



New Mexico Public Education Commission

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



School Information:

Name of Proposed Charter School: Altura Preparatory School

School Address (if known): [Click here to enter text.](#)

School Location (City/Town): Albuquerque, NM

School District within which the proposed school will be located: Albuquerque Public Schools

Grades to be served: Kindergarten – Fifth Grade

Requested Enrollment Cap: 396

Contact Information:

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Founder (if different from above): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [Click here to enter text.](#)

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [Click here to enter text.](#)

I. Academic Framework

A. Mission.

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

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

APPLICANT RESPONSE:

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

Mission:

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

Student Outcomes Altura Prep seeks to accomplish:

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

Academic Outcomes

- Altura Prep students have academic skills on par with or better than their peers nationally.
- Students are on the path to college graduation.
- Altura Prep students achieve high academic levels in English Language Arts and Math.

Non-academic Outcomes:

- Students have self-advocacy skills.
- Students will seek opportunities for post-elementary options and extra curricular activities.
- Students will be able to set goals and create action plans and persist through challenges to accomplish tasks.

How Altura Prep will accomplish student outcomes:

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

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

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

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

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

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

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

What is innovative and unique at Altura Prep:

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

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

Extended school day

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

Teacher Specialization

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

Student choice and ownership over their learning

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

Embedded blended learning

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

STEAM/Social Studies Project-Based Learning

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

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

Resources:

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

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

| Total Points Available | Expectations |
|--|--|
| 16 | A complete response must: <ul style="list-style-type: none"> • Identify the student <u>outcomes</u> the proposed school seek to accomplish • Described how it will achieve the identified student outcomes (inputs/program) • Identify how the proposed outcomes and how they will be achieved is innovative and unique |
| CSD EVALUATION: Click here to enter text. | |

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

One of Altura Prep's core beliefs is that a diverse learning environment fosters a strong community. Our educational philosophy holds that we believe that educational equity requires that students of all backgrounds be educated together, and that students learn best in an environment in which they learn from and with students who are different than they are. As Albuquerque, New Mexico, and the United States become more diverse, it is more important than ever that schools are intentional about creating environments in which students are a part of a diverse and collaborative community. At Altura Prep, creating a diverse learning community starts with student outreach and recruitment that ensures equal access to families of all backgrounds, and is effective in creating a student body reflective of the diversity of the International District *and* the greater Albuquerque area.

The Altura Prep founding team recognizes the real challenge of recruiting students to join the founding classes of our school. To that end, we have been engaged in community outreach work and planning for the past months to establish relationships with organizations and individual community members that will build trust and interest in a new school.

While members of the founding team have attended events since February of 2017, our work in the first four months of 2017 was focused on establishing relationships with trusted community organizations and key influencers. In a city and community where district schools are challenged with budget cuts, and in which schools have become anchors in the community, we know that relationships with the community are key to successfully launching a new school. We also know that since a large number of families in the International District rely on walking or public transit, until we have a stronger sense of where our school will be located, there will be a small amount of family interest.

Recruitment Strategies:

- **Strategy - Work with International District Early Childhood Centers, non-profit organizations, and health centers in Southeast Albuquerque:**

Community Organizations Committed to Supporting Recruitment Efforts

| Organization | Support |
|--|---|
| International District Healthy Community Coalition | <ul style="list-style-type: none"> • Share and publicize information about the school via extensive email listserv and community events • Provide space to table at community events |
| Kirtland Air Force Base Key Spouse Club | <ul style="list-style-type: none"> • Share school options with incoming servicemen and women relocating to the KAFB • Include school options in regular bulletins/communication with KAFB employees |
| Explora | <ul style="list-style-type: none"> • Recruitment materials at the front desk • Send home flyers with students enrolled in Explora programs • Present to families about STEAM education and schools and include information about Altura Prep |
| New Mexico Asian Family Center | <ul style="list-style-type: none"> • Send materials with families who use the center for language and health support • Collaborate to provide translation and access for families speaking Pan-Asian languages |
| Encuentro New Mexico | <ul style="list-style-type: none"> • Presentation to families about choosing an elementary school and include information about Altura Prep |

| | |
|------------------------------------|---|
| | <ul style="list-style-type: none"> Flyers and materials available at Front Desk Distribute flyers to families attending parent classes |
| Saranam LLC | <ul style="list-style-type: none"> Recruitment materials available to families participating in parent and early childhood classes and activities Present to families about choosing an elementary school and include information about Altura Prep |
| Youth Development Inc. Head Start | <ul style="list-style-type: none"> Presentation to families about choosing an elementary school and include information about Altura Prep |
| UNM Young Children’s Health Center | <ul style="list-style-type: none"> Distribute recruitment materials to providers to distribute to families |
| Various Churches | <ul style="list-style-type: none"> Send home flyers with students participating in programs Presentations to congregation |
| East Central Ministries | <ul style="list-style-type: none"> Distribute flyers to students involved in afterschool programs and community events Participate in community events and distribute information |

These organizations will be critical in gaining access to potential families and in spreading the word about a new school in the International District. Additionally, we have focused our efforts on various ways to recruit families from diverse backgrounds including the areas in and around the International District and on the Kirtland Air Force Base (KAFB) and Sandia National Laboratories. The ways in which we intend to work with the above organizations are necessarily different, depending on the community we are attempting to reach. For example, the International District community relies more significantly on word of mouth from a network of trusted neighborhood organizations, while outreach to KAFB and Sandia National Labs channels through one or two key groups that distribute information more widely.

- Strategy- Create “Pop-Up” Schools:**

Altura Prep’s proposed STEAM and personalized learning model is one which families have little exposure to up to this point in Albuquerque. In order to generate understanding and interest in our model and school, we intend to hold miniature “school days” over the course of the Winter and Spring of 2018. We will partner with a local community center, library, or neighborhood space to hold short, open classes in which families can bring their young children to test out some of the school programs, opportunities, and lessons that are a key part of Altura Prep’s curriculum and character development plans.

We will also share information about the school and enrollment process with families and community members who attend and participate.

Associated costs: Pilot licenses from potential software companies, Chromebook purchases for pilot hardware, promotional materials, stipends for teacher-leaders of programs

- Strategy - Neighborhood Flyer Walks:**

Members of the Altura Prep founding team will go door to door in our target community to engage with local families and share informational flyers about the school. Our routes will reflect the proposed area in which we seek to locate as well as neighborhoods easily accessible by public transit or safe walking routes to and from the proposed school site. Regular information sessions will take place at local gathering sites (libraries and community spaces) to provide a consistent venue for families to learn more about the school. We have prepared a presentation for families on questions to ask and criteria to consider when choosing an elementary school for your child. A network of daycare and family education centers in Southeast Albuquerque have expressed interest in providing a bilingual presentation to families, and will also allow us to share information about Altura Prep directly. We also intend to explore the possibility of partnering with University of New Mexico’s Community Outreach program to work with college interns to support direct canvassing and outreach in the Fall and Winter of 2017 and the Spring of 2018.

Associated costs include: stipends for potential interns, printed and promotional materials.

- Strategy – Build Social Media Presence:**

Altura Prep has an active Facebook and Twitter account since April of 2017. Both will be used to follow key community and city groups as well as to advertise informational events and how to access our application, as well as to learn from and contribute to the wider national education movement. Many community events in the

International District are shared over social media (Facebook in particular), so it will be important for us to engage with this network in a wide range of ways. Our website, www.alturaprep.org, will have additional information about our school and programs, as well as information about enrollment. Twitter: @alturaprep; Facebook: www.facebook.com/alturaprep.

Associated costs include: fees to boost post appearances on Facebook, website hosting fees annually, and domain name purchase and maintenance.

- **Strategy- Attend Community Fairs and Events:**

Neighborhood festivals, community health events, and fairs in the International District are a part of each month. The International District Healthy Community Coalition partners with a number of groups to host regular events that draw the community to a single location. We are invited to attend and participate in these events, and this will help us to build relationships with families and generate interest in exploring Altura Prep as an educational option for children in our targeted geographic area.

Associated costs include: printed materials and promotional material.

- **Strategy - Present at Local Community Sites (Early Childhood Centers, faith-based organizations, not-for-profits):**

As a part of our outreach to local community groups, we have also explored options to communicate with families served by various neighborhood partners. Youth Development Incorporated and Head Start schools have expressed interest in helping us to provide families at various sites with access to information about our school and to share informational materials. Faith –based organizations in the community that offer afterschool activities and programs have likewise expressed interest in creating opportunities for us to share information with families about elementary school and STEAM programs. Saranam LLC, a not-for-profit supporting recent immigrant refugees and Encuentro NM, a downtown non-profit that supports Spanish speaking immigrant families with education for parents and young children, have both committed to sharing our information and allowing us to present to their families who do not otherwise have access to opportunities to learn about opportunities for their children. The Kirtland Air Force Base Key Spouse Club and the Air Force Research Laboratories La Luz program have both pledged their support in securing audiences for presentations or sharing information to families.

- **Strategy – Local media presence:**

Upon authorization, Altura Prep will issue a press release with local media outlets to announce a new school is opening in the International District. We will target a diverse range of outlets, including Spanish radio stations such as 101.3, La Jefa.

- **Strategy- Conduct Periodic Mail Campaigns:**

In addition to the e-newsletter that is sent periodically to individuals and groups on our email list, we will also mail postcards and invitations to key community meetings to families with young children in our targeted area.

- **Strategy- Hold Altura Prep Open Houses:**

As early as our facility is ready for occupancy, we plan to hold regular Altura Prep Open Houses. These open houses will welcome potential families and community members with a tour of the school and an information session in which parents and children can learn more about our program. After August of 2018, we will continue to hold Open Houses to generate excitement and interest among families of future students.

Initial Recruitment Timeline:

Recruitment Goal: By July 1, 2018, Altura Prep will enroll 66 students in Kindergarten, 66 students in 1st Grade, and 66 students in 2nd grade

| | Month | Activity | Notes |
|------|-----------|--|--|
| 2017 | September | <ul style="list-style-type: none"> • Press-release (upon authorization) • Website goes live • Community Walk #1 | |
| | October | <ul style="list-style-type: none"> • Community Presentations (Encuentro NM, Explora, YDI Head Start Centers, Key Spouse Club) | Presentations will occur at partner locations, and will be about elementary school in general, and some information about Altura Prep provided |
| | November | <ul style="list-style-type: none"> • Community Walk #2 • Enrollment Page Goes Live • Mass mailer #1 | The first mailer will have our website and enrollment timeline and an invitation to the December informational event |

| | | | |
|------|----------|--|--|
| | December | <ul style="list-style-type: none"> • Community Presentations (Altura Prep) • Advertise (via social media and community connection) for Pop Up School | Presentations will occur at a neutral community location and focus on Altura Prep |
| 2018 | January | <ul style="list-style-type: none"> • Pop Up School #1 <ul style="list-style-type: none"> ○ Enrollment support and Q&A | Work with local partner for space (Van Buren Middle School has pledged support and, potentially space) |
| | February | <ul style="list-style-type: none"> • Community Walk #3 • Community Presentations at local partners (YDI, Explora, Faith-based organizations, Key Spouse Club) | |
| | March | <ul style="list-style-type: none"> • Pop Up School #2 <ul style="list-style-type: none"> ○ Enrollment support and Q&A • Follow up with interested families and schedule “Intent to enroll” conversations • Hire UNM Community Outreach interns to support canvassing and outreach | Work with a different local partner for space (to diversify location and access opportunities for families- library or community center) For families who have attended events but not enrolled, we will reach out directly and schedule time to meet with the family |
| | April | <ul style="list-style-type: none"> • Community Walk #4 • Earth Day Celebrations <ul style="list-style-type: none"> ○ Host Booth, participate in events • Mass Mailer #2 | The community walk will publicize the next Pop Up School as well as enrollment opportunities. The International District Healthy Community Coalition plans annual Earth Day Celebrations at neighborhood locations across the zip code |
| | May | <ul style="list-style-type: none"> • Pop Up School #3 <ul style="list-style-type: none"> ○ Enrollment support and Q&A • Community Presentations | The pop up school will occur at a third location. Community presentations will occur in places where we must either broaden or reinforce our presence and information about our school. This will depend on data gathered about enrollment and diversity. |
| | June | <ul style="list-style-type: none"> • Altura Prep Open House | Upon completion of the facility, invite families and community partners to tour the school and enroll their students |
| | July | <ul style="list-style-type: none"> • Community Walk #5 • Potential Enrollment Fair | Depending on enrollment status, we will hold additional enrollment fairs and open houses in July. |
| | August | <ul style="list-style-type: none"> • New Family Meet and Greet • Ongoing Enrollment support at the school • First Day of School: August 13, 2018 | |

At each community event, community walk, and presentation opportunity, we will have enrollment forms available for families to complete on the spot. We know that families may not enroll on the spot, but we have designated places for families to turn in enrollment applications and we will also publicize the next event at which families can enroll.

We plan to post, track and share our enrollment goal and our progress toward our goal at each community event and walk.

Initial Goals for Recruitment and Enrollment:

In order to reach our enrollment goals, we have broken down our enrollment periods and targets. Our official enrollment period will be from January 1- March 31, with the lottery scheduled to take place on the second Friday in April. This is a 14-week enrollment period in which our goal is to have at least 66 applications submitted per grade level for grades K-2. Thus, we set the goal to have 7 applications per grade level submitted per week to yield 98 total applications submitted per grade level during the enrollment period. This number will allow us to (1) hold a lottery for enrollment and (2) have enough applications to ensure that we fill the student spots that we have in the initial year, taking into account students who are admitted via lottery and who select to go to another school. In this event, it is important that we have a waitlist of students we may admit to the school in their place.

Alignment to Budget in Year 0:

We have allocated a budget line item in the first few years of operation specifically to marketing and recruiting. We have budgeted \$4950 for student recruitment in our initial planning Year 0 to support the outreach and recruitment plan outlined above. This money will support the creation and printing of promotional materials and information pamphlets that we distribute and leave with local community partners as well as our mass mailing campaigns. This line item is also potentially used for small stipends (\$200) for UNM interns that may potentially support our outreach and canvassing activities in the Winter/Spring of 2018. In each subsequent year, we have budgeted between \$1500 and \$2000 to support ongoing recruitment and outreach. This number is not yet determined for years 4 and 5 of operation, though we anticipate adding money to this line, depending on the need and where we find we must target recruitment to support maintaining a diverse student body.

Ongoing Recruitment Plan:

Our commitment to growing a diverse student body does not end when we have our first classes of students at Altura Prep. Maintaining an intentionally diverse community requires thoughtful and ongoing student recruitment that targets diverse populations within the city of Albuquerque and the International District.

| | Activity | Notes |
|---------------|--|--|
| Fall | Open House Applications linked on Social Media and Website and available at neighborhood centers Visit Early Childhood Centers Neighborhood Walk Altura Prep Pre-K Pop Up School Community Meetings | Based on the success of events during our initial recruiting year, we will replicate and/or adjust our outreach and enrollment plans as needed. |
| Winter | Open House Visit Early Childhood Centers Neighborhood Walk Altura Prep Pre-K Pop Up School Community Meetings Enrollment Support at the school site | In order to generate ongoing interest in various communities, we will continue to present at community locations and early childhood centers. We also believe that offering Pop Up Schools for pre-kindergarten students (and older students who attend other schools) will generate more interest in attending Altura Prep the coming year. |
| Spring | Open House Community Meetings Enrollment Support at the school site Lottery Process Genius Hour Exhibitions open to the community | Based on data of enrollment targets, enrolled student demographics, and our enrollment goals, we will adjust and plan additional events to ensure that classes are full <i>and</i> that the student body is diverse in multiple ways. We expect that inviting community members to see student Genius Hour presentations will generate further interest of potential families. |
| Summer | New Family Meet and Greet Community Walks and Meetings as necessary to generate interest and enrollment | All families new to Altura Prep (and those with a new student in the family attending Altura Prep) are invited to attend a summer Meet and Greet event to tour the school, meet staff members, and learn about what they can expect come the first day of school. |

How the Plan will Ensure Equal Access and A Demographically Diverse Student Body:

We seek to recruit a student body that is demographically representative of the city of Albuquerque, and that serves students from the neighborhoods in the zip code in which we locate (87106 and 87108). In order to achieve this demographic makeup of our student body, and realize our commitment to diversity, we will build partnerships with core groups serving families in the area in which we propose to locate, and relationships with key influencers in the International District, Sandia National Labs, and Kirtland Air Force Base.

We have thoughtfully incorporated a variety of marketing tools: social media outreach, neighborhood canvassing, presentations about important topics at neutral and trusted community partner locations, Pop Up Schools that introduce the community to our school, leaders, and program, and building on relationships with trusted groups and individuals. Throughout our recruitment and enrollment process, we will review our enrollment goals, progress toward goals, and the demographics of the students that have enrolled to that point. This data will help us to adjust our recruitment plan and strategies to target the appropriate cross-section of potential families. We have planned, initially, to heavily target students and families in the neighborhood in which we seek to locate our school. We know that many families with access to information and opportunities will find us with some outreach. We know that it takes more and sustained efforts to recruit families who do not historically have access to multiple options for educating their children. For this reason, our outreach plan invests a significant amount of time and energy building key relationships that will help families in the International District to find and trust us.

How Altura Prep will Evaluate the Effectiveness of the Outreach and Recruitment Plan:

One of Altura Prep's core beliefs is that data drives all decisions. Thus, our outreach and student recruitment plans are also data-driven in order to ensure that we use the most effective practices in reaching and enrolling students from diverse experiences, backgrounds, families, and socio-economic levels.

- **Strategy- Analyze Application, Enrollment, and Matriculation Data**

In order to effectively use data to drive our outreach, recruitment, and enrollment processes, Altura Prep's School Director(s) will gather and analyze data from event attendance, enrollment applications, the school lottery pool, and each enrolled class after the lottery *and* upon matriculation on the first day of school. To determine the efficacy of each outreach event, we will cross-reference the attendees/persons talked to at each event with enrollment applications (Did people enroll after the event? Which families?). We will also compare the numbers of enrollees yielded from various events (Which events had the highest rate of return?) so that we can replicate the practices that are effective in reaching and enrolling students from our targeted communities.

We will also review demographic representation in the school lottery pool in order to determine if we were effective in reaching a wide range of diverse families. While we commit to an open enrollment and lottery process that includes students from all backgrounds, economic levels, and diverse needs, we also believe it is important to analyze who is gaining access to the opportunities we provide. By looking at the data on who is applying to attend Altura Prep, we can adjust our outreach and recruitment strategies to encourage a diverse community in which students from all walks of life are represented.

In addition to analyzing the impact of various outreach programs on the students completing enrollment applications and participating in the lottery, Altura Prep School Director(s) will also analyze the demographic representation of each class upon enrollment and matriculation. This is important for multiple reasons. First, these data help the school to better conduct outreach with the end goal of creating a diverse school community, and we can better target our outreach on under-represented and under-served families. Second, by comparing data of matriculated students to the data of students who applied to the school and who were successful in the lottery process, we can verify if all students who win the lottery are coming to Altura Prep. If this is not the case, we are able to follow up and look at why students may not be enrolling, and adjust some of our school practices as well to ensure that students who apply to enroll are truly able to become part of our community.

- **Strategy- Adjust the outreach and recruitment plan**

Reviewing the above data results in a timely adjustment of the recruitment and enrollment plan. The School Director(s), with support from the Board of Trustees (if necessary and applicable), will review the data in the Spring

and Summer (after the lottery). The adjusted outreach and recruitment plans for the upcoming year will be solidified prior to the start of the new academic year, so that outreach activities can begin promptly in the fall. Potential sample adjustments that may be made to the outreach and recruitment plans for the upcoming year:

- Increase the number of Community Walks targeted to specific neighborhoods (if enrollment applications increase after community walk activities)
- Decrease the frequency of mass mailings (if mailings are not yielding the necessary return on investment)
- Adjust Open House timing, activities, etc. (depending on attendance and feedback)
- Conduct more outreach to specific community –based organizations

Each of the above potential action steps depends on the data that is generated and analyzed in the section above. The sample adjustments simply illustrate how the Altura Prep team will determine next steps using data on outreach and recruitment.

The adjustments to the recruitment and outreach plan are in no way intended to impact the students that are accepted into the school as a result of a random lottery. On the contrary, outreach and recruitment at Altura Prep are intended to sustain a diverse community of students that live in and near the neighborhood of the school in the International District.

Why Recruitment and Enrollment Timelines are Reasonable:

We recognize the challenges of recruiting students to fill each class at Altura Prep in our first year. For this reason, we begin our active family outreach and student recruitment activities in September, immediately upon authorization. We have already begun working with community partners to identify ways to best reach families with children of the correct age to attend the founding grade levels at Altura Prep, and we will execute these plans as early as September of 2017.

Over the course of the 2017-18 planning year, the Altura Prep founding team will prioritize the outreach and recruiting activities listed above, adding events when necessary to stay on track toward reaching our enrollment targets by summer of 2018. This plan allows for 10 full months of various outreach and recruitment strategies and includes specific supports for assisting families with the enrollment process.

We plan to align to statutes regarding lottery and enrollment processes (see Section G.2. below for more information), and have also planned outreach events that stretch beyond the day of the application deadline in anticipation of needing additional time to ensure we have full classes on the first day of school.

| Total Points Available | Expectations |
|---|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a prospective student outreach and recruitment plan including action steps, timelines, responsible parties and associated costs • Describe: <ul style="list-style-type: none"> ○ how the plan is tailored to ensure equal access to the school ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district • Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan • Explain why the recruitment and enrollment timelines are reasonable |
| <p>CSD EVALUATION: Click here to enter text.</p> | |

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

Outreach and Research into Public Facilities:

We have sought to research and locate existing public school facilities through outreach to Albuquerque Public Schools, the City of Albuquerque, and the Facilities Management Division in the General Services Department that serves the state of New Mexico. We attempted to contact Albuquerque Public Schools, the Facilities Management Division at the state of New Mexico General Services Division, and the City of Albuquerque Municipal Development Office. We received a response from the General Services Division, recommending that we contact Albuquerque Public Schools. To date, we have not received a response from Albuquerque Public Schools regarding our inquiry. See Appendix V for documentation of the outreach attempts to locate public facilities in the targeted geographic area. These efforts at communication with individuals with information regarding public school district, city or state facilities did not yield any viable options of public facilities in which to locate Altura Preparatory School. Accordingly, we have begun to seek options for privately owned facilities that may be negotiated into lease-purchase agreements to comply with HB-283 and NMSA 22-8B-4.2.

Research Regarding Multiple Facilities in the Targeted Geographic Location:

In March of 2017, Altura Preparatory School facilities planning committee began the process of researching multiple facilities in the targeted geographic region. We targeted the search area to the 87108 and 87106 zip codes, though in order to compare multiple facilities and areas, we also expanded the search to include possible facilities in the 87110 and 87123 zip codes. We engaged several real estate brokers in our search to ensure that we accessed a range of properties in our targeted area. Constance Dove and Debbie Dupes are two realtors who have assisted with sourcing and sharing potential properties in the above-mentioned zip codes. We reviewed and visited a number of property types and locations, including existing charter school facilities, office buildings, and warehouse spaces.

The spaces reviewed included the following:

| Address | Type of Property | Size | Notes/Viability |
|-------------------------------|----------------------------------|------------------------|---|
| 8207 Central Ave, NE (87108) | Automotive Retail Property | 11,000SF | Small for initial year, no eOccupancy Off Central, close to transit |
| 146-148 Quincy St NE (87108) | Industrial | 9,620SF | Small for initial year, no eOccupancy Near Copper, across Central from International District |
| 5110 Copper NE (87108) | Retail-Commercial | 15,000SF | Large enough for initial 2 years, no eOccupancy, across Central from International District |
| 812 San Mateo Blvd SE (87108) | Retail-Commercial | 9,000SF | Small for initial year, no eOccupancy (one space was a daycare), would need to add neighboring spaces to accommodate our space needs |
| 5555 Zuni Rd SE (87108) | Shopping Center | 11,200SF- 66,275 SF | no eOccupancy, owner not considering schools for occupants |
| 6900 Central Ave SE (87108) | Retail-Commercial | 9,723SF | Small for initial year, no eOccupancy, near fairgrounds/ExpoNM |
| 7600 Central Ave SE | Hospitality | 9,563SF | Small for initial year, no eOccupancy |
| 6601 Zuni Rd SE (87108) | Industrial/Retail- Commercial | 9,265SF | Small for initial year, no eOccupancy, fenced yard for playground, sprinkler system, cooling |
| 8020 Central Ave SE | Retail-Commercial | 17,460SF | Large enough for first 3-4 years of |

| | | | |
|------------------------------------|--|---------------------------|--|
| | | | operation, large land area, proximity to transit and on South side of Central Ave, no eOccupancy |
| 5301 Central Ave NE (87108) | Office | 14,140SF | Large enough for first 3 years of operation, no eOccupancy, located on bus route, office building without fire-separators |
| 2013-2017 Ridgecrest Dr SE (87108) | Industrial | 11,500SF | Perhaps large enough for first year only, close to Kirtland Air Force Base, no eOccupancy |
| 5400 Gibson Blvd SE | Medical | 3,734-200,000SF | Potential to lease space large enough each year as school grows, close to KAFB and International District, no eOccupancy, potentially difficult to fit classrooms into existing partitions |
| 200-204 San Mateo Blvd SE (87108) | Retail-Commercial | 8,000-18,420SF | Potential to lease space for growth, owner willing to work with school, no eOccupancy, easy to fit classrooms to space, on transit route |
| 111 Wyoming Blvd SE (87108) | Retail-Commercial | 11,052-22,052SF | Potential to lease space for growth, proximity to through-fares to KAFB, Sandia National Labs, International District, no eOccupancy, possibility of only leasing 11,052- not large enough |
| 1258 Ortiz Dr SE (87108) | Office | 13,000SF | Large enough for first year only, close proximity to International District homes, day cares, preschools |
| 2000 Randolph St SE (87106) | School-Cien Aguas International School | Approx. 18,000SF | Large enough for all years of operation, eOccupancy status, currently serving school of similar size, farther from International District, may need transportation services |
| 1128 Pennsylvania Place (87110) | Office | 15,000+SF | Large enough for first three years of operation, no eOccupancy, east of target geographical region |
| 2109 Air Park Rd SE (87106) | Office | 28,600SF | Large enough for full enrollment, if lease timing with other occupants aligns, no eOccupancy, office building without fire separators |
| 108 Juan Tabo Blvd NE (87123) | Retail-Commercial | 10,000-60,000SF available | Land area set up with possible playground between two separate buildings, no eOccupancy, located east of target zip codes, close to transit |

Altura Prep Facilities Committee representatives either contacted the property owners or realtors to discuss possible tenancy for a charter school in its' first five years with a growing enrollment. Many facilities listed above were either too small to accommodate our proposed program, or not viable because retrofitting the space to meet eOccupancy or adequacy standards would prove too costly and/or difficult for the owner to undertake.

Of the above researched facilities, the Facilities Committee further investigated the following spaces:

| Address | Type of Facility | Space | Notes/Viability |
|--------------------------------------|---|---|---|
| 2000 Randolph St SE (87106) | School-Cien Aguas International School | Approx. 18,000SF | Large enough for all years of operation, eOccupancy status, currently serving school of similar size, farther from International District, may need transportation services |
| 200-204 San Mateo Blvd SE (87108) | Retail-Commercial | 8,000- 18,420SF with additional space pending to grow to 27,000+ | Potential to lease space for growth, owner willing to work with school, no eOccupancy, easy fit classrooms to needed requirements for space, on transit route |
| 108 Juan Tabo Blvd NE (87123) | Retail-Commercial | 10,000- 60,000SF available | Land area set up with possible playground between two separate buildings, no eOccupancy, located east of target zip codes, close to transit |

Pursuant to the requirements of NMSA 1978 22-8B-4.2, discussions with owners and realtor representatives include

Lease requirements that state that the owner of the facility is responsible for upkeep and maintenance of the facility while occupied by Altura Prep.

Potential Viable and Appropriate Facility Located in the Targeted Geographic Region:

Representatives of Altura Prep's Facility Committee visited multiple sites described in the research section above. Of the facilities researched, the team identified 200-204 San Mateo Blvd SE as a potentially viable and appropriate facility in our targeted geographic region.

To come to this conclusion, the Facilities Committee took the following steps:

1. Initial visit with team realtor and owner realtor
2. Repeat visit with additional Committee members
3. Schedule visit from architect and developer to assess steps to take to prepare facility for eOccupancy and school operation
4. Discuss tentative intent to lease and process for charter approval and the necessary requirements for any lease agreement with the realtor representing the owner.

ii.

Plan to Prepare the Facility for Opening August 2018:

Between June 2017 and June of 2018, Altura Prep will follow a clear timeline for facility acquisition and preparation.

During this time, the Director of Operations and the Board of Trustees Facility Committee are responsible for ensuring that the plan is executing according to the timeline so that the facility is ready for staff to begin Summer institute in July of 2018 and for students to arrive on August 13, 2018.

The below activities are key actions that will be taken over the course of the planning year to ensure that the facility is complete, meets eOccupancy standards and wNMCI requirements. The timeline that illustrates the timing of each step over the course of the year is attached as Appendix W.

1. Schedule visit from PSFA to assess adequacy and weighted New Mexico Condition Index (wNMCI)
2. Work with developer/architect to test and fit the space plan to the space
3. Preliminary construction bids
4. Lease Intent
5. Construction Drawings

6. Construction Bids
7. Construction permits
8. Construction
9. Complete Construction
10. Move in to facility
11. Start of Summer Institute
12. Start of school

Funding:

Per NMSA 1978 22-8B-4.2, our discussions with the realtor representing the building owner have covered the fact that the owner will make the updates to the facility to ensure that the building meets E-occupancy and adequacy standard requirements.

Preparing a facility for the first days with teachers and students, however, requires more than simply renovating the property to meet code and adequacy standards. Schools also must consider furniture, signage, and procedures that enable the school to properly utilize the space they intend to occupy. To this end, Altura Prep has also been exploring potential partners in facilities development, including Raza Development Fund. This group supports schools with funding charter school facilities projects to assist start up charter schools with acquiring, renovating, and furnishing schools that will empower students to reach higher standards of learning and achieve their full potential. In addition to these potential funding partnerships, Altura Prep has begun to develop a robust fundraising and development plan to support the acquisition of an appropriate and viable facility for the school. This plan involves grant seeking to support the costs of purchasing furniture and classroom supplies and materials, as well as fundraising efforts from local individuals and corporations. Grants include Charter School Program Grants from either the New Mexico Public Education Department or the United States Department of Education for initial charter school planning and preparation.

Altura Prep will, in advance of operation, apply for lease assistance funds through the Public School Capital Outlay Council (PSCOC) in advance of the 2018-19 school year. Based on our projected enrollment for each year, the school's requests for PSCOC lease reimbursements will likely be:

| Year | Type of Funding | Per Student Amount (Based on FY17) | Proposed Enrollment (#students) | Total Funding/Year |
|---------|------------------------|---------------------------------------|------------------------------------|--------------------|
| 2018-19 | PSCOC Lease Assistance | \$700 | 198 | \$138,600 |
| 2019-20 | PSCOC Lease Assistance | \$700 | 264 | \$184,800 |
| 2020-21 | PSCOC Lease Assistance | \$700 | 330 | \$231,000 |
| 2021-22 | PSCOC Lease Assistance | \$700 | 396 | \$277,200 |
| 2022-23 | PSCOC Lease Assistance | \$700 | 396 | \$277,200 |

To support some of the funding requirements in addition to PSCOC Lease Assistance, Altura Prep has begun to build relationships with funders who support charter school start up processes, including facilities-related costs. One such group, Raza Development Fund, has written a letter of support, and may begin to work with both the school and its supporting organization, Altura Schools (foundation), to support the facilities acquisition process in future years.

A separate entity from the school will apply for incorporation in New Mexico as Altura Schools. When the school's charter is accepted, this separate entity will file a Form 1023 to the Internal Revenue Service seeking non-profit status as a 509 (a)(3) "Supporting Organization" of Altura Preparatory School. This entity will then be able to support Altura Preparatory School with facilities acquisition and other development related activities. This entity is shown in the Organizational Charts in Section II D1 as a supporting organization, because the Altura Prep Board of Trustees will maintain oversight of the process to select and approve board members for the Altura Schools supporting organization to ensure close alignment in values and practices between the two organizations.

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Demonstrate the applicant has: <ul style="list-style-type: none"> ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable ○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable ○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership • Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location • Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs • Identify how the project to prepare the facility will be funded |
| CSD EVALUATION: Click here to enter text. | |

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.

APPLICANT RESPONSE:

We believe that a school should be a cornerstone of the community in which it operates. We have made engaging the community a priority in our work to build a solid foundation for Altura Prep. This work will continue throughout the planning year, and once Altura Prep opens its doors.

Our outreach process during the application period consisted of a variety of outreach strategies including: individual meetings, attending community and neighborhood association meetings, participating in community events in Southeast Albuquerque, holding focus groups of parents and key family members, and generating wider connections via social media platforms and e-newsletters.

Throughout the application process, we held meetings with individuals in community-based organizations, neighborhood associations, businesses, not-for-profit organizations, Sandia National Laboratories, local charter schools, district schools in Southeast Albuquerque, faith-based organizations, elected officials, university personnel, Kirtland Air Force Base representatives, national charter school advocates and organizations, and families in the areas in which we seek to locate. We held focus groups with families who live in our proposed geographic region and we participated in regular community meetings and visioning activities.

Community members and organizations have been engaged during the recruitment of potential board members and community supporters beginning in the fall of 2016, and throughout the spring of 2017 to solicit feedback and community input on the school's instructional model and family engagement strategies. The Altura Prep team has prioritized building deep and sustained relationships with key community groups and individuals, and we believe that these strong relationships will be instrumental in broadening the reach and scope of our outreach and recruitment efforts in the planning year prior to opening. Each initial contact or meeting with an individual or group was followed by a follow up email, phone call, or thank you note, as well as (in over 75% of cases) a follow up meeting or additional contact or invitation to participate in another meeting or event.

We also believe that not only will Altura Prep be part of the community of Albuquerque and the geographic area in which we seek to locate, but also part of a broader state and national charter community. To this end, we sought to develop relationships with school leaders who have proven results either with similar models or as charter schools in Albuquerque. Altura Prep has reached out to and begun to collaborate with schools both in the 87108 zip code *and* in the greater Albuquerque area in general to form collaborative groups that can support the school throughout the start up process with access to connections.

Evidence and Outcomes of Meetings with Community Members

The Altura Preparatory School team met with a wide range of individuals from local businesses, community organizations, government, and schools to inform our planning and build a wide-ranging base of support for launching Altura Prep in the fall of 2018.

| Month | Activity | Outcomes |
|--------|---|---|
| Dec-16 | Keith Ortiz, Sandia National Laboratories | Support and connections/introductions to individuals working with Sandia Laboratories in STEAM fields |
| | Robert Wilson, New Mexico Orthopaedics | Connections with City Councilors and board membership |

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|--------|---|---|
| | Brent Maddin, Relay Graduate School of Education | Feedback regarding model, leadership development, support, potential school for his two children |
| | Christine Sargent, New Classrooms | Feedback regarding model, board membership |
| | Katharina Sandoval, Albuquerque Institute of Math and Science | Support as existing school leader, connections and feedback regarding instructional approach and teacher hiring |
| | Dean Hector Ochoa, UNM School of Education | Support of programs with teacher mentoring |
| | Jennifer MacMillian, Founder, Detroit Preparatory School | Feedback and support regarding blended learning for younger grades |
| | Jennifer Anderson, Modrall Law Firm | Support and connections to potential board members |
| | William Keleher, Smidt, Reist, and Keleher Law Firm | Support, consultation, and connections to potential board members |
| | Amber Turner, Turner Education Consulting | Feedback regarding model, support |
| | | |
| | Jeri Heileman, Van Buren Middle School | Support, connections to community workers in neighborhood schools |
| | Nadine Maxwell-Henry, Director of Diversity at Albuquerque Academy | Support, offer to volunteer in support |
| | Gabriela Gomez, Albuquerque Community Foundation | Support, referrals to potential board members |
| Jan-17 | Ezra Spitzer, NM Child Advocacy Networks | Support, ongoing collaboration to support foster youth |
| | Victoria Saad, New York Life Insurance | Support, board membership (had to withdraw due to conflicts with board meetings) |
| | Patrick Barnes, Sandia National Laboratories | Support, board membership |
| | | |
| | Robert Strain, Transcend Education | Support planning innovative school models and connecting the models to community needs. |
| | Copper Pointe Church, Albuquerque | Support and invitation to meet with congregation/families |
| | Enrique Cardiel, International District Healthy Community Coalition | Support, invitation to contribute to IDHCC monthly meetings, and publicize school mission, vision, and community input hearing |
| | Seth Saavedra, 50CAN Fellow | Support, models for parent advocacy, and community connections |
| Feb-17 | Amanda Aragon, 50CAN Fellow | Support, connections to parent advocates |
| | Casey Deraad, Kirtland Air Force Base Technology Engineer | Support, board membership and connections to KAFB Key leaders |
| | Constance Dove, ASK Academy in Rio Rancho | Support, collaboration with school tours and facilities needs |
| | John Bettler, UNM Southeast Health Clinic | Support, connections to community health workers |
| | Roberto Martinez, Community Worker at UNM Southeast Health Clinic | Support, connections to community leaders, invitation to participate in community health week |
| | Fred Oppel, Sandia National Laboratories | Consultancy regarding instructional model, support, connections to potential board members, interest in future board membership |

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| | Mike Gannon, Sandia National Laboratories | Consultancy regarding competencies needed for students in high skill jobs, including technology |
| | Trey Hammond, La Mesa Presbyterian Church | Support and connections to community, input on programs and outreach strategies |
| | Meg Meister, Modrall Law Firm | Support and pro-bono legal advice regarding facilities and public entity status |
| | Cindy Dominguez-Trujillo, Diversity and Affirmative Employment Programs, Kirtland Air Force Base | Support and connections to key parent groups at Kirtland Air Force Base |
| | Andrea Plaza, Encuentro New Mexico | Support and opportunity to present to families regarding STEAM education and school choice |
| | Sue Rzendzian, Saranam LLC | Support and community connections, including focus group facilitation at Saranam |
| | Tracy Sharp, Saranam LLC | Support and community connections, referrals for board member candidates |
| | Bridget Llanes, Sunflowers for Change | Support and invitations to participate in IDHCC visioning events to focus on improving the community for children |
| | Erin Williams, Albuquerque Academy | Support with future student recruitment and outreach |
| Mar-17 | Reynaluz Juarez, Community Worker at La Mesa Elementary School | Support and ideas around providing access and transportation for students without access |
| | Skyler Wildenstein, Empire Trust Inc. | Support and interest as a parent with young children |
| | Mariah Harrison, UNM Center for Engaged Learning and Research | Support and interest in providing opportunities for UNM CELR staff and students to volunteer and participate in opening the school |
| | Charles Longfield, Longfield Foundation | Support (funder of charter schools in Boston, MA) |
| | John Bulten, East Central Ministries | Support and connections to community |
| | David Montes, Libre Initiative | Support and input regarding communication |
| | Michael Martin, NM Bank and Trust | Support and interest as a parent with young children |
| | Kay Bounkeua, NM Asian Family Center | Support and partnership in translation and opportunities to educate parents about elementary school options |
| | Ronda Cole, Air Force Research Laboratory La Luz Program | Support and collaboration between Altura Prep and AFRL La Luz to provide more access to STEM/STEAM education in Southeast Albuquerque |
| | Keith Weber, Duke City Software | Support, and consultant/pro-bono work with creating school website and technology platform |
| | Channing Kelly, Realtor | Leadership connections, support, interest in future board membership opportunity |
| | City Councilman Patrick Davis | Supportive of the plans for the school, provided connections and contacts to other key leaders in the district |
| Apr-17 | City Council Policy Analyst Sean Foran | Support and follow up regarding connections made by Mr Davis |
| | Christopher Ramirez, Together for Brothers and Juntos | Support and ideas for collaboration/mentorship |

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|---|---|---|
| Michael Stanford, President, Payday HCM | Support and interest in future board membership opportunities | |
| Janine Goff, small business owner- Book Co. | Resources regarding texts, books, school library set-up and planning once school has materials | |
| Kristin Leigh, Explora | Support and planned collaboration for teacher and student participation in Explora programs, field trips, Support, planned to add Altura Prep to STEM | |
| Allison Brody, Explora | Ecosystem to improve access to STEM options for all students | |
| Tara Henderson, Explora | Support, planned professional development for Altura STEAM teachers at Explora | |
| Nate Morrison, Teach for America | Partnership to recruit TFA alumni and corps members to teach at Altura Prep | |
| Sara Gonzalez, UNM Children's Health Clinic | Support of social-emotional learning component and core values, planned collaboration to prepare teachers to teach with trauma and poverty in mind | |
| Denise Nava, Albuquerque Community Foundation Scholarship Program | Support with marketing and fundraising | |
| Pam Scanlon, Director of Finance and Financial Aid at Albuquerque Academy | Support, board membership | |
| Kelly Schraz, IStation | Support, free pilot program opportunities to test Istation instructional material in ELA and Math | |
| Jennifer Mullen, Saranam LLC | Input and support as part of co-facilitation process at Saranam LLC | |
| Greta Mayans, Raza Development Fund | Support, partnership exploring facilities options and financing possibilities | |
| Casey Benavides Cien Aguas | Principal support of proposed program and input re: facilities and model | |
| Charles Ashley III, Cultivating Coders | Support with providing "pop up schools", will draft elementary coding curriculum for piloting at Altura Prep, interested in sending his daughter to Altura Prep | |
| City Commissioner Maggie Hart Stebbins | Support with facilities location and connections in community and District 3 broadly | |
| Jessica Swan, Owner, Swan Kitchen | Potential partnership for food service at Altura Prep To be explored via RFP process in 17-18 school year | |
| Virginia Schraff, UNM | Support, connections with UNM CELR and other key education leaders, potential board member in future years. | |
| Talia Winokur, Executive Director Breakthrough Santa Fe | Support, partnership with teacher development and teacher pipeline from Breakthrough Santa Fe. | |
| May-17 | Roberta Rivera, Sandia National Laboratories and Hispano Chamber of Commerce STEAM 2017 | Connections to leaders of the STEAM 2017 initiative through the Hispano Chamber of Commerce |
| | Ken Armijo, Hispano Chamber of Commerce, Sandia National Labs, STEAM 2017 | Support, connections to Albuquerque STEAM 2017 initiative and ecosystem |
| | Dr. Andy His, Director of the Institute of Resilience, Health and Justice | Support, connections to community support workers, pledges of ongoing connections |
| | Marco Harris, Principal Highland High | Feedback and insight regarding community needs |

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| School | and existing partnerships |
| Russell Baker, National Dance Institute | Support, potential partnership in offering NDI programs at Altura Prep |
| JoAnn Myers, Mission, Achievement, Success Academy | Support and collaboration between charter school leaders |
| Brian Colon, Mayoral Candidate | Support |
| Jennifer Ramo, New Mexico Appleseed | Support, partnership with healthy meal initiatives for high need students |
| Katharine Winograd, CNM and InnovateABQ | Support, partnership with teacher preparation, connections to high performing leaders, letter of support |
| Beth Mann, School Liason Officer, Kirtland Air Force Base | Support, connections to families and recruitment opportunities related to KAFB, offers to provide feedback on Special Education and 504 procedures |
| Audrey Wilson, Former Teacher, Albuquerque Public Schools | Support, feedback on model, additional connections to community organizations and mission-aligned teachers |
| Todd Resch, Principal and Karen Krall, Dean of Students, College and Career High School | Support, feedback on model, additional connections to community organizations and mission-aligned leaders and school-based innovation |
| Valerie Romero Leggott, Vice Chancellor of Diversity, UNM | Insight and feedback regarding community, diversity and UNM |
| Nancy (Last Name Withheld), Elementary School Parent in International District | Feedback regarding parent engagement and outreach strategies, resources for families and community engagement. Support. |
| Jamie Collins, Dissertation Coach: Teaching Methods and Structure, University of New Mexico | Feedback regarding instructional model and assessment practices, potential future board member candidate, pledge of continued thought partnership regarding instructional model and practices. |

Evidence and Outcomes of Focus Groups and Meetings with Community Groups:

International District Healthy Community Coalition:

As part of monthly meetings, Altura Prep representatives participated in meeting discussions around public health week, opportunities for schools to provide improved access to healthy food, community gardens, safe walking areas, well-lit streets and parking lots, and clean and useable park facilities. From this group, we solicited input regarding ways to reach a wide array of families and children, ideas regarding transportation challenges in the International District, and an analysis of the needs of youth in the area we intend to serve. Altura Prep team members will also be a part of an "Education = Health" initiative that is under development and will focus on developing partnerships between education organizations and health-focused groups to ensure that families and students are provided access to resources and education regarding health and the role that education and levels of education can play in one's health. Altura Prep has been one of two elementary schools represented at these meetings consistently, and has become an active participant and partner with many organizations attending the meetings. Bridget Llanes, Sustainable Neighborhoods Coordinator, wrote a letter of support for Altura Prep which is included in Appendix X.

International District Healthy Community Coalition Visioning for Children and Community:

This group, built from the International Healthy Community Coalition as a whole, came together multiple times as a group of parents, educators, and community organizers to brainstorm and action plan areas in which to work to improve the International District community, specifically focusing on children. The team created a vision for a community in which all children, regardless of language, parental income level, or home life, would have access to

a bright, welcoming environment in which they can learn and succeed. Altura Prep took this input to heart when planning our facilities, designing the individualized components of our program, and when developing our robust social-emotional curriculum.

The second visioning meeting focused more explicitly on specific action steps that different participants might take to make the vision a reality between now and 2037. Altura Prep founding team members were key participants, and submission of this charter application was a key action step toward making the vision a reality. Other key parts of the community vision involve creating shared community spaces and green areas, which have significantly influenced the plans that Altura Prep has for our facility and the components of the space, both indoors and outdoors. For example, we intend to have a community and family space that welcomes parents and guardians to use school resources and technology. Additionally, our existing plans for an outdoor play structure and play space as well as initial ideas for a school community garden developed to be more robust as a result of the conversations in this group setting.

Saranam LLC Parent Focus Group:

We conducted a focus group of parents supported by the programs at Saranam, LLC. Saranam supports families experiencing homelessness, and provided us with an opportunity to meet with five single-mother families for an extended period of time to learn from them about their experiences (positive and needing improvement) with the schools they and their children attend.

The mothers have students who are at various stages of their educational careers: high school, middle school, late elementary, Kindergarten, and pre-kindergarten. Over the course of a 90 minute conversation, parents highlighted the following:

- Desire for clearer social-emotional support: in particular, one mother said, “you know, things like responsibility and empathy, and how to get along with their classmates” (We had not yet discussed our REACH core values which include Responsibility and Empathy)
- Home visits: one participant noted that a school her daughter had attended did a home visit once, and it was “a great way to learn about the school in a way that wasn’t intimidating”. The participants all said that they would be excited about having a teacher or school leader visit their home prior to their child beginning school.
- Access and transportation: during a discussion on the importance of locating a school in a location easily accessible by a variety of transportation methods, each participant agreed with the statement, “if the school was the right school, I would figure out a way to get my child there.” However, some of the participants noted that school provided transit did make it easier for families to send their child to a given school.
- Support for Altura Prep: though the conversation was not focused on generating support, all of the participants asked at the end if they would be able to send their child to the school when the school opens their child’s grade level.

How the outreach enabled our team to understand community needs:

Ms. Sandoval, of the Albuquerque Institute of Math and Science, stressed how critical it is for charter schools in New Mexico to have clear systems and processes for governance and to have board members who are invested in the plans for the school from the beginning. We took her advice and created a robust board recruitment strategy.

Ms. Heileman, Principal at Van Buren Middle School, helped us understand what academic gaps (as seen on paper) in elementary school mean for students as they go to middle school and high school. Her students, while involved in engaging programs during and after school, are academically far behind, which limits the amount that they are able to grow when they receive strictly grade-level instruction in their content classes. Thus, we believe it is crucial for Altura Prep to individualize learning to accelerate progress for all students, regardless of the level at which they begin.

Mr. Spitzer, Executive Director of New Mexico Child Advocacy Network helped us understand the challenges that the foster youth in his programs experience on a regular basis. We recognize that foster youth are historically “at risk” populations, and that sensitivity to students’ individual experiences and needs is a critical part of our work with students. Mr. Spitzer highlighted that many of the older students that participate in NMCAN programs might have benefitted from additional support and access to intervention in elementary grades. Our data-rich,

personalized learning environment was informed by conversations such as these.

Mr. Cardiel of the International District Healthy Community Coalition has been quite supportive in dedicating time and energy to meeting with us to discuss the International District and the community organizing that occurs within the neighborhood. He highlighted specific programs that district schools and neighborhood organizations that have become deeply embedded in the community. He has also helped us to identify key ways to get to know the community by inviting us to community events, and providing contact information to key individuals.

Mr. Martinez provided deep insight into the health foci in the International District, and he demonstrated to us that families and communities with high poverty levels focus a great deal on health and nutrition and that, frequently, education is a more difficult priority to address. He invited us to participate in ongoing Health Awareness activities when they are held in 2018.

Mr. Hammond has been involved with the La Mesa community for decades, and he spoke with us regarding the transiency of the population enrolled in elementary schools and the patterns of enrollment overall. This helped us understand the importance of developing programs to create community and to provide access to our programs to families across the city. Families in the International District move regularly due to challenges with housing. Accordingly, we will be proactive about communicating with our families and ensuring that our contact information is up to date. One of the benefits of being a public charter school is that a family's address does not dictate their ability to attend our school. Our meeting with Reverend Hammond highlighted that this is an important consideration to make when sharing information about Altura Prep with families.

Our meeting with Ms. Plaza at Encuentro NM provided valuable insight into the experiences of many Hispanic and Latino families with regard to school choice. As a result of this conversation, along with threads of many other conversations, we know Altura Prep must pay thoughtful attention to providing robust information about school choice and why it matters for all families in our targeted area (and beyond). Ms. Plaza also underscored the importance of providing both students and families with language supports, and the fact that it is not enough to simply educate students, that we must integrate the entire family into the learning experiences at Altura Prep. We have thus developed robust plans for family and student opportunities to learn together (home visits, STEAM Night, Literacy Night, Community Meetings, family field trips etc.), and continued to build our program to integrate a variety of ways to reach and involve parents.

Mr. Bulten has been a member of the International District for over 20 years, and met with us to discuss his experiences in beginning an organization in the community. He praised us for approaching the school launch process as listeners, and stated that this continued approach will help us to gain the trust of families and parents. He noted that the International District (and Southeast Albuquerque more broadly) is a relationship-based community, and that in order to succeed our plans need to include ongoing trust building. To this end, we have been thoughtful about attending community events and participating, as community members, in visioning exercises and community meetings. We have also included, in our planning year recruitment and outreach plan (See Section II.G.1) activities aimed at building relationships (e.g. pop up schools, attending community fairs and walks, etc).

Ms. Juarez, a community worker at La Mesa Elementary helped us understand the ways that La Mesa approaches supporting students with non-academic necessities (partnerships with non-profits providing food and goods to students and families with great need). She also helped us understand the ways that families work around lack of transportation, and emphasized the need to have a safe walking route for students and families, and ways to work with community members to create safe passage areas to and from school.

Ms. Bounkeua, Executive Director of the New Mexico Asian Family Center, helped us understand the distinct challenges of pan-Asian immigrants, including a need for increased cultural sensitivity, empathy, and language development opportunities that recognize Asian families. Too often, she described, families attend events for bilingual families that are focused on Hispanic/Latino parents, and not pan-Asian immigrants. We have thus developed our program and outreach plans to ensure that we are sensitive to all backgrounds and experiences, and that we seek these purposefully and thoughtfully. From this conversation, we have planned to create a large

board in our front office that contains translated materials and tools for a wide range of languages (beyond Spanish and English to serve our pan-Asian and refugee families).

Ms. Gonzalez, of the UNM Children's Health Clinic in Southeast Albuquerque, spoke with us about the families and children that receive services at the UNM Youth Health Clinic in Southeast Albuquerque. She noted that families receive as much or more support via social work as medical treatment in the clinic. She also described the impacts of many of the types of trauma experienced by families in the area surrounding the clinic (and the rest of the neighborhoods we seek to serve) and said that many clinic patients report that schools (teachers and leaders, not certified social workers) do not seem well prepared to address these challenges in the classroom. We left this conversation understanding that we will need to prepare all Altura Prep teachers to teach with the goal of meeting the needs (academically and social-emotionally) of a wide range of learners. We also discussed with Ms. Gonzalez the possibility of working with her to provide professional development to our staff regarding best practices for working with students coming from backgrounds of poverty.

The above are some of the ways that our outreach has informed our planning. Each conversation, community meeting, and focus group provided valuable insight into the needs of our intended community, the city as a whole, and the national charter school landscape.

| Total Points Available | Expectations |
|---|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe an outreach program to develop community support for the proposed school that has been implemented during the application process • Describe specific activities that have been implemented, include evidence of implementation • Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community • Describe how this outreach has enabled the applicant team to understand community needs |
| <p>CSD EVALUATION: Click here to enter text.</p> | |

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

APPLICANT RESPONSE:

There is a clear and pressing need for high-quality educational options in the 87108 zip code, as illustrated both by school based data (reported in Section I . E.3) and as articulated by the community members and organizations with whom we met.

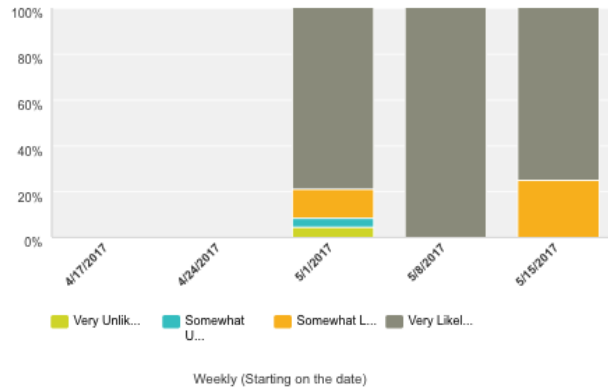
Altura Prep's Community Outreach plan is a multi-pronged approach to soliciting feedback and support for the school during the application process, planning year, and into operation. During the application process, the team prioritized building key relationships with core individuals living and working in, near, and with the International District and families that live there, as well as on the Kirtland Air Force Base installation and working for Sandia National Laboratories.

Quantitative Data Demonstrating Support from a Broad Audience

- Of over 90 conversations, 90% percent of individuals or groups indicated support of our school program as evidenced by connections to other community partners and potential supporters, letters of support, or participation in community meetings or focus groups. 6% indicated that they might be supportive of the school, but that it was too early in our process for them to decide whether or not they support the school. Others (approximately 4%,) indicated that personally, they support high quality school options, but that because of their role or position, politically or organizationally, they were unable to publicly commit support.
- Altura Prep has received letters of support from community groups, non-profit organizations, schools, and individuals across Albuquerque, the geographic breadth of which is demonstrated in the map included in Section IV.C below. Many of these organizations work with families of students that we will target in our recruitment and outreach efforts to attend Altura Prep. These letters of support can be found in Appendix X.
- Within one day of launching Altura Preparatory School on Facebook.com, the page had 45 views and 17 likes. Over the course of the next week, the page was viewed over 450 times. The subsequent post reached 1230 individuals. While the school began with a small following, the reach and growth have increased significantly over the past months.
- Altura Prep has received a \$215,000 grant from NewSchools Venture Fund and has been accepted into the 2017-18 planning cohort as ongoing professional development opportunities for the founding school leaders. A letter from New Schols Venture Fund is attached as Appendix Y.
- Altura Prep team members conducted community walks through specific areas near a potential identified facility to engage neighbors in discussions about their educational opportunities and feedback and potential support of Altura Prep. We focused these walks specifically on areas near our proposed facility at 200-204 San Mateo, aware that, should the school eventually locate in a different area, we will need to repeat and broaden the scope of community walks and neighbor/family engagement. The specific walks in targeted areas are illustrated in the map below in this section, outlined in red. As part of the outreach and conversations with families and neighbors in the community walk areas, team members gave individuals a survey to document their feedback and extent of support. Below are data trends from the combined neighborhood walks:

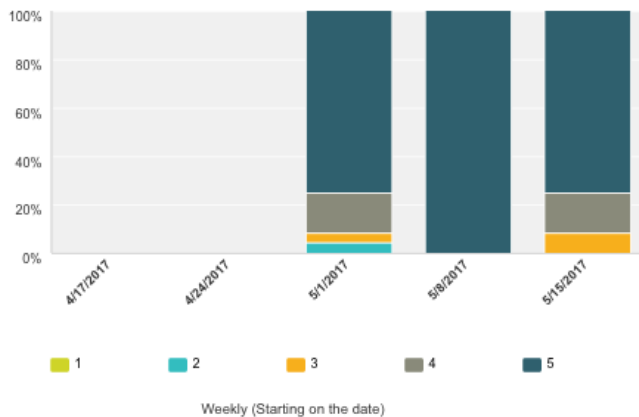
How likely would you be to send your child/grandchild to an elementary school focused on personalized learning and preparing each child for high levels of personal and academic success in college or other post-secondary opportunities?

Answered: 37 Skipped: 0 First: 5/2/2017 Zoom: 4/17/2017 to 5/15/2017



On a scale of 1-5, 5 being most supportive, how supportive are you of Altura Preparatory School founding a new elementary school focused on personalized learning and high levels of personal and academic success in Southeast Albuquerque?

Answered: 37 Skipped: 0 First: 5/2/2017 Zoom: 4/17/2017 to 5/15/2017



Qualitative Data Demonstrating Support from a Broad Audience

Altura Preparatory School has received broad based support from the communities and individuals that we have engaged throughout our planning and initial outreach process. A significant part of our outreach efforts included building deep and sustained support from key individuals and groups in our target geographic area, in Albuquerque in general, and as a part of the national charter school movement.

The Altura Prep team has conducted community walks throughout the 87108 zip code, targeting areas with high populations of young children. Each community walk focused on areas near the school’s proposed location near Zuni and San Mateo, and the team sought to speak with parents of young children. The following are excerpts from anonymous survey responses received throughout the community walks, providing not only evidence of support, but the specific reasons that the community member supports Altura Prep:

- “We need more options of schools that help students learn differently...Everyone learns differently and I know from experience that kids aren't dumb, they just learn differently. My daughter sent her son to a charter school and they are able to take field trips and integrate projects. When I grew up, the neighbors were involved in schools and when I got in trouble, I'd get home and my mom would already know. We need to bring that community back to support all the kids in the school.”
- “The schools [in Southeast Albuquerque] are problematic, and the education is poor because the behaviors are problematic. More problematic, though, is the fact that the teachers deal with the problems and the surface level behaviors rather than the underlying issues. We need schools that understand that each student may have underlying challenges to address, and that those can be part of the learning process rather than something that needs to be ‘fixed’.”
- “Education and schools should be more about hands on experiences. I support the opening of any new school that wants to make sure kids get more hands on learning time.”
- “At school, nutrition should be a part of learning. What I love about Altura Prep is that there is a plan for having high quality nutrition for lunch. All students deserve a healthy lunch that teaches them good eating habits.”
- “The school plans to give teachers the tools they need- there will be plenty of books and materials and supplies so that teachers will focus on teaching the students.”
- “The schools in this area are substantially under-performing in a district which is also under-performing. These children are obviously not getting what they need to succeed.”
- “I have a grandson who moved here from Arizona. He moved to [the 87108 zip code] and he’s advanced for his grade. My grandson is the same age as my granddaughter who goes to school here, and he is more advanced than she is. It is clear to me that our schools do not give kids the same opportunities that other states and other schools give students. I like the idea of Altura Prep because they plan to give each kid individualized attention to improve.”
- “Until recently, I planned to homeschool. Schools now don’t have enough funding to really support the kids. If this school starts, I may change my mind.”
- “Schools here do not teach kids how to think. They don’t give kids a chance at a career, they just become a part of the system. Any school that’s worth supporting has to start to change the system. This school sounds like it can change the system and teach kids how to think.”
- “I’m not currently satisfied with the options in this area, and I think schools need to push reading and math! This school plans to focus on reading and math and push kids at their level, which I think is super important.”
- “This school will be great for our community because I won’t have to travel so far to take my daughter to La Mesa.”
- “I am very likely to send my child to the new Altura Prep school- I like that the school is different than the other schools that have Title 1 in my neighborhood. The leaders really know the students and what they need that is different.”
- “One thing I think that stands in the way of student success in our neighborhood is the bullying- we need to teach children how to be kind and understanding- empathy, I think, is very important for students to be exposed to on a daily basis. If schools focused on that, we’d have a lot less [sic] issues.”

- “My kids have struggles with math, and lots of their friends do too. There’s too much [sic] kids in the classes in the schools, so I sent mine to Cesar Chavez. There’s smaller classes there and he’s doing better.”
- “This school will give students a different and blended experience, they will have more options for students to more and different activities and projects. The schools here are well-attended, and I think parents need to know that there are different places they can send their kids.”
- “I like my child’s school. But, they are not learning well. I move[d] my older daughter[’s] school- she did not do well in the school where my kids are now. They are not really learning how to read.”
- “I think it’s great that the school plans to pay teachers more. Even though they are working longer hours, the teachers get to specialize in a subject area, and those two things will help teachers focus on teaching.”

In addition to the community walks that revealed the broad community support evidenced above, Altura Prep team members conducted focus groups that included families and community members. At the end of one Saranam, LLC-based focus group, the families present reviewed our one-pager that detailed our plans for enrollment over the first five years. As a group, they began to calculate the year that their children would be able to attend one of the grades that we serve. This is a significant demonstration of support: after discussing education-related (not simply Altura Prep specific) themes and asking questions of the Altura Prep team, the families who talked with us about their visions and our visions for the future of Albuquerque’s children, parents counted the years until they are able to send their student to Altura Prep.

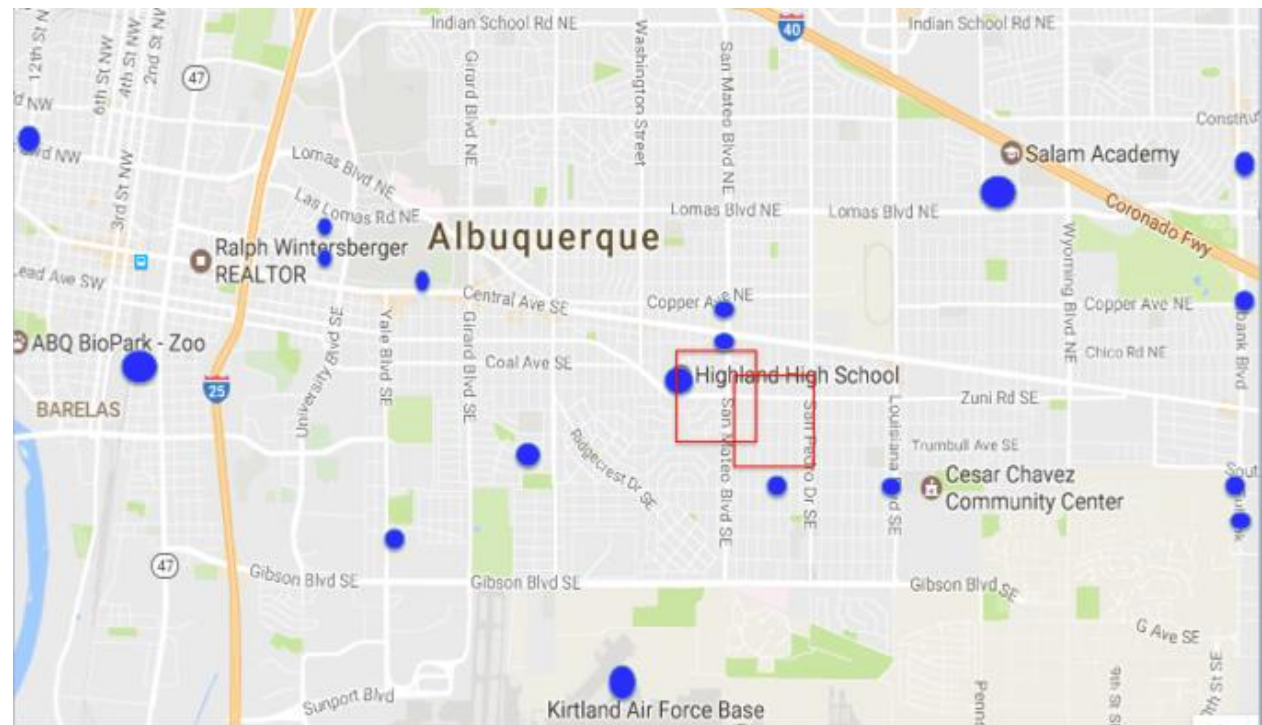
We believe that not only is Altura Prep part of the local community and the community in the 87108 zip code, but we have already become a part of the broader, national school community. In April of 2017, Altura Prep was selected as one of 29 innovative schools to receive a grant from the national organization NewSchools Venture Fund. The granting process was a rigorous, multi-step application process that required different phases of document submission, application submission, and interviews with educational leaders from across the country. Because of the proposed model and track record of the two proposed founding School Directors, NewSchools Venture fund awarded Altura Prep with a grant for our planning year. Though this grant is not included in our submitted budget scenario, the school plans to wrap some of our Year 1 costs (furniture, etc) into our Year 0 expenditures to support strong implementation of the program. As part of the Innovative Schools Invent Cohort, the school will also have the opportunity to apply for an additional grant for the first year of implementation in 2018. Evidence of the school’s participation as part of the Invent Grant Cohort for NewSchools Venture Fund can be found at <http://www.newschools.org/our-ventures/innovative-schools/#altura-preparatory-school>. A letter of support from NewSchools Venture Fund can also be found in Appendix Y.

Support from Community of Specific Targeted Location

Focus groups and community meetings were held and attended within the geographic area, or inclusive of individuals who live in the targeted geographic area for Altura Prep. Altura Preparatory School’s Community Input Survey was distributed via social media and our email newsletter. Altura Prep founding team members also organized a community walk, and went door to door in the neighborhoods surrounding our targeted location. We spoke with families and community members, and in one hour, collected over 25 survey responses that indicated that families with children or grandchildren in grades K-2 would be interested in sending their child to Altura Prep if and when it becomes an option. On a second date, the team targeted a separate, nearby area to gather a second round of survey responses. Similar to the first round of surveys collected, only one survey respondent indicated they would not be supportive of a school like Altura Prep opening in the area. This individual cited concerns that students should not use technology during the school day. Though the time and overall number of positive survey responses seem little compared to the 198 students we plan to open with in 2018, our recruitment and outreach plan intends to span months and large portions of Southeast Albuquerque, and will build on the broader networks we have built through the preliminary exploration process.

We have developed broad based support from across Southeast Albuquerque, as evidenced by the locations of the

organizations we mention in this section (and Section IV A and Section IV C) regarding community outreach and strategic partnerships, and the locations outlined in red which were targeted neighborhoods for survey responses:



Key: Blue Dots: Locations of specific partnerships and locations that have given input and articulated support through survey responses, pro bono work, community connections, or letters of support?

Red Box: Areas targeted for survey response outreach through community walks. These areas neighbor our proposed facility, and were selected to gather responses from individuals close to the potential school location.

Why the Evidence Demonstrates the School will be Embraced and Supported in the Community

In addition to the abovementioned support from families and community members, we have created strong networking relationships with key influencers in the International District and surrounding area. We recognize the importance of trust and relationships in our state, city, and community, and have prioritized ensuring that we have key individuals and groups who are supportive of and invested in our vision for Altura Prep, and committed to helping families have access to great school options. We know the voices of families, community, and leaders are critical to the success of achieving our target enrollment and growth goals and family engagement and outreach will become even more of a focus upon charter approval. We believe that we have significant support as a part of this community which has not only demonstrated need but that is looking for an alternate public path towards accessing high-performing schools.

At the most recent International District Healthy Community Coalition meeting, Altura Prep presented our plans and timeline, culminating in the announcement that our charter application is nearing completion and submission, and we were greeted with applause from each participant in the meeting. We believe that this display illustrates the support that we have from a key group that organizes and supports families in the International District.

The Kirtland Air Force Base School Liaison Officer and her office are likewise supportive of the efforts to launch Altura Prep because of the opportunity the school offers in serving children of servicemen and women who are relocating to Albuquerque to work on the Kirtland Air Force Installation. The School Liaison Officers have close relationships with other family support networks on the base, including the Kirtland Air Force Base Key Spouse Group. This body is a close network of families that share information and recommendations among one another. This is an important group with which to have a supportive relationship because of the connections they will have

to families who are not yet in New Mexico, but who will move here between when Altura Prep is authorized and when the school opens for students. The input from these individuals has been helpful in designing enrollment and lottery timelines to provide access to families depending on their timeline for deployment.

The Focus Group at Saranam, LLC lasted over two hours, and the families who participated gave positive feedback on the school's model, and highlighted areas that our approach will differ significantly from their experience in their current neighborhood district schools. The families present articulated a strong desire (verbally, 4s and 5s on a scale of 1-5 with 5 being the strongest desire) to send their children to a school like Altura Prep, and no knowledge of a similar school like it that exists already.

In making decisions about the best way to gather and demonstrate support, the Altura Prep team followed the belief that sustained partnerships with families and community organizations are critical to ensuring that the school is able to execute the outreach and recruitment strategy planned for the 17-18 year prior to opening the school. We believe that the depth, type, and geographic locations of support evidenced in this section illustrate that the school will be embraced as part of the community, especially through the engagement and outreach process planned for the fall, winter, and spring of the planning year.

| Total Points Available | Expectations |
|--|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include quantitative data that demonstrates community support from a broad audience for this proposed school • Include qualitative data that demonstrates community support from a broad audience for this proposed school • Ensure the demonstrated support includes support within the community of the specific targeted geographic location • Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community |
| CSD EVALUATION: Click here to enter text. | |

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE:

Prior to submitting our Notice of Intent to submit our application for Altura Preparatory School, the founding team began to build our network of supporters in the 87106 and 87108 zip codes, with Sandia National Laboratories, and in the city of Albuquerque in general.

Southeast Albuquerque contains active community organizations and leaders who are supportive of public schools and equal opportunities for all children. Thus far, Altura Prep has been fortunate to be the beneficiary of support from educators, business leaders, and community leaders. Their support has translated into input into the school's vision and added capacity to our ability to achieve academic success. A number of these key partners have written letters of support for Altura Preparatory School documenting the deep desire for the high quality education that we seek to provide. (See Appendix X for Letters of Support.)

Key Networking Relationships:

As described in Section IV. A.1, engaging with and learning from the community in Albuquerque and in Altura Prep's target zip codes has been a priority over the application period. Our conversations and outreach have yielded many key relationships across the city and in Southeast Albuquerque in particular. We have intentionally created a roster of diverse partnerships that can support the school with: outreach to students and families, access to professional development opportunities for the school leadership team and staff, opportunities for student extra-curricular activities, improving the health and wellbeing of our students as well as access to medical and social work opportunities outside the school, district partnerships, and a local cohort of charter schools that are beating the odds and leading high need populations to great outcomes.

Throughout the spring, Altura Prep has been involved in meetings and programs with the International District Healthy Community Coalition, and has developed a relationship with Director Enrique Cardiel. Mr. Cardiel has connected us to individuals and agencies throughout the community and been a helpful resource in executing our outreach plans during the application process. Through him, we came to participate in the IDHCC's visioning process for creating a healthy community for children in the International District. Altura Prep has been a key partner in the conversations around bringing extended opportunities to the children in this area.

In April, we met with the Transition Coordinator for the Youth Development Incorporated Head Start Programs; we discussed ways that Altura Prep can most effectively support students (not just Head Start students, but students in the community who do not attend Head Start or other pre-kindergarten programs. Head Start places programs across Albuquerque, including three in the geographic area that Altura Prep is seeking to serve. We have planned, upon authorization, to attend specific parent classes and meetings to speak with parents in a group setting to provide information regarding options for elementary schools and to share more about STEAM education and personalized learning instructional approaches. Our work thus far with the YDI Head Start program has laid the foundation for continued partnership with family outreach and student recruitment for upcoming years.

In March, we met with Andrea Plaza, the Executive Director of Encuentro NM. While Encuentro's offices are not located in the 87106 or 87108 zip codes, the organization serves immigrants and English Learning families from across Southeast and Southwest Albuquerque. Encuentro NM works closely with families to provide access to adult education and support services, and we have discussed Altura Prep's participation in a fall presentation series regarding education and Science, Technology, Engineering, Arts, and Math programs.

New Mexico Asian Family Center (NMAFC) works with a large number of pan-Asian immigrant and refugee families in Southeast Albuquerque, providing access to social work, counseling and translation. Kay Bounkeua, Executive

Director, provided us with insight into how NMAFC families experience life in Albuquerque. Her feedback included a need for developing a more all-encompassing approach to teaching English Language Learners who do not speak Spanish as their first language and providing supports to families in this regard. NMAFC works with local schools to provide translation in person and of written materials, and encouraged us to collaborate with the NMAFC team to offer translated materials for pan-Asian families. This partnership will not only allow us to better support and communicate with the diverse families that we seek to serve, but also will help us to form connections with families through an organization that they trust.

Van Buren Middle School has been a key community partner in the International District for an extended period of time. Principal Jeri Heileman has met with us multiple times regarding Altura Prep and our team's plans for an elementary school that may potentially feed students to Van Buren. She has provided key introductions to community personnel, including Community School Coordinators and the International District Healthy Community Coalition. She has also offered ongoing guidance and support regarding challenges that she faces in the middle school level that can potentially be addressed in elementary school. These insights have provided us with input to adjust our programs to ensure that we meet the needs of the community and prepare our students for success in middle school, high school, and beyond.

Highland High School has been receptive to meeting with members of the Altura Preparatory School team to discuss ways to create an education-focused ecosystem in the Highland High School cluster. The meeting discussed the importance of ongoing communication between schools (charter and district), aligning support structures for students in poverty, and Altura Prep's commitment to providing all students in the Highland cluster with an opportunity to succeed in middle school, high school, and beyond.

Mission Achieve Success (MAS) Charter School is located in Southeast Albuquerque, just east of I-25. Though we intend to serve different geographic areas, we have developed a relationship with Founder JoAnn Myers. MAS is one of the more successful charter schools in Albuquerque, rated an A for at least two consecutive years. Ms. Myers is supportive of our proposed school (as evidenced by the letter of support provided in Appendix X. Altura Preparatory School and MAS have tentatively planned to collaborate to share professional development opportunities (for example: sharing the cost of travel and fees for workshops and speakers, and planning school visits to one another's campuses) and resources for operational processes. Ms. Myers offered to make connections to various providers in Albuquerque, including copier services and telecom providers, to support Altura Prep's planning year.

Albuquerque Collegiate Charter School, a proposed K-5 school, is applying for approval in the current year. Altura Prep and Albuquerque Collegiate have collaborated to identify potential facilities, share best practices in board training and development, and have created an informal community of practice among the proposed school founders and Governing Councils.

UNM Young Children's Health Center serves children and families in Southeast Albuquerque providing network of care including medical, behavioral, and social work. Sara Gonzalez, Executive Director, shared the health center's work with us, including supports that their practitioners give to families and children. We discussed the effects of trauma and poverty on young school-age children, and the importance of preparing teachers and school staff to address some of these challenges by structuring learning environments to support students with learning adaptive and non-academic skills that are critical to succeeding in school. Working with UNM Young Children's Health Center, Altura Prep plans to provide staff development and teacher development about these effects and ways that the school can address these.

Altura Prep has worked with Saranam, LLC, a non-profit in the Southeast Heights, to understand and incorporate family perspectives into the school planning process. We partnered to conduct a community meeting focus group in which families attended to provide insight into their experiences with schools in their communities as well as their hopes for schools and education in Albuquerque. Throughout the planning year, we intend to continue working together to provide parents and families with information regarding school options and to continue to elicit input into our planning process. We are hopeful that this outreach and relationship will support both organizations by providing extended supports to families we serve.

Air Force Research Laboratories (AFRL) La Luz Program provides out-of-school and in-school opportunities for students and teachers in Science, Technology, Engineering, and Math related areas. Existing AFRL La Luz programs focus on students in 5th grade through high school. However, in speaking with Ronda Cole, STARBASE NM Director, we began brainstorming potential ways that Altura Prep and AFRL La Luz might partner to expand some of the curricular offerings for younger students, pending authorization. We have planned, regardless, to work with AFRL La Luz to provide opportunities for our 5th grade students to participate in AFLR programs such as Mission To Mars, STARBASE, and STEM classes. In addition to providing the opportunity to partner, AFRL La Luz has also connected us to a larger STEM/STEAM Ecosystem that is currently growing and gaining traction in Albuquerque. A networking relationship with AFRL La Luz will potentially benefit both organizations *and* add to a growing movement to diversify and grow STEM fields in New Mexico.

Over the past few months, Altura Prep team members have reached out to and connected with several key elected officials in the area the school will serve. District 3 County Commissioner Maggie Hart Stebbins and District 6 City Councilor Patrick Davis both provided connections to a variety of individuals and groups within the International District and their broader districts as well.

In March, Altura Prep participated in a final interview as part of an application to join the New Schools Venture Fund INVENT Cohort. In April, the school was awarded a grant and participation in a yearlong founding school cohort designed to support schools as they launch innovative schools and build strong community and national partnerships. Altura Prep is the first charter school, proposed or approved, in New Mexico to receive an award from New Schools Venture Fund, an organization that has invested in such powerful models as Yes Prep Schools in Houston, Texas and others across the country. As part of a member of this cohort, Altura Prep's school leaders will receive opportunities to attend professional development sessions and visit schools across the country to help increase our capacity to launch a school that serves our students well, using innovative and proven strategies. The accompanying funding is to be used to support Altura Prep in the launch process and planning year.

Altura Preparatory School, upon authorization, will also seek to join the New Mexico Charter School Coalition to build our network and connections to charter school leaders and capitalize on training and support offered by the body. We believe that the opportunity to work with other charter organizations and leaders here is a valuable asset, and that we can learn from others who have started schools here while simultaneously adding our perspective and innovative strategies and plans to local networks.

Strategic Resource Agreements with Groups and Individuals who will support the school:

Explora Science Center and Children's Museum of Albuquerque has long been a fixture in early education and providing science-based learning opportunities to Albuquerque's families. Explora programs provide hands-on learning for families and children, as well as chances for Albuquerque educators to participate in professional development programs in STEAM-based instruction. Explora is a key contributor to Central New Mexico's STEM ecosystem, and a core driver of the 12 Months of Math initiative. Altura Prep and Explora have planned to collaborate as part of the STEM ecosystem as well as to offer ongoing opportunities to Altura Prep families and teachers. Altura Prep teachers will have the opportunity to attend Explora teacher mentor programs and work with an Explora educator to plan and teach STEAM focused units and lessons. Altura Prep families who cannot afford Explora memberships will be given memberships, and will be invited to participate in Altura Prep Family Field Trips to Explora. The school will provide field trip transportation to the museum, and families will be able attend museum events and activities together.

Teach for America- New Mexico is currently based out of Gallup, NM, and supports 25 current first and second year corps members in Gallup Public Schools. We have met with Executive Director Nate Morrison, and have begun to discuss bringing Teach For America to Central New Mexico and placing corps members at Altura Prep for their corps year commitment. As part of this agreement, Altura Prep will pay Teach for America the agreed upon "finders fee" for staffing TFA corps members. Beyond placing current TFA corps members, we have begun to work with Nate Morrison and his team on creating an ongoing plan to recruit more Teach for America alumni to Albuquerque to work in schools or to become more involved in growing the ecosystem that supports high quality

education. We believe this partnership to be important on many levels, for Altura Prep's school team as well as for the greater community, if more Teach For America alumni become active in education in the city. Currently, TFA NM alumni generally stay in the state for their corps commitment and then pursue opportunities elsewhere. We believe that by providing alumni with clear pathways to career opportunities in education in the state of New Mexico, we are more likely to keep talented young entrepreneurs and educators in the state to improve outcomes for our children.

Cultivating Coders is a New Mexico- based organization that runs "Learn to Code" boot camps for rural and urban areas across the state. Cultivating Coders currently has developed curricula for middle school students, high school students, and postsecondary aged students. We are working with Charles Ashley, Founder and Executive Director, to pilot Cultivating Coders curricula for elementary aged students at Altura Prep. In addition to supporting the school with programs to help students learn to code, Cultivating Coders will also provide a scholarship for an Altura Prep teacher to attend a Cultivating Coders boot camp to learn the program and then return to the school to teach other teachers and our students. Enrichment classes at Altura Prep, by virtue of this partnership, will provide students in all grades access to coding skills that will likely be essential for their futures.

New Schools Venture Fund, as described above provides Altura Prep leaders and founders with the opportunity to participate in a Community in Practice of school founders from across the country. In addition to this valuable development opportunity, New Schools Venture Fund has also awarded Altura Preparatory School a planning year grant to use to support the planning process. This investment in the school's planning year significantly increases the team's capacity to conduct the ongoing and robust community outreach and student recruitment plans described in Section III.G.1 of this application, and to support the Year 0 staffing plan described in Section III.

These agreements are referenced in Appendix X, in which representatives of each group have sent in letters of support that include the agreements between Altura Prep and the supporting organization

Altura Preparatory School has also begun coordinating with various assessment and instructional resource providers, including IStation, University of Chicago STEP Literacy Assessment, and Reading Horizons English Language Arts curriculum. These agreements and contracts are contingent on authorization, and the Altura Prep School Directors, once hired, will lead the creation and execution of these agreements. We have also begun the process of creating a non-profit supporting organization that will assist the school with fundraising and supporting facilities acquisition.

Why the Evidence Demonstrates the School will be Embraced and Supported in the Community:

Upon authorization, Altura Prep will join a number of communities: the local International District community, the city of Albuquerque and State of New Mexico communities, and the national charter school community. At each level, groups and individuals have provided time, energy, money, and input to Altura Prep over the past 9 months. In that time, we have grown the network described in Section IV.A.,B., and C. above. Our plan to engage and reach out to the community at various levels does not stop upon submission of this application. Indeed, we plan to continue working with our community partners to grow the number of partnerships we have, elicit more feedback, and continue to develop the trust that we have acquired.

This network includes groups deeply rooted in the groundwork of improving the International District, institutions with a long history of contributing to the work of educating Albuquerque's youth, and individuals who are genuinely committed to improving educational outcomes for the students that Altura Prep intends to serve. Individuals in this group are key influencers in their organizations and personal communities and networks. Their names have been referenced over the course of multiple conversations with community stakeholders.

These supporters and partners all have longstanding roots in the community and relationships with families and other community members. With this geographic range that is representative of the Southeast quadrant of Albuquerque and the depth of the existing relationships these organizations and individuals have, we believe that the school will be embraced throughout our planning year and into operation, and that the school will come to be recognized as the community's school.

In each meeting that we have had with stakeholders or community members, we have come away from the meeting with a list of other individuals with whom to connect, offers for partnership and access to families. Over the course of our planning year, we will grow this network to include other faith-based groups, early childhood centers, and neighborhood non-profit centers who have suggested we pursue a more developed relationship upon authorization.

Letters of Support for Altura Preparatory School's application for charter approval can be found in Appendix X.

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships • Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships • Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community |
| CSD EVALUATION: Click here to enter text. | |

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program.

APPLICANT RESPONSE:

Altura Preparatory School will be founded with a mission expressly dedicated to achieving high academic success using a blend of multidisciplinary and personalized learning. We strive to prepare students to be "agents of their own education", which means that students who leave Altura Prep leave as empowered individuals who endeavor to find the opportunities for their future academic careers, challenge systems that do not provide equitable access, and advocate for their needs regardless of the context. To achieve these ambitious outcomes, Altura Prep has an intentionally designed program that teaches academic and non-academic skills aligned to produce students who are prepared to compete academically in a 21st century world.

Innovative and Unique Curriculum:

Altura Prep's proposed curriculum includes STEAM-based (Science, Technology, Engineering, Arts, and Mathematics) learning in lieu of a science-only class. Many schools nationally and in New Mexico are beginning to focus on STEM (Science, Technology, Engineering, and Math) and Altura Prep will add "Arts" to Science, Technology, Engineering and Math to broaden the interdisciplinary scope of the class. The added "Arts" component also aligns with values in the community and allows the school to participate in the growing International District arts movement. We also propose to integrate Arts in the curriculum at a time when many district schools do not offer arts instruction and classes in elementary grades. Of the schools in the 87106 and 87108 zip codes only four (Lowell Elementary, Emerson Elementary, Wherry Elementary, and Bandelier Elementary) offer Art classes in the 2016-17 school year (Information from aps.edu).

In Albuquerque Public Schools, SR.Marmon and E.G. Ross Elementary Schools have recently launched STEAM or STEALH (Science, Technology, Engineering, Arts, Literacy, Transformation, and Health) classes, and the APS Foundation has created The STEM Trajectory Initiative, though fourteen of the district's 180 schools participate, and none of the mentioned elementary schools are located in the 87106 or 87108 zip codes. In addition to those programs, APS offers magnet programs in Science and Technology at Inez Elementary in the Sandia Cluster, in Technology and Communication at Zuni Elementary in Northeast Albuquerque and in STEM at San Antonito Elementary in Sandia Park. While these programs play an important role in expanding opportunities in STEM/STEAM related education, the stakeholders engaged in our planning process have noted that these programs and schools are not readily accessible to many families in the International District and in Southeast Albuquerque. Altura Prep provides families in this area of town a singular opportunity to attend a school with an integrated STEAM-focused curriculum that uses technology as a tool for learning.

In addition to integrating a unique approach to science, technology, engineering, arts, and math, Altura Prep includes weekly time dedicated exclusively to developing student's passions through choice and ownership. "Genius Hour" takes place each week, and Altura Prep staff supports students as they brainstorm, select, plan, research, and execute a project directly related to something they choose. Schools in the 87108 and 87106 zip codes may integrate classroom time called "Self Selection" or "preferred activity time" in which students are able to choose an activity for a period of time. "Genius Hour" focuses on developing students' skills in project planning and management, and allows students to apply concepts and skills learned in other classes to an area about which they are excited to learn more. While the STEAM lab at SR Marmon and the STEALTH lab at EG Ross allow students to select and pursue an interest in the designated spaces, Altura Prep's Genius Hour is a recurring school-wide event that brings the school together as a community in the spirit of innovation and agency. Genius Hour also provides a time for welcoming speakers, interviewees, and community activists to participate in broadening students' experiences, supporting their learning, and connecting the school to the broader community.

Innovative and Unique Instructional Models:

Altura Prep's proposed instructional model in mathematics and English Language Arts/Literacy classes is based on a blended learning station rotation model, using instructional programs aligned with assessments to personalize instruction for all students based on their individual levels, strengths, and areas for improvement. A 1:1 Chromebook computer to student ratio allows for all teachers at all times to provide students opportunities to practice key skills at their individual instructional levels. Station rotations allow teachers to spend more time in small group settings, adjusting their lessons to meet the needs of each student. In traditional classrooms, students are in small group settings for guided reading only. At Altura Prep, students receive small group and individual instruction in reading, math, writing, and any content with which they struggle. These intentionally designed intensive and individualized instructional methods help the school ensure that all students are on track to meeting and exceeding the ambitious goals we set for them while maintaining a personalized and relationship-focused environment.

At Altura Prep, students and teachers benefit from a specialized model in which teachers focus on one or two content areas deeply, and work with a team of educators to ensure that all students in a grade level receive well-rounded instruction. Traditional school elementary models assign students to one teacher for the year to learn all core content areas, covered in varying depths each day. This model is the norm in elementary schools across Albuquerque. Altura Prep, however, provides each student access to three teachers throughout the school day, allowing students to participate in individualized and in-depth learning from a teacher who focuses his/her energy on teaching that subject area well. Teachers are able to focus on deepening their understanding of their core content and broadening the strategies they know to effectively teach the content so students learn it. Teacher specialization supports teachers by allowing them to focus on an area of content, becoming the expert on their team. Instead of planning 4-8 lessons per day, teaching them all, and repeating the process for the next day, Altura Prep teachers plan 1 lesson block per day with the needed differentiation for all students, and they teach these differentiated lessons to different groups of students at different times of the day.

It is important that students and families know who to contact regarding questions or concerns, and that they have someone to meet regarding student progress. To this end, students have a "homeroom" teacher with whom they begin and end the day, and who serves as the main point of contact for the students' family and any staff concerns. Though there is an assigned "homeroom" teacher to support communication and family-school relationship building, the specialization model allows students to build relationships with three teachers every year. Thus, students form a higher number of secure bonds with adults on campus, translating to a more positive and collaborative school environment.

Innovative and Unique Teacher Development:

A cornerstone of Altura Preparatory School's teacher development model is ongoing embedded instructional coaching for all teachers, not just novice instructors. In the 87108 and 87106 zip codes, Albuquerque Public Schools elementary schools Wherry, Kirtland, Bandelier, Sandia Base, Whittier, Hawthorne, Emerson, Lowell each have a full time instructional coach on staff. There are 107 employed Instructional Coaches in Albuquerque Public Schools, which has 180 schools and approximately 6,000 teachers serving approximately 84,000 students. (Statistics gathered from www.aps.edu) 180 schools with 107 instructional coaches means that the ratio of schools to instructional coaches is 1.7 to 1. 6,000 teachers work in APS, which equates to a ratio of teachers to instructional coaches of 56:1. APS serves approximately 84,000 students, and thus the ratio of student to instructional coach 4,115 students per instructional coach. In addition to coaching teachers, APS instructional coach days are also filled with other tasks that impact their abilities to be in classrooms and meeting with teachers.

Altura Prep is intentionally focused on providing ongoing embedded professional development to all teachers and staff. To this end, all school leaders will be instructional coaches working directly with teachers to support and develop their capacity for great teaching and ability to lead their students to high levels of learning. By comparison, at full growth, Altura Prep will serve 396 students with three school leaders (Director of Operations, Director of Academics, and Dean of Curriculum and Instruction) coaching general education teachers, and a Student Support Coordinator supporting Special Education teachers. The ratio of students to instructional coaches at Altura Prep is 132:1, and the ratio of teachers to instructional coaches will be 8 to 1. We believe that prioritizing on the ground and in classroom support of teachers is the most effective way to improve student outcomes and ensure that the school is providing equitable instruction and access to all learners. To support this, our operations staff is thoughtful about school systems and routines so that leaders' time is spent where the true work of the

school occurs- in classrooms and with students.

Innovative and Unique School Structure:

Altura Preparatory School offers an extended school day, beginning at 8:00am and ending at 4:00pm. Students are able to arrive as early as 7:30am to eat breakfast and check in with their teacher. On Wednesdays, students dismiss at 1:00pm, so that teachers can participate in weekly professional development. At Altura Prep, students are in school for a total of 2,220 minutes per week (37 hours), with 1,920 of those minutes (32 hours) allotted to instructional time (not lunch or recess). Over the course of our 183-day school year, students spend a total of 70,272 minutes engaged in instructional activities at Altura Prep.

Below is a table of school day and school time comparisons for schools in Altura Prep's targeted geographic area:

| School | School Day Schedule | Minutes/Week | Days | Hours/Yr |
|----------------------|-----------------------------------|--------------|------------|----------------|
| Wherry Elementary | 9a-3: 50 pm (M,T,Th,F) 9a-1p (W) | 1,920 | 178 | 1,139 |
| Emerson Elementary | 8a - 2:10 pm | 1,850 | 178 | 1,097 |
| Kirtland Elementary | 8:35a -2: 50 pm | 1,875 | 178 | 1,112 |
| Bandelier Elementary | 9a -3: 10 pm | 1,850 | 178 | 1,097 |
| La Mesa Elementary | 7:50a - 2:00 pm | 1,850 | 178 | 1,097 |
| Whittier Elementary | 7:50a - 2:00 pm | 1,850 | 178 | 1,097 |
| Manzano Mesa | 8:53a - 3:45 pm | 2,040 | 178 | 1,210 |
| Average | | 1,890.7 | 178 | 1,121.3 |
| Altura Prep | 8:00a-4:00 pm(M,T,Th,F) 8a-1p (W) | 2,220 | 183 | 1,354.2 |

If hours in school are divided equally among the number of school days, students at Altura Prep spend 1,354 hours at school per year. Altura Prep students spend 233 hours more in school each year than their peers attending neighboring district schools, or 29 full eight-hour days over the course of a year. (Hours and schedules accessed via aps.edu)

Altura Preparatory School believes that each student should be known as the individual they are. Even upon full enrollment, Altura Prep will be a smaller school than neighboring district schools.

| School | Total Enrollment (2013) | APS reported Enrollment (2017) |
|----------------------|-------------------------|--------------------------------|
| Bandelier Elementary | 578 | 549 |
| Emerson Elementary | 492 | 387 |
| Hawthorne Elementary | 397 | 499 |
| Kirtland Elementary | 351 | 371 |
| La Mesa Elementary | 700 | 744 |
| Lowell Elementary | 379 | 396 |
| Wherry Elementary | 547 | 525 |
| Whittier Elementary | 465 | 458 |
| Zia Elementary | 423 | 391 |

In alignment with our mission to serve an intentionally diverse student body, Altura Prep will be diverse by design: we purposefully seek to recruit and educate students from a wide array of backgrounds and experiences. Our yearly plan includes a robust recruitment plan targeted at various neighborhoods and families with diverse socio-economic backgrounds. Charter schools in Albuquerque either do not continue to recruit students as the school matures and its' lottery fills up, or they tend to recruit from a small base of neighborhoods and families to serve a specifically targeted population. We intend a wide-ranging approach, more expansive than that used by other schools to ensure that we fulfill our mission and create a diverse learning environment. We believe that students learn best in diverse learning environments, and that the world our students will encounter is a diverse one that requires the ability to collaborate with individuals and groups that are different from one another. As we strive to

prepare our students for success in middle school, high school, and in postsecondary pursuits, the ability to engage with diverse groups of people is a critical one. New Mexico is one of the most diverse states in the country, and it is our privilege to capitalize on this aspect of our state in order to prepare students who can be among the most promising young people in the country.

Compelling Demand:

Since 2013, the United States Department of Education has advocated for states and schools to prioritize Science, Technology, Engineering and Math. In the changing world, students need to be equipped with the skills and knowledge to integrate and apply these fields in various contexts. Key community supporters at Sandia National Laboratories and Kirtland Air Force Base noted repeatedly that it is currently difficult for them to hire students from New Mexico because many are not prepared to excel in STEM-based fields when they graduate from schools in New Mexico. Our students in Southeast Albuquerque are underprepared in math (recent proficiency rates, as seen in Section I, E.3 of this application, are an average of 19% at elementary schools and 6% in middle schools in the 87108 and 87106 zip codes). In order for our city and our students to meaningfully participate in the future, economically and civically, students must be prepared with the knowledge and skills that it takes to succeed. Parents who have participated in Altura Prep focus groups, community meetings, and input surveys have noted that they feel dissatisfied with the outcomes their children are demonstrating. They want their students to have as many opportunities as possible, and do not feel as though the current schools they attend offer both the academic and personal preparation and the opportunities to participate in out- of school enrichment activities connected to their learning.

In conversations with city employers and institutions of higher education, as well as other leaders in the field preparing students for college and career, the overwhelming trend is that schools need to do a better job of preparing students for flexible and changing work environments, applying critical thinking skills to a wide range of tasks and content areas, and collaborating with diverse colleagues and partners. Though the schools in Albuquerque may be attempting to work in the best interests of the students they serve, it is clear from proficiency and graduation rates that district schools in and near the 87108 zip code are not agile enough to respond to the growing need to support students academically and personally, particularly in areas that have a significant impact on a student’s ability to be successful in high school, college, and other post-secondary pursuits. Altura Preparatory School is founded out of this specific need to prepare students both personally and academically to be successful students and citizens. Students that are agents of their own education will be uniquely positioned to contribute to their community, city, and state, as they grow into empowered adults with the skills, habits, and mindsets necessary to be productive and engaged community members.

| Total Points Available | Expectations |
|---|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe the uniqueness, innovation and significant contribution of your educational program to the broader or the local NM public education environment • Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate • Describe how the applicant team knows there is a compelling demand for the proposed school’s educational program in the geographic area in which the school plans to locate |
| <p>CSD EVALUATION: Click here to enter text.</p> | |