefore our main strategy to address priorities #1 and #2 will be to place a heavy focus on our GLAD units and GLAD instruction, and move them beyond a basic to an advanced level of implementation. "Differentiation through GLAD instruction" will be the professional development focus of the 2013-2014 school year, and the Cien Aguas teaching staff will be involved in examining and refining strategies to deepen our implementation of GLAD at all grade levels K-5.

2) A writing committee has been formed to investigate and pilot top-quality writing strategies at Cien Aguas. Initial strategies include the replacement of our previous writing assessment rubrics with Common Core rubrics developed by California's Elk Grove district. Different rubrics exist for narrative, informational and argument writing and will direct our focus to all three of these modes of writing. Close work with Appendix C of the CCSS in ELA will be another immediate strategy pushing us to adjust our understanding of what proficiency looks like in the Common Core. The Cien Aguas curriculum coordinator will receive training in, and research the APS initiative in Lily Wong Fillmore's "Juicy Sentences" approach. The committee will redesign our elementary school writing prompts to better address the character attributes we wish to measure in our students, and the middle school staff will strengthen the written component of their community service initiative.

## Part A—Self Study/Report on Progress

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

1) Math data from the 2012 SBA led to a lengthening of math instruction in elementary school from 50 minutes to 75 minutes daily. This was the length of time our math specialist deemed necessary to fully implement Investigations, which previously was not given enough time.

2) Reading data from 2011-2012 led to full implementation of the Calkins Reading Workshop in the 2012-2013 instructional year. Although reading workshop was referenced in our charter, it was underdeveloped for the first three years of our school's existence. We embarked on a year-long process to train ourselves through videos, reading, and a trip by our curriculum coordinator to a school district in Orinda, CA. Self-analysis and accountability came through a year-long process of working through an implementation checklist and self-evaluating through a process of being videotaped 2 or 3 times during the school year, viewing and discussing the videos with grade-level colleagues, applying the checklist to self and colleagues, and finally being evaluated by the school director on the basis of the implementation checklist.

3) Formative math assessments at the middle school level led to the planned implementation of an Algebra 1 course for students in need of challenge, and reading /ELL intervention blocks for students in need of significant remediation.

4) The Student Assistance Team (SAT) devised a flow-chart that triggers required SAT referrals at grades 1-5, if beginning-year student reading scores are at beginning levels and do not improve with 8 weeks of Tier I intervention. This removes the teacher question, "Should I refer?" from most SAT referrals (most of our referrals have been for literacy concerns) and provides clear guidance. This decision was based on SAT's concern for inconsistencies in the identification of students, and the SAT's observation that some teachers tend to be quicker to refer to SAT while others prefer to wait.

5) The Instructional Council has determined that data folders will be kept for all students grades K-8 beginning 2013-2014 and students in grades 3 and above will be taught a process of goal-setting in conjunction with regular analysis of their individual data folders. Students in grades K-2 will be scaffolded into this process and their teachers will be accountable for being able to explain each student's data and next steps to supervisors, colleagues, parents and students.

6) Grade-level collaborations beginning in the 2013-2014 school year will focus on student data rather than on program implementation (which has been the collaborative focus up until now.) . Student assessment data will be shared and analyzed at every weekly, 80-minute collaboration, with a special focus on students at low achievement levels in reading, writing and oral language.



## Part A—Self Study/Report on Progress

- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

We were not able to analyze and present the data of our SpEd students because they are so few. Our ELL and economically disadvantaged students' data presented above tell us that an emphasis on English language and English reading development for our ELLs is urgent. Rather than making significant changes in our program, we will work to implement our instructional approach fully, in the strong belief that well-taught GLAD coupled with well-taught reading workshop and an inquiry, experiential approach to learning offers these students their best opportunity for academic and personal success. We believe that the school's teaching staff is successfully implementing GLAD at a basic level and must now work to go deeper with the strategies, coupling them with reading, writing and oral language data, and learning to differentiate instruction accordingly for different learners. GLAD is meant to be used flexibly, providing strong scaffolds for those who need scaffolds most, and removing the scaffolds as students no longer need them. Our PD journey this year will be to learn how to work with the GLAD strategies in this way, so that in our professional development we come back to, process, and become intentional about what strategies we are choosing to go further with, understanding the pedagogy behind why we are doing what we are doing, and how to adjust it based on the students in front of us.

Also in the 2013-2014 school year, our curriculum coordinator and teaching staff will work to find multiple ways to infuse inquiry and experiential education into the GLAD, reading and writing curriculum. Inquiry is clearly written into our charter and is an approach we are applying unevenly, with some teachers embracing it and others needing more familiarity and guidance. We believe there is ample evidence that all students, but especially the students with greatest need (ELLs and economically disadvantaged students) are best served by an approach that provides real-life audience and purpose. Inquiry and action plans develop students' confidence and enthusiasm for learning, and a goal as we differentiate GLAD this year (and in future years) will be to move unit products beyond portfolios alone, into the realm of unit projects and action plans.

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

- 1) The School Director's PDP is directly tied to the yearly PD focus for the staff.
- 2) Short-cycle assessment data is being shared with GC at monthly meetings by the school's curriculum coordinator and math specialist.
- 3) The School Director gives the GC a yearly briefing on the school report card.

## Part A—Self Study/Report on Progress

### B. Financial Performance

The Charter School Act provides as follows:

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

#### 1. Financial Performance Assurances

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

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

#### 2. Financial Statement

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

#### 3. Audit Findings

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



## Part A—Self Study/Report on Progress

### Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	1	1) Did not make a deposit within 24 hours	1) School understands the requirement, however, the school needed the initial grant deposit to open a bank account; bank could not open within 24 hours.
		1) Personnel Files was incomplete	1) Personnel Files will be reviewed annually for completeness.
		2) ERB and RHC payments were late	2) School is aware of requirements, both instances occurred at beginning of year when accounts were being established.
		3) Budgeted from unavailable cash balance	3) The school never received notification of this finding; the amount the auditors questioned was our initial instructional materials allocation which was available.
		4) Did not make a deposit within 24 hours	4) School personnel have been reminded of policy to deposit within 24 hours
		5) Purchase Orders not processed properly	5) Personnel reviewed requirements and will follow policies and procedures
1 (09–10)	6	6) Journal Entries not adequately approved	6) School will have a council member approve journal entries in addition to business manager

## Part A—Self Study/Report on Progress

2 (10–11)	6	<p>1) I-9 Form was not complete</p> <p>2) Did not make a deposit within 24 hours</p> <p>3) Purchase Orders not processed properly</p> <p>4) BAR amount was incorrect</p> <p>5) Untimely reimbursements back to PED</p> <p>6) Procurement Code – Hybrid Contract not bid</p>	<p>1) All employee files have been reviewed for IRS Form compliance.</p> <p>2) School personnel have been reminded of policy to deposit within 24 hours</p> <p>3) Personnel were reminded of requirements and will follow policies and procedures</p> <p>4) The school processed BAR as directed by PED. School will review BAR documents before submission</p> <p>5) Bank balance of Federal Charter School Grant funds were not returned to PED timely. Balance was due to stale dated checks</p> <p>6) The school was unaware of hybrid contract procedures. The procurement code was reviewed for future compliance</p>
3 (11–12)	4	<p>1) Procurement Code – Hybrid Contract not bid</p> <p>2) Untimely reimbursements back to PED</p> <p>3) RfR not reviewed at school level</p> <p>4) Conflict of Interest for Council Member</p>	<p>1) Same finding as FY11; auditor selected sample from same vendor. Auditor noted that school complied once finding was noted from prior year</p> <p>2) Once the school received the finding from FY11, it contacted PED for direction for reimbursement; direction was not given until after 6/30/12</p> <p>3) School relied on PED personnel for review; school has implemented procedure for director approval of RfR's</p> <p>4) The school discussed the conflict during the first year; Contract with DLENM will be approved by director and discussed at a council meeting</p>
4 (12–13)	TBD	TBD	TBD

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



## Part A—Self Study/Report on Progress

## Part A—Self Study/Report on Progress

### C. Organizational Performance

The Charter School Act provides as follows:

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

#### 1. Material Terms/Violations

Please answer the following questions.

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

#### 2. Organizational Performance Assurances

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

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

##### A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,



## Part A—Self Study/Report on Progress

Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

*For any "no" answers please provide an explanation.*

### B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
- 1) ☒ **Yes** ☐ **No** All required School Policies
  - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
  - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
  - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
  - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
  - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
  - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
  - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
  - 9) ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- b. ☒ **Yes** ☐ **No** Is the school holding management accountable?
- 1) ☐ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
  - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

*For any "no" answers please provide an explanation.*

### C. Employees—Assurances

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

*For any "no" answers please provide an explanation.*

### D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.

## Part A—Self Study/Report on Progress

- c. ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
- d. ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
- e. ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
- f. ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
- g. ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- h. ☒ **Yes** ☐ **No** The school's curriculum is aligned to Common Core Standards.

*For any "no" answers please provide an explanation.*

### E. School Environment—Assurances

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

*For any "no" answers please provide an explanation.*

### F. Appropriate Handling of Information—Assurances

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

*For any "no" answers please provide an explanation.*



## Part A—Self Study/Report on Progress

### 1. Petition of Support from Employees

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

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

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

I am the head administrator of the Cien Aguas International Charter School and hereby certify that: the attached petition in support of the Cien Aguas International Charter School renewing its charter was circulated to all employees of the Cien Aguas International Charter School. There are 32 persons employed by the Cien Aguas International Charter School. The petition contains the signatures of 32 employees which represents 100 percent of the employees employed by the Cien Aguas International Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF        )

I, \_\_\_\_\_, 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 \_\_\_\_\_ day of \_\_\_\_\_ 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## Part A—Self Study/Report on Progress

### 2. Petition of Support from Households

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

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

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

I am the head administrator of the Cien Aguas International Charter School and certify that: the attached petition in support of the Cien Aguas International Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 192 households which represents 83 percent of the households whose children were enrolled in the Cien Aguas International Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF \_\_\_\_\_)

I, \_\_\_\_\_, 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 \_\_\_\_\_ day of \_\_\_\_\_ 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:



## Part A—Self Study/Report on Progress

### 3. Facility

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

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

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

### 4. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

*Amendments:* 1. Governing Council Emergency Meetings 2. School Day 3. Increase CAP & Revise Educational Plan 4. Addition of Second (temporary) Facility 5. New Request: Change of Short Cycle Assessments 6. New Request: Change of Facility (merge two sites into one)

### 5. Term of Renewal

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

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

### 6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section:

# of Students on Waiting List (# and date): 197 Students on wait list as of 5/15/13

## Part A—Self Study/Report on Progress

II. Checklist		
		Yes)
	Table of Contents populated	<input type="checkbox"/>
Appendix A	Financial Statement	<input type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input type="checkbox"/>
Appendix E	Approved Amendments	<input type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>



## **APPENDIX A**

### **Cien Aguas International School Financial Statement**

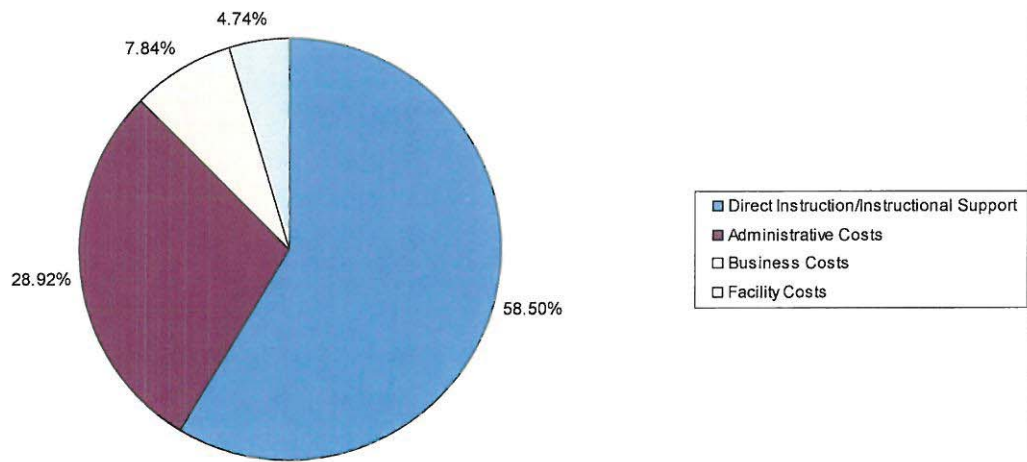
Cien Aguas began operations during the 2008-2009 school year. The school was fortunate enough to receive two \$10,000 grants from the Walton Foundation and the Daniels Fund. The only other funds available at that time were the Federal Charter School Grant and the State Planning Grant. Operational expenditures did not begin until the following school year when we opened our doors to our students. The school has always had a large part of its operational budget dedicated to our teaching staff. This large expense is due to the many level III teachers on staff, of which most have multiple dual language endorsement stipends, and that the teachers received a five percent stipend for being on a 195 day contract. Cien Aguas had lower than projected enrollment its first year which resulted in the school having to be extremely conservative throughout the year to maintain a positive operational cash balance. The school had projected and budgeted for 140 students the first year but only had 106 on the 40<sup>th</sup> day. The school's administration developed an internal budget based on these 106 kids and worked within that budget for the remainder of the year. The fiscally conservative philosophy that was developed that first year has carried over into subsequent years due to the recent financial instability of the economy and the fact that our school dedicates a substantial amount of its budget to salaries and benefits that directly affect the students. The school's board and administration has tried to conserve as much as possible to be able to maintain our education program if there are funding cuts.

### **School Expenditures**

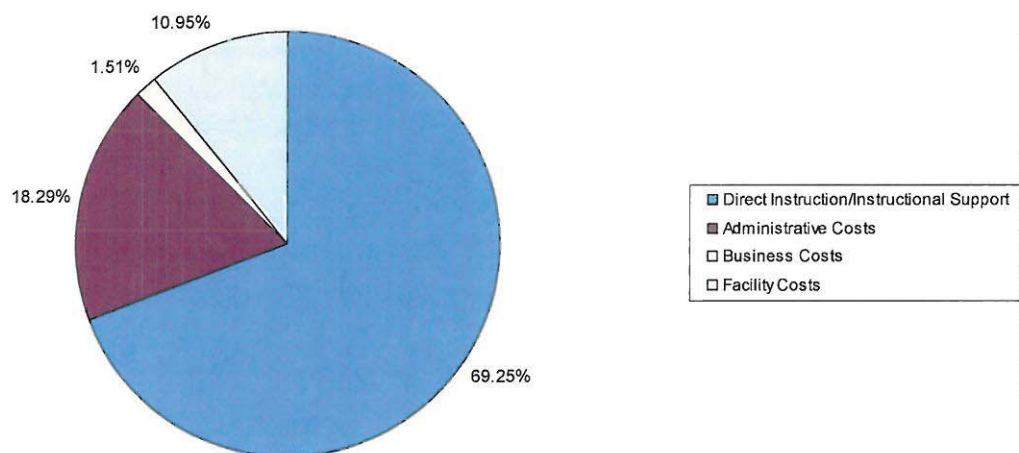
The categorical costs of the school have remained relatively consistent from 2010-2011 to the end of the 2012-2013 school year. Student instruction and support averaged over 71% of the total expenditures while the school was in full operation. The school administration, business services and facility costs averaged 13%, 3% and 13% respectively. During the 2008-2009 and 2009-2010 school years, administration costs were slightly inflated due to the school having access to the Federal Charter School Grant. The 2009-2010 school year was our first with students and thus, with operational funds. Direct Instruction and Instructional Support costs increased by roughly 3% for the first three years with students and dropped off in the 2012-2013 year due to a smaller cash balance carryover and the addition of an assistant principal. The school anticipates maintaining the expense percentages listed above in subsequent years and may even be able to reduce administrative and facility costs as we move from two facilities to one. Student instruction/support and facility expenses may increase over the next four years as the school continues to add thirty to forty new students every year. Additional teaching and support staff will be needed as our enrollment continues to increase. A year-by-year breakdown in categorical expenditures is below:

## APPENDIX A

2008-2009 Expenditures



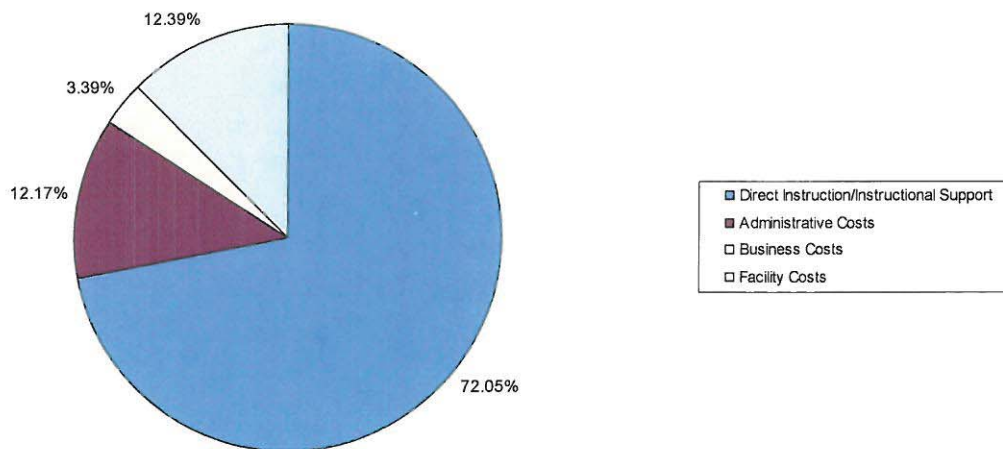
2009-2010 Expenditures



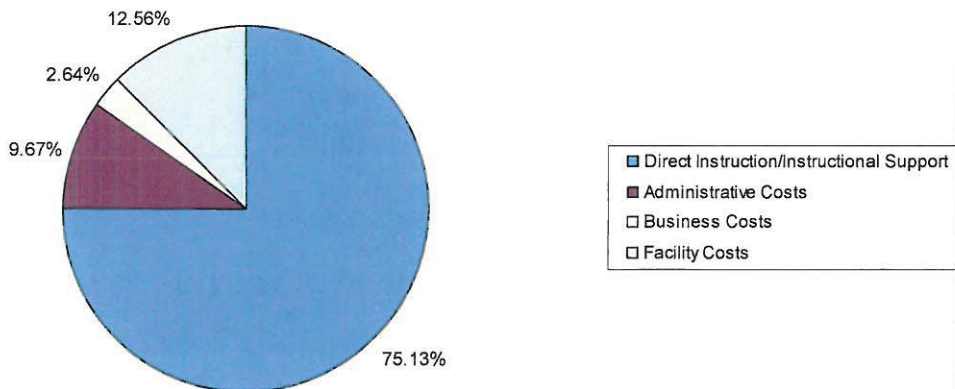


## APPENDIX A

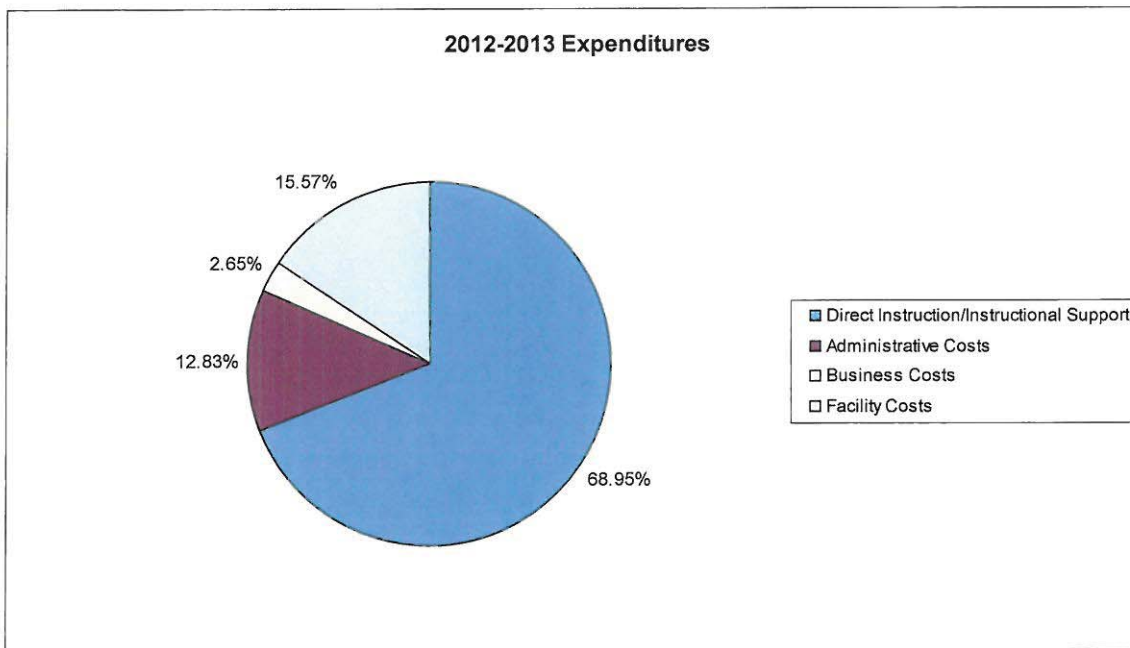
2010-2011 Expenditures



2011-2012 Expenditure



## APPENDIX A



### Budget Management and Cash Balance

Maintaining sufficient cash balances is emphasized by both the Governing Board and the school's administration. Having a sufficient balance would allow the school to absorb any type of funding cut or enrollment drop without negatively affecting the classroom programs. Cien Aguas has attempted to maintain a cash balance of over \$100,000 at the end of every fiscal year. At the end of fiscal year 2012, the school only had \$68,093 in cash balance. This was a result of adding two additional classes with in the second and third grades and also phasing in our eighth grade. This added four new teachers to our staff and increased the FTE of some of our specialists. The school was able to accommodate this growth and has now restored the cash balance back up to \$113,824 for the 2012-2013 school year. The chart below shows the year-end operational cash balance for the last five fiscal years.

### Year-End Cash Balances





## APPENDIX B

### 1. Petition of Support from Employees

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

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

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

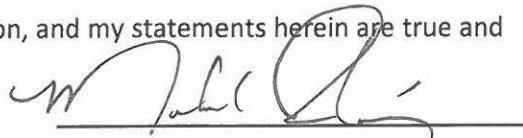
I am the head administrator of the Cien Aguas International Charter School and hereby certify that: the attached petition in support of the Cien Aguas International Charter School renewing its charter was circulated to all employees of the Cien Aguas International Charter School. There are 32 persons employed by the Cien Aguas International Charter School. The petition contains the signatures of 32 employees which represents 100 percent of the employees employed by the Cien Aguas International Charter School.

STATE OF NEW MEXICO)

Bernalillo ss.  
COUNTY OF )

Michael Rodriguez  
I, \_\_\_\_\_, 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 20 day of Sept 2013.



OFFICIAL SEAL  
DANIELLE GURULE  
Notary Public  
State of New Mexico  
My Comm. Expires 11/09/14

Danielle Gurule  
Notary Public

My Commission Expires: 11/09/14

## APPENDIX C

### 2. Petition of Support from Households

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

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

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

I am the head administrator of the Cien Aguas International Charter School and certify that: the attached petition in support of the Cien Aguas International Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 192 households which represents 83 percent of the households whose children were enrolled in the Cien Aguas International Charter School.

STATE OF NEW MEXICO)

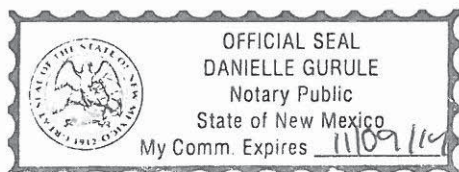
COUNTY OF Bernalillo ss.

Michael Rodriguez  
I, \_\_\_\_\_, 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.

[Signature]

Subscribed and sworn to before me this 24 day of Sept 2013.



Danielle Gurule  
Notary Public


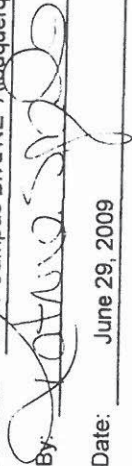
My Commission Expires: 11/09/14



# Certificate of Occupancy

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 115.3 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	3501 Campus Blvd NE	Zip	87106
Portion of Building	Remodel – Interior		
Use Classification	Commercial Project	Building Permit	200990403
Occupancy Group	E	Type of Construction	II B
		Land Use Zone	SU 1
Owner of Building	Monte Vista Christian Church	Address	3501 Campus Blvd NE Albuquerque, NM 87106
 Chief Building Official		By:	
		Date:	June 29, 2009

POST IN A CONSPICUOUS PLACE

# 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 1718 Yale Blvd SE Zip           

Portion of Building Tenant Improvement

Use Classification Commercial Project Bldg. Permit No. 0507219

Occupancy Group E.B Type of Construction II B Sprinklered Land Use Zone           

Owner of Building CB Richard Ellis Address 1810 Mango way

By: Bob Williams Date: February 21, 2006

Bob Williams  
Chief Building Official

**POST IN A CONSPICUOUS PLACE**



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



Robert A. Gorrell, Director  
Tim Berry, Deputy Director

**Santa Fe Office**  
**420 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 23, 2013

Michael Rodriguez, Executive Director  
Cien Aguas International School  
3500 Campus Boulevard NE  
Albuquerque, New Mexico 87106

**RE: Proposed Facility – 2000 Randolph Road/Albuquerque, New Mexico**

**VIA E-MAIL**

Greetings Mr. Rodriguez:

The Public School Facilities Authority (PSFA) has assessed the proposed facilities and plans for the Cien Aguas International School. This assessment was conducted pursuant to 22-8B-4.2 NMSA 1978.

The PSFA is pleased to advise you that this assessment has resulted in a weighted New Mexico Condition Index score of 9.91% which is better than the current statewide average of 20.38% as required by this statute. As such, PSFA approves relocation of Cien Aguas International School to the referenced address.

Please feel free to contact me if you have any questions or concerns regarding this correspondence. I can be reached at (505) 468-0295.

Respectfully,

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

Richard A. Romero, Facilities Specialist  
Public School Facilities Authority

CC: Tony Gerlicz, Director – PED Options for Parents  
Beverly Friedman – PEC

RECEIVED

APR 16 2010

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

*\*An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A) Albuquerque Charter Schools Division*  
*\*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. (NMSA 22-8b-9, E)*

Please complete and submit this form to: Sam Obenshain, Program Manager – Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Cien Aguas International Charter School

Date submitted: April 13, 2010 Contact Name: Alexis Kaminsky (GC Secretary) E-mail: akaminsky@comcast.net

APPENDIX E #1

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Article IV, section 2, p.2	"Emergency meetings of the Governing Board may be called by the Board or the chairperson of the Board. Emergency meetings shall require written notice stating the place, day and hour of the meeting and the purpose or purposes for which the meeting is called. Such notice shall be delivered not less than 24 hours before the meeting either by email, by mail, or by facsimile, to each of the members of the board."	"Emergency meetings will be called only under unforeseen circumstances that demand immediate action to protect the health, safety and property of citizens or to protect the public body from substantial financial loss. The Cien Aguas International School Governing Council will avoid emergency meetings whenever possible. Emergency meetings may be called by the GC Chairperson or a majority of the members with twenty-four hours notice, unless threat of personal injury or property damage requires less notice. The notice for all emergency meetings shall include an agenda for the meeting or information on how the public may obtain a copy of the agenda."	Clarification of and elaboration on original statement. Clarifies the circumstances under which an emergency meeting would be called.	January 11, 2010 Governing Council meeting
4. Article V,	Section 2. How Council Members are	How Council Members are Elected.	Language was added to	3. January

\*All changes listed below are to Governing Council Bylaws—not the school charter



# APPENDIX E #1

Section 2, p. 3	<p><u>Elected.</u> New Governing Council members will be invited to apply by standing GC members, or past GC members in good standing as vacancies on the Governing Council occur through term limits or through resignations. GC applicants will be interviewed by a committee of GC members and selected based on how well their experience and skill set that respond to current needs of the school's Governing Council. Those who are not chosen for a seat on the Governing Council will have their application held on file for future consideration. Persons who are the spouse, father, mother, in-law, son or daughter of a current Cien Aguas staff member are not eligible to serve on the Governing Council while the relative holds a position at the school."</p>	<p>New members for the Governing Council will be recruited directly through GC members in good standing, past GC members, and members of the CA community at large as well as indirectly through advertisements in local media as vacancies on the Governing Council occur through term limits or through resignations. GC applicants will be interviewed by a committee of GC members and selected based on how well their experience and skill set meet current needs of the school's Governing Council. Those who are not chosen for a seat on the Governing Council will have their application held on file for future consideration. Persons who are the spouse, father, mother, in-law, son or daughter of a current Cien Aguas staff member are not eligible to serve on the Governing Council while the relative holds a position at the school."</p>	<p>allow the GC to recruit new Council members through advertising as well as through direct recruitment in order to expand our efforts to recruit new members.</p>	11, 2010 Governing Council meeting
Article VII, sections 4 and 5, pp. 6-7	<p>Section 4. Facilities Committee. The Facilities Committee shall be responsible for conducting a search to identify an appropriate facility to house the charter school, and shall report their findings to the full Board. The Facilities Committee shall be responsible for communicating with landlord and/or lending institutions as necessary. The Facilities Committee shall be responsible for investigating necessary renovations, improvements and major routine maintenance as needed, and reporting the results of their investigations to the full Board.</p>	<p>Section 6. Outreach and Fundraising Committee. The fundraising committee shall work with the school Director and Business Manager to submit grant applications on behalf of Cien Aguas. The fundraising committee shall design and implement other fundraising plans and activities to raise money for the school.</p> <p>Section 8. Ad hoc Committees. The Governing Council will convene ad hoc committees as</p>	<p>The Facilities and Search Committees were appropriate for the planning year but are considered unnecessary for the following reasons: (1) The responsibilities of the Facilities committee have been designated to the School Director and the Green School Project, Cien Aguas's non-for-profit foundation. (2) The search committee was established specifically</p>	October 12, 2009 Governing Council Meeting; January 11, 2010 Governing Council meeting



# APPENDIX E #1

<p>The Facilities Committee shall be responsible for coordinating development of a Facilities Master Plan, and for identifying and developing plans to transition to a long-term facility.</p> <p>Section 5. Search Committee. The search committee shall advertise the position of school director, develop a director's job description, identify and interview candidates, and recommend finalist candidates to the full Board.</p> <p>Section 6. Fundraising Committee. The fundraising committee shall work with the school Director and Business Manager to submit grant applications on behalf of Cien Aguas. The fundraising committee shall design and implement other fundraising plans and activities to raise money for the school. The Fundraising Committee shall advocate to the state for capital outlay funds for Cien Aguas, and shall collaborate in this with the other relevant committees.</p>	<p>needed to fulfill its obligations to Cien Aguas. Ad hoc committees will be formed to fulfill a specific task or function and will be dissolved after completing their stated function. Ad hoc committees must be approved by the GC Executive Committee."</p>	<p>for finding a school director who has been hired.</p> <p>The Fundraising committee was renamed "Outreach and Fundraising Committee"</p> <p>Addition of "ad hoc" committee language will provide the Governing Council with the flexibility to be responsive to needs of the school as they arise.</p>	<p>January 11, 2010 Governing Council meeting</p>
<p>5. Conflicts of Interest Policies, a. Article I, p. 13; b. Article VI, section D, p16; and c. Article VII, p16.</p>	<p>5a. Article 1: "The purpose of the conflict of interest policy is to protect this Cien Aguas International School's (herein referred to as the Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, GC member or school director or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to charter schools in New Mexico."</p> <p>5b. deleted</p> <p>5c. "To ensure the Organization</p>	<p>5a. "The purpose of the conflict of interest policy is to protect this Cien Aguas International School's (herein referred to as the Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, GC member or school director or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to charter schools in New Mexico."</p> <p>5b. deleted</p> <p>5c. "To ensure the Organization</p>	<p>All changes replace vaguer language of "charitable organization" and "nonprofit" with "charter school" which the Governing Council believes is more accurate.</p>



# APPENDIX E #1

<p>Evaluation Process of School Director, p. 18</p>	<p>one or more of its tax-exempt purposes." [deleted] 5c. "To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects."</p>	<p>operates in a manner consistent with New Mexico Charter Schools purposes and does not engage in activities that could jeopardize its charter school status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects."</p>		
<p>"Evaluation Process for School Director (SD) of Cien Aguas</p> <ol style="list-style-type: none"> <li>1. The full Governing Council will evaluate the SD on a yearly basis using the approved tool after 8 months from the anniversary of hire date.</li> <li>2. The Executive Committee will convene without the presence of the SD to compile the results of the evaluation and make any necessary recommendations.</li> <li>3. The Executive Committee will present the results of the evaluation with any comments/recommendations to the SD.</li> <li>4. The EC will present a report on the SD evaluation to the full GC at the monthly Council meeting 2 months after the evaluation submission.</li> <li>5. The SD will be given the opportunity to respond to entire Governing Council, their response to the evaluation results and any other insight they may have on their own evaluation."</li> </ol>	<p><b>School Director's Evaluation</b> Approved by: Governing Council Effective Date: February 8, 2010</p> <p><b>Procedures</b> The Cien Aguas Governing Council will conduct a closed session, evaluation/performance review of the Director in March of each school year. The required evaluation process will utilize the New Mexico Principal Leadership Competencies and Indicator (NMPLCI) as a basis for defining performance expectations for the Director. The Governing Council Executive Committee (Chair, Co-Chair, Secretary, and Treasurer) will conduct the evaluation with the Director prior to the March Governing Council meeting. The Governing Council Board meeting in March will include an evaluation/performance review of the Director. In addition to these reviews, the Council will also determine the School Director's continued employment at the March Board meeting in closed session. The evaluation of the School Director's performance</p>	<p><i>The school director evaluation that replaced the original one is far more detailed and aligned with the job description. Both documents are now included in the Governing Council bylaws.</i></p>	<p>Evaluation process and job description approved February 8, 2010; Approval to replace old evaluation process with new one approved at March 8, 2010 Governing Council meeting</p>	

# APPENDIX E #1

will be based on the following;

1. The achievement of the criteria of the NM Public Education Department "Highly Objective Uniform Statewide Standard of Evaluation" (HOURSSE) set forth in Section 6.69.7.9 NMAC.
2. How well the School Director has carried out his/her Professional Development Plan, as required by 22-10A-19(c) NMSA which will include Cien Aguas International School Director's Goals.
3. Evaluation of the School Director by other school employees as required by 22-10A-19(a).
4. The School Director Job Description which includes administering the duties assigned by the Governing Council Board and abiding by the rules and regulations of the NM PED including the implementation of the Educational Plan for Student Success (EPSS) goals in Math and Reading, and,
5. The effective and efficient completion of other tasks, functions, and requirements typically managed at a district level.

As a School Director these additional tasks include

and/but, are not limited to district reports for Food Service, Special Education, Title I, Bilingual, Human Resources, STARS, as well as drafting of policies.

In complying with 22-10A-11(G) NMSA the New Mexico Public Education Department (PED)



has adopted the HOUSSE, which includes data sources linked to student achievement and Educational Plan for Student Success progress, for level three-B school principals and rules for the implementation of that evaluation system linked to the level of responsibility at each school level.

For the HOUSSE Annual Evaluation, the Cien Aguas International School Governing Council will use the criteria set forth in Section 6.69.7.9 NMAC and forms developed by PED, including the specifics and timelines contained therein, as part of its School Director's Evaluation process.

**Operational Framework of the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P)**

**Part I: SELF-ASSESSMENT-REQUIRED**

The Self-Assessment (FORM A) provides the basis for the Director to reflect on individual strengths, needs, and growth for professional development. The Director will use the New Mexico Principal Leadership Competencies and Indicators (NMPLC) with Examples of Evidence in the development of the self-assessment. The Self-Assessment should be completed by the School Director prior to the development of his or her "Professional Development Plan".

**Part I: PROFESSIONAL DEVELOPMENT PLAN - REQUIRED**

# APPENDIX E #1

The Professional Development Plan (PDP) (Form B) is based on the School Director's professional goals and strategies to accomplish them. The PDP is divided into two stages. Stage I should be completed no later than forty (40) days after the School Director commences his or her contract. Stage II takes place as a mid-year conference when progress on the PDP should be reviewed, discussed, and refined as appropriate. The PDP provides a format for the Director and the Governing Council to discuss and develop professional development goals. Each goal should be related to one or more of the Principal Competencies and at least one EPSS goal. Strengths focus areas, actions, assistance, resources needed, potential evidence of success and projected timelines will be identified. The PDP establishes one set of criteria for the performance evaluation on the Summative Evaluation (Part D), which becomes part of the Director's personnel file.

PDP Development

At the beginning of each school year (August), the School Director and the Governing Council will discuss the school and the school's EPSS goals. The discussion will address how the School Director will meet EPSS performance expectations, ensuring consistency the NMPLCI. The discussion will include the development of an action plan, identification of needed assistance



# APPENDIX E #1

and resources, timelines, and sources of performance data, as indicated in the PDP (Part B) during the year; the Governing Council Chair will conduct no fewer than two site visits to the school.

These site visits include random classroom observations to assess the school as a whole and to determine instructional implementation aligned with school goals/initiatives. To ensure that evaluation processes inform ongoing school improvement at all levels, the following best practices will be incorporated.

- Throughout the evaluation process, formative dialogues between the Council Chair and the School Director will take place as identified on the PDP (Form B).
- The Council Chair will provide information and feedback to the School Director to guide the school improvement planning processes.
- The School Director will conduct regular classroom visits using a type of classroom observation rubric to gather data regarding instruction and reviews the data for instructional and programmatic trends.
- The School Director will seek input from the groups such as faculty, staff, parents, and students about their performance and the success of their school.

**Part II: PDP MID-YEAR REVIEW**

At the mid-year review (January) a conference shall be held between the School Director and the

Council Chair to assess progress on the PDP. At that time, formative evaluation information gathered from the best practices listed and Part I should be discussed and action plans revised as needed to ensure responsiveness to the CA community and achievement of EPSS goals.

**Part III: SELF-REFLECTION ON THE PROFESSIONAL DEVELOPMENT PLAN – REQUIRED**

Before the Summative Evaluation (Form D) is written, the School Director will complete the Self-Reflection (Form C), wherein he/she provides a self-assessment of the progress he/she has made in meeting the goals set in the Professional Development Plan as well as a consideration of other strategies he/she might use if given the opportunity to continue.

**CIEN AGUAS INTERNATIONAL SCHOOL**

**School Director's Job Description**

Approved by: Governing Council  
Effective Date:

The head school administrator of Cien Aguas International School is the School Director. The School Director has all authorities and accountabilities delegated to this position by the Cien Aguas Governing Council, as defined below. The overriding responsibility of the School

Director is to carry out the Cien Aguas International School Charter and the goals of the Cien Aguas International School Vision



# APPENDIX E #1

		<p>document.</p> <p>The School Director, like all Principals in New Mexico is required to be proficient in the New Mexico Principal Leadership Competencies and Indicators (NMPLCI) in four broad Domains: <b>Instructional Leadership, Communication, Professional Development, and Operations Management.</b> Proficiency in Domain <b>Five-Scope of Responsibility in Secondary Schools</b> is required of secondary principals, serving middle and/or high schools. The Governing Council recognizes that the enhancement of student learning is the primary responsibility of the School Director. To that end, the School Director will be responsible for fulfilling the following obligations:</p> <p><b>1. Instructional Leadership</b></p> <p>The School Director promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.</p> <p>a. Works with all members of the school community to make quality instruction a prime focus</p> <p>b. Uses accountability literacy in making decisions about student success and achievement</p> <p>c. Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# APPENDIX E #1

		<p>d. Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.</p> <p>e. Utilizes performance assessment data from students and staff to reinforce the significant role of learning in the school.</p> <p>f. Utilizes multiple types and sources of evidence such as parent and teacher feedback as part of ensuring Cien Aguas success,</p> <p>g. Is visible within the school (recess, classroom visits),</p> <p>h. Is available and responsive to staff and student needs.</p> <p><b>2. Communication</b></p> <p>The School Director uses communication and relationship-building skills to engage the larger community in advocacy for equity in meeting the needs of the school community.</p> <p>a. Engages in honest and respectful interactions with all stakeholders (students, staff, and community) to make thoughtful and objective decisions that demonstrate sensitivity and integrity.</p> <p>b. Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.</p> <p>c. Supports an environment of inclusion and respect.</p> <p>d. Communicates with others sensitively, fairly, and ethically.</p> <p>e. Supports relationships that</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



# APPENDIX E #1

		<p>promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.</p> <p>f. Communicates with all school and community stakeholders concerning current school issues and student achievement.</p> <p>g. Maintains a continuous dialogue with decision makers who affect the school community.</p> <p>h. Communicates regularly with the community (weekly website updates, monthly Newsletter, parent/outreach meetings).</p> <p>i. Is a spokesperson and advocate for the Cien Aguas charter mission and vision.</p> <p><b>3. Professional Development</b></p> <p>The School Director organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the Cien Aguas school community. To these ends, the School Director:</p> <p>a. Identifies and assesses student and staff performance to inform professional development needs a minimum of three times per school year.</p> <p>b. Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# APPENDIX E #1

		<p>provide appropriate professional development.</p> <p>c. Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.</p> <p>d. Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.</p> <p>e. Embodies the school philosophy and approach to teaching and learning.</p> <p><b>4. Operations Management</b> The School Director manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community. To fulfill these duties, the School Director:</p> <p>a. Manages the school campus to ensure that the environment is safe and clean for students and staff.</p> <p>b. Manages the school budget to ensure that resources are maximized for student success.</p> <p>c. Manages the day-to-day operations to maximize the efficiency of the school.</p> <p>d. Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.</p> <p><b>5. Scope of Responsibility in Secondary Schools</b> The School Director develop, supports, encourages, and supervises programs that lead to</p>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



# APPENDIX E #1

increased student attendance, achievement, and graduation rates resulting in college readiness and work skills as appropriate to meet the diverse needs of the middle school students. To this end the School Director:

- a. Supervises co-curricular and extracurricular activities to engage all students.
- b. Ensures 21st century skills are present throughout the curriculum.
- c. Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

**DATA SOURCES:**  
Data is a critical part of the evaluation process. As such, data must be collected and analyzed on an ongoing basis and must be referenced in the evaluation process. Data sources can include:

- Student Performance Data (e.g. SBA, Short Cycle, DIBELS)
- Self-Assessment
- Site Visits
- Classroom Visits
- Climate Surveys
- Teacher Surveys
- Discipline referrals
- Parent participation in School Processes
- Course Failure Rates
- EPSS/Continuous Improvement Data
- Teacher Evaluation & PDP's
- Business and Community Partnerships
- Grant Funded Programs
- STARS Data
- PED Focused Monitoring Data

Throughout the document	"Board" replaced with "Governing Council"	• Evidence of Data Driven Decision Making.		
		"Board" replaced with "Governing Council"	Responsibilities are more consistent with a "governing council" than a "board of directors." The language has been changed to reflect that.	April 13, 2009

Original Signature of Governing Council President or Designee: Maria del Carmen Graham Date: 4/13/2009

Printed Name of Governing Council President or Designee: Maria del Carmen Graham

Public Education Department use only	
Program Manager approves change - no further action taken: <u>[Signature]</u>	Date: <u>5/3/2010</u>
Program Manager forwards request to Asst. Secretary: _____	Date: _____
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	



RECEIVED

APR 16 2010

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

**\*An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A) <sup>Albuquerque Charter Schools Division</sup> 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. (NMSA 22-8b-9, E)**

Please complete and submit this form to: Sam Obenshain, Program Manager - Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Cien Aguas International School

Date submitted: April 13, 2010 Contact Name: Michael Rodriguez E-mail: mrodriguez@cienaguas.org

APPENDIX E #2

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
III. Charter School Overview and Rationale  D. Explanation of Need  School day and School Year (page 17)	Cien Aguas proposes a school day of 7.2 hours (6.7 instructional hours) and a school year of 181 days.	Cien Aguas proposes a school day of at least 6.5 hours (6 instructional hours) and a school year of 181 days.	Instructional day is and will remain at or above the state requirement. A change will allow flexibility in the amount of time deemed appropriate for scheduling both elementary and middle school age classes.	April 12, 2010

Original Signature of Governing Council President or Designee: Maria del Carmen Graham Date: 4/12/2010

Printed Name of Governing Council President or Designee: Maria del Carmen Graham

Public Education Department use only

Program Manager approves change - no further action taken: \_\_\_\_\_ Date: \_\_\_\_\_

Program Manager forwards request to Asst. Secretary: [Signature] Date: 6/18/10

Public Education Commission Chair: [Signature] Date: 9/9/10

☒ APPROVED ☐ DENIED

FOR SEPT. REC AGENDA

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

**\*An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)**

**\*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. (NMSA 22-8b-9, E)**

Please complete and submit this form to: Sam Obenshain, Program Manager – Charter Schools Division ([sam.obenshain@state.nm.us](mailto:sam.obenshain@state.nm.us) or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.


Name of State-Chartered School: Cien Aguas International School

Date submitted: 5/16/11 Contact Name: Michael Rodriguez E-mail: mrodriguez@cienaguas.org

## APPENDIX E #3

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
<p><u>Amendment</u>  <b>INCREASE CAP</b>            IV Educational Plan,            Cien Aguas Projected            Yearly Enrollment, p. 20</p>	<p>See attached tables with original enrollment projections.</p> <p>“1.5 classrooms at each level grades 2-5 (this accomplished through mixed grade classes)”</p>	<p>See attached table with proposed enrollment projections. With the changes in grades 2-5, our total student population will be capped at 424 students.</p> <p>“2 classrooms at each level grades 2-5”</p>	<p>Greater interest in our educational program coupled with less attrition of students in the primary grades than expected have stimulated our desire to try to meet the needs of more youth by opening more spots for families interested in CAIS. Teachers have also stated that they would be more effective pedagogically with less diversity due to age and curricular needs. This rationale is for both the increased cap and the proposed changes in grades 2-5. The 2<sup>nd</sup>/3<sup>rd</sup> grade class will be split into separate grades beginning AY 2011-12 and the 4<sup>th</sup>/5<sup>th</sup> grade will be split beginning AY 2012-13.</p>	<p>May 9, 2011</p>
<p>IV Educational Plan,            Location, grades, class size, growth plan, and total projected enrollment, p. 17</p>				





Original Signature of Governing Council President or Designee:  Date: 5/16/11

Printed Name of Governing Council President or Designee: Alexis Kaminsky

Public Education Department use only

Program Manager approves change - no further action taken: \_\_\_\_\_ Date: \_\_\_\_\_

Program Manager forwards request to Asst. Secretary:  Date: 5-18-11

Public Education Commission Chair:  Date: 6-10-11

☒ APPROVED ☐ DENIED

RECEIVED

MAY 18 2011

Albuquerque Charter  
Schools Division

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

*\*An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)*  
*\*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. (NMSA 22-8b-9, E)*

Please complete and submit this form to: Sam Obenshain, Program Manager – Charter Schools Division ([sam.obenshain@state.nm.us](mailto:sam.obenshain@state.nm.us) or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Cien Aguas International School

Date submitted: 5/16/11 Contact Name: Michael Rodriguez E-mail: mrodriguez@ciénaguas.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
<u>Amendment</u>  TEMPORARY SECOND SITE n/a	n/a	Cien Aguas International School will have two sites in AY 2011-12, one for the primary school and one for the middle school	Our current landlord, Monte Vista Christian Church, is unable to accommodate the growth in our program for AY2011-12. Since we are committed to staying at our current site for another year, we need to secure additional space at a second site for our middle school. This is a temporary solution and we plan to bring the school back together at a single site as soon as feasible, likely AY 2012-13	May 9, 2011

APPENDIX E #4



Original Signature of Governing Council President or Designee: \_\_\_\_\_

Date: 5/16/11

Printed Name of Governing Council President or Designee: Alexis Kaminsky



Public Education Department use only

Program Manager approves change - no further action taken: \_\_\_\_\_

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

Program Manager forwards request to Asst. Secretary: \_\_\_\_\_

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

5-18-11

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

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

6-10-11

☒ APPROVED

☐ DENIED

RECEIVED

MAY 18 2011

Albuquerque Charter  
Schools Division

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUSI** 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)

Or, mail to:

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

Name of State-Chartered School: Cien Aguas International School

Date submitted: 9/10/13 Contact Name: Michael Rodriguez E-mail: mrodriguez@cienaguas.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
Section D: PLAN FOR EVALUATING STUDENT PERFORMANCE, Subsection: Narrative Description of Assessments Page 53	Cien Aguas will use: <u>Reading</u> <ul style="list-style-type: none"> <li>DIBELS in Kindergarten,</li> <li>AIMSweb Reading in grades 1-8</li> <li>EDL/DRA Reading Assessments in grades 1-8</li> </ul>	Cien Aguas has chosen new short cycle assessments which better align with our mission and the common core standards.	Having four years of complete data with our current assessments, Cien Aguas would like to begin utilizing other assessments which we have determined to be better aligned with our mission and our instructional program. All of the new short cycle assessments are aligned with the Common Core Standards.	9/9/13

Original Signature of Governing Council President or Designee:  Date: 9/11/13

Printed Name of Governing Council President or Designee: \_\_\_\_\_

## Public Education Department use only

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

(No further action taken.)



STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED

# 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)

Or, mail to:

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

Name of State-Chartered School: Cien Aguas International School

Date submitted: 9/10/13 Contact Name: Michael Rodriguez E-mail: mrodriguez@cienaguas.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
Section G: Facilities Page 109	Cien Aguas will be located in/near the Southeast portion of Albuquerque: <ul style="list-style-type: none"> <li>• west of Louisiana</li> <li>• east of University</li> <li>• south of Lomas</li> <li>• north of Gibson</li> </ul>	The address of the Cien Aguas facility is 2000 Randolph SE. At this address, Cien Aguas will be located in the Southeast portion of Albuquerque, one block south of the desired target area.	Cien Aguas has been operating on two separate campuses for the past 2½ years. As a K-8 school, moving into a single facility is beneficial to our staff and students as it encourages greater collaboration across grade levels and helps to further align our curriculum and instructional program. The move is also supportive of our families by creating a single drop off location/facility. In situations where children have siblings in our school, some parents are currently faced with having to drop off at both of our current	9/9/2013

APPENDIX E #6



# 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.

			locations. The location of the new facility is just one block south of the area originally approved. The move does not impact any transportation concerns of the parents and guardians of our students.
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Original Signature of Governing Council President or Designee:  Date: 5/4/13

Printed Name of Governing Council President or Designee: \_\_\_\_\_

## APPENDIX E #6

### Public Education Department use only

Director/General Manager approves change: \_\_\_\_\_  
(No further action taken.)

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

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

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

☐ APPROVED

☐ DENIED