



Altura Preparatory School

Thank you for the opportunity to respond to the Preliminary Analysis provided by the Charter Schools Division.

### **1.a. Student Outcomes**

Altura Preparatory School agrees that the school has met the standard for Student Outcomes. We wish to point out that the graph for Science assessment (NM-ASR) outcomes is inaccurate. Altura Preparatory School did not have students take the Science assessment in Year 1 (the school enrolled students in grades K-2 at the time), and 86% of students were proficient or advanced on the NM-ASR assessment in 2021-22 (the first year that Altura Prep enrolled 5th grade students eligible to take the Science assessment).

### **2.a. Educational Program**

The school agrees that there is observable evidence and documentation that the provisions of the school's Charter Contract for the Educational program have been met, as delineated in the contract and stated in the Preliminary Analysis. However, the narrative in the Preliminary Analysis about the "Comprehensive Educational Program," inserts criteria for evaluation that are not contemplated by the Charter Contract or the integrated Performance Frameworks.

The school's contract does not currently have mission-specific goals, yet the Preliminary Report provides an analysis of specific phrases within the mission statement measured against criteria provided by the Charter Schools Division. Section 1a of the Performance Framework includes a component stating, "the mission is being implemented", and the school recognizes the vital importance of the school's mission. As the school has yet to create Mission Specific Goals by which to be measured, it does not seem appropriate that the Preliminary Report includes a dissection of the individual components of the school's overarching mission statement, especially when the same approach was not applied to annual site visit reports.

However, because we believe in the importance of our mission, we would also like to provide a response that we hope will provide insight into ways that the school is implementing the components of the mission specified by the Charter Schools Division in the Preliminary Renewal Report.

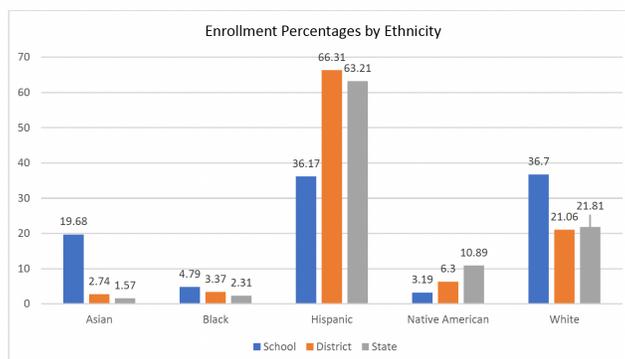
The school's mission is as follows, "Altura Preparatory School will prepare students from all backgrounds with the academic skills and personal character to be agents for change, ready to reach high levels of success in middle school, high school, and post-secondary pursuits."

The Preliminary Analysis states on P 6: The first part of the mission states that it will prepare students from “all backgrounds with the academic skills and personal character to become agents for change.” Regarding preparing “students from all backgrounds,” the school does serve (as stated in the renewal application and again in focus groups) students from 17 different zip codes. However, the school’s student demographics are notably different from the district and state. Particularly, the school does not have high numbers of students identified in the consolidated Yazzie vs. Martinez lawsuit, namely, low-income, Native American, English Language Learners, and students with disabilities. When asked about recruitment efforts to ensure that more students in need had access to the commendable and successful program at Altura Prep, the school leaders and governing board members stated that they use social media to target zip codes for recruiting, but lamented the fact that NM law did not allow charters a lottery preference. It appeared that the board did not fully understand that “targeted recruitment” was permissible and encouraged and was different from “lottery preference.”

Altura Preparatory School is founded on the premise that *all students, regardless of background, can achieve at high levels* and the mission states that students of **all backgrounds will be prepared** with the academic skills and personal character to be successful in their future endeavors. While the school believes that a diverse learning environment benefits all students, and diversity is a stated desire of the school, it must be highlighted that there is no mention in the Charter Contract, Performance Framework, or Charter Schools Act that states that this is a criterion to be used to evaluate a school, especially in the absence of any enrollment law or policy that allows the school to directly impact the composition of its student body.

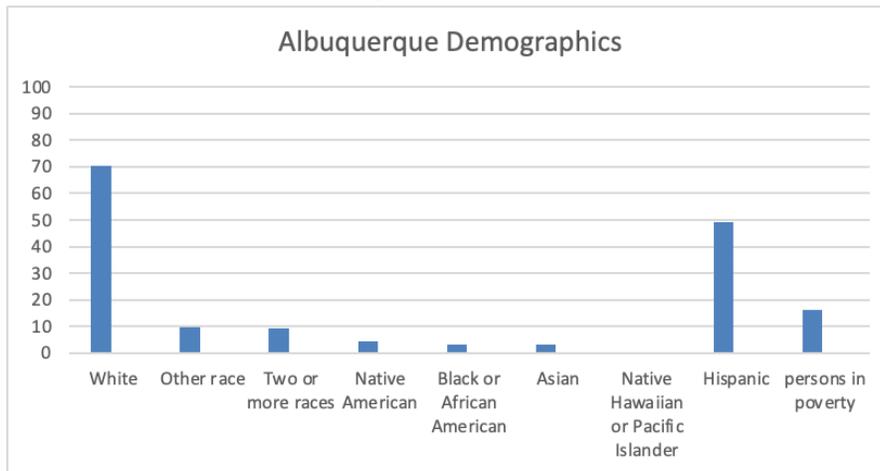
At the renewal site visit, the Charter Schools Division team and Head Administrators discussed the school’s demographics. The school’s ethnic demographics have remained relatively consistent since the school opened in 2018. Indeed, the school may be seen as *more ethnically diverse* than many other schools in the state due to the range of ethnicities enrolled in the school.

Demographics as reported in STARS 2021-22 End of Year (EOY)



The school’s application (submitted in 2017), highlighted a desire to enroll a diverse population that mirrored the demographics of the city of Albuquerque. The school provided the below graph as part of the Renewal Application Part B to illustrate the demographics of Albuquerque

compared to the demographics of Altura Preparatory School as well as compared to the demographics of the state and surrounding district.



Source: <https://worldpopulationreview.com/us-cities/albuquerque-nm-population>

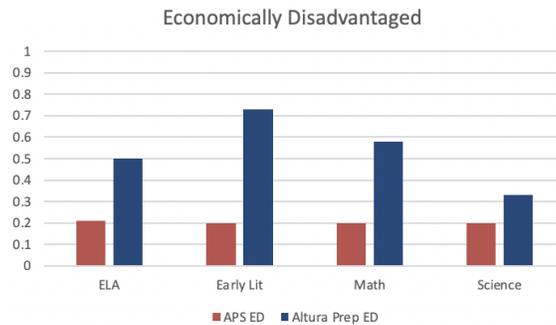
The Preliminary Analysis raised a concern regarding “low” numbers of students belonging to Yazzie- Martinez subgroups, stating that the school’s mission (to ensure that all students, regardless of background, achieve at high levels) is not met due to “low” enrollment of these subgroups. Though lower than comparison data points, it is important to note that the school both enrolls students from Yazzie-Martinez specified subgroups, *and* intentionally recruits these students.

The economically disadvantaged percentage data collected by the school differs from that provided by the Charter Schools Division in their report, and when asked, the Charter Schools Team didn’t know from where the data were pulled. The school also asked Johnathan Garcia from the STARS bureau, Felix Garcia from the Student Success and Wellness Bureau, and Kate Ullrich from the Nutrition Bureau, so that the school might understand how these data are pulled since prior reports reflected the percentages of students receiving school meals through the Pandemic free meal option or the school’s Community Eligibility Program (both 100%, which was also not the percentage of students at the school who are Economically Disadvantaged). Internal school records for 2021-22 indicate that 24% of students would be considered economically disadvantaged, compared with the 15% listed in the Charter Schools Division Report. Ms. Ullrich confirmed that the data that is used to calculate Economically Disadvantaged percentages would have been pulled from a Direct Certification Report that includes students who receive SNAP, who are homeless, in foster care, migrant, or part of a Native American Tribal Food Distribution program.

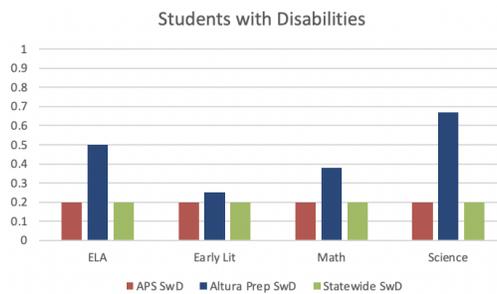
This Certification Report does *not* include students who may be eligible for Free or Reduced Price Lunches based on income and identified through applications submitted to the school. In the reported years, the school did not submit application information (because the full student population received free lunch due to the pandemic meal opportunities through the state).

Current records for the school indicate that 26% of students are eligible for Free and Reduced Price meals.

Regardless of the percentage of students meeting this criterion, it is a critical part of our mission that students in this subgroup outperform their peers on annual state assessments. Altura Prep has delivered on this promise, as evidenced by its performance on the 2021-22 NM-MSSA.



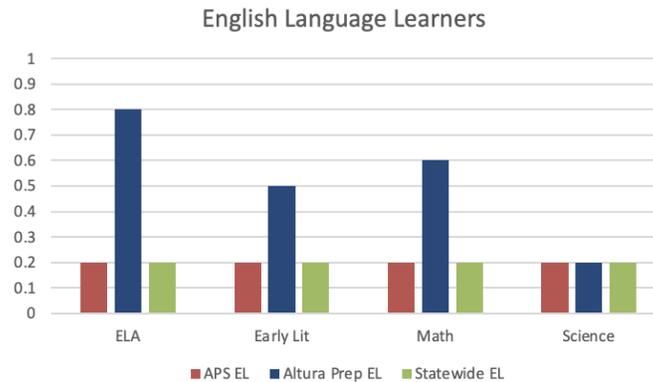
8% of Altura Preparatory School students qualify for Special Education services, not including Gifted students. The state average is 18%. At Altura Preparatory School, we believe that early, rapid, and effective interventions are critical to ensure that students make progress toward grade-level standards and achievement goals, and that this approach may eliminate a need for further referral for or continuance of Special Education Services. As seen with our economically disadvantaged students, Special Education students outperformed their peers in all subject areas at the end of the 2021-22 school year.



The school annually screens all Kindergarten and new to New Mexico public schools using the state’s required English Language Learner Identification process. Annually, an average of 20% of incoming Altura Prep students respond to the Language Use Survey with answers that indicate a language other than English is spoken at home. These students are screened, and then those who demonstrate proficiency according to the screening criteria are categorized as “Initial Fluent English Proficient”. Altura Prep continues to monitor these students through their first year at the school. Students who do not meet threshold scores for the state- approved screener are classified as English Language Learners. The school is careful to follow all screening protocols, as there have been students who have transferred to Altura Prep (from other

schools) who have previously been identified as English Language Learners, but who in fact have only ever spoken English in the home or have only ever attended school in English previously.

As with all student subgroups, the school’s goal is that they are prepared academically for the next grade level. While our English Learner subgroup results illustrate that there are areas for growth in supporting language learner development, ELLs at Altura Prep outperformed their peers in most assessment areas.



The core part of the school’s mission is that students from all backgrounds are prepared “with the academic skills...ready to reach high levels of academic success...” Students that attend Altura Preparatory School from almost every single subgroup outperform their peers attending other schools. We’d argue that this core component of our mission is being met- students from all backgrounds are academically successful as measured by New Mexico State Assessments. (Appendix A-1 of Part B of the Renewal Application).

Below, we discuss recruitment and enrollment in more detail to address some of the points mentioned above and those put forth in the Preliminary Analysis. However, the school recruitment will necessarily be limited by the fact that New Mexico is an open enrollment state and the school, by law, cannot preference any student in a lottery process.

The Preliminary Analysis states on P 6: In the second part of the mission, the school intends for students to have personal character and to be agents for change; however, in the narrative provided by the school in Part B, the school leaves out the “agents for change” component and when all focus groups were questioned about this element, it appeared that it was not an essential part of the school community.

In four and a third years of being open, the Altura Preparatory School community, staff, and board have overcome a facility that was not fully occupiable for the first day of school, being removed from our facility in Year One, the onset and continuance of the COVID pandemic in Years two, three, and four, and finally the renewal year. We are the first to state (as was referenced in the Preliminary Analysis), that there will always be work to do to realize the full

vision for Altura Preparatory School. However, this part of the mission *does* play a role in the key decisions that shape the school each year that we feel should be noted along with the reference to “community outreach” in the Preliminary Analysis. The school staff intentionally create learning experiences to support our students (and their families) with individual social-emotional growth and the desire/skills to be active community participants: Schoolwide Kindness Day, an Oratorical Festival in which students write or recite famous Civil Rights Era speeches, social-justice oriented Social Studies and Humanities course work including debates on current and historical events, and intentionally selected English Language Arts and STEAM units, and schoolwide drives to support animal shelters (student-selected), homeless shelters, and senior citizen rehabilitation homes are some of the key steps we have taken so far in developing community-oriented, active citizens. Schoolwide monthly newsletters also tie school values to things that families can do at home so that students experience a strong partnership between home and school so that student agency continues to develop beyond the four walls of the school.

The Preliminary Analysis states on P 6: Currently, the school does not formally collect data regarding student performance after graduation from the K-5 school. When asked about this possibility, the HA’s stated that they just had their first fifth grade class graduate and that they did not have a plan to follow Altura Preparatory students once they left beyond the informal check in with families who still had other children at the school. The school has yet to establish a more formal process for assessing whether or not students are successful once leaving Altura Prep.

In the Head Administrator interview, the school Co-Directors noted that this is indeed an area that the school tracks through check-ins with the school’s first 5th-grade class, who are currently experiencing their first months of 6th grade. Check-ins with graduated families are currently taking place “informally” (via phone call, text, and email), though it was misrepresented that this was only with families who also have siblings remaining at Altura Prep. It was stated in the Head Administrator interview that the process for tracking to be at scale is currently a work in progress to be finalized when larger classes leave Altura Prep. The current systems for communication and documentation that work for a class of 12 students will not necessarily work for a class of 44. The Head Administrators also noted that the school’s first class of 5th graders matriculated to 6th grade in August of this current year, so there is little to track as of yet, beyond the middle schools to which students matriculated- which is on file at the school. Tracking graduated students will take place through end-of-year surveys for students/families matriculating to 6th grade to ensure the school has data on where students choose to attend after Altura Prep. The school also plans semesterly surveys in which families provide information regarding student school performance and strengths/areas for growth for their graduated student.

### **Recruitment and Enrollment**

Recruitment and enrollment is (and must continue to be) an ongoing focus for the school as we strive to serve additional students, including those from Yazzie-Martinez specified backgrounds. This is a stated priority and is discussed regularly at Altura Prep Governing Board Meetings.

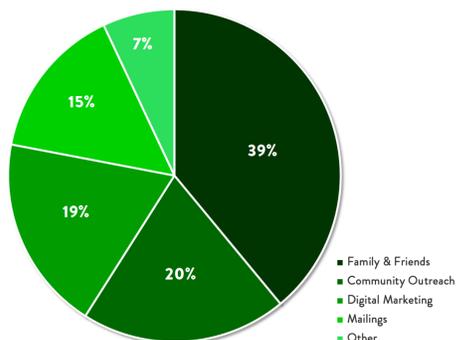
However, we believe it an unfair characterization to state that the school is not meeting a component of our mission because the demographics do not mirror those of the state. The intent of the school is to create a diverse student community, which, by definition, means that the school strives to include and involve a range of different social, economic, and ethnic backgrounds. In past annual site visits as well as the most recent renewal visit, the school has stated a desire to be able to utilize lottery procedures to support our goal of enrolling additional economically disadvantaged students, English language learners, and students with special needs. However, as discussed below, Statute NMSA 22-8B-4.1 is very clear about the limited lottery preferences allowed for New Mexico students and their schools. Without a policy that is supportive of schools creating an intentionally diverse enrollment, schools are necessarily limited by the state lottery statute.

The school wholeheartedly believes that there remains work to be done to ensure that the school continues to deliver on our promise of providing all students, regardless of background, with an education that prepares them academically and personally for success beyond fifth grade. However, we also believe that **based on the observable and documented evidence from the renewal site visit, Renewal Application, and in this response, the school meets the criteria set forth in the school's Charter Contract and Performance Framework for the Educational Program of the school.**

The Preliminary Analysis states on P 6, “In the Bloomwell Group research used and provided by the school regarding evidence of effective recruitment strategies, it shows that “digital marketing” is 19% effective. The leaders of the school talked about how Covid slowed/ended their “community outreach” activities (20% effective). The research provided also shows other effective recruitment strategies, though less so than the aforementioned. A more comprehensive and vigorous effort to attract and serve students from all backgrounds, especially those most in need of such a successful program was presented in the original charter application, but is not currently implemented by the school. ”

The data provided by the school as part of the illustration about its' outreach strategy highlights several key areas that are more effective than others. The graph referenced in the Preliminary Analysis does not illustrate the effectiveness of each strategy in isolation, but rather to support the school in planning which strategies are more effective in reaching families and yielding interest. It is inaccurate to use the graph below to state that digital marketing is 19% effective. When compared to the more effective strategies, Digital Marketing is slightly less successful than Community Outreach, and Family and Friends is the most effective outreach strategy. This research has helped the school focus on impactful outreach strategies, including enlisting families to refer friends, PreK partnerships, direct mailing, and social media in which ads and posts can be targeted to specific geographic areas and demographics.

## What Works



### Less Effective:

- Newspaper Ads
- Billboards
- Radio
- Television

### More Effective:

- Friends & Family
- Community Outreach
- Digital Media
- Direct Outreach

The initial application for charter authorization requested a plan and timeline for recruitment that covered the first year of the school. Through the onset of the COVID-19 pandemic in March 2020, the school strove to implement significant portions of that outline even though it was intended as a plan and timeline prior to opening in 2018. The COVID-19 pandemic changed the access that the school has to various in-person events and other organizations that the school (and parent volunteers) had attended since approval in 2017. However, the school continued to conduct mailing campaigns, increase its social media presence, and hold school Open Houses. The school has also responded to decreased in-person events at other locations by creating a virtual tour and setting up individual Zoom or phone appointments to reach out to prospective families.

For 2022-23 and 2023-24, the school continues to refine the approach to recruitment and enrollment, particularly with respect to attempting to enroll economically disadvantaged students, English Language Learners, and students with disabilities. Below are several components of the school’s recruitment and outreach efforts, which are nearly identical to the plan outlined in the schools initial charter application, as referenced in the Preliminary Analysis (P 6):

**Direct Mailing** - IPRA request to Albuquerque Public Schools for directory information for students in Pre-K, Kindergarten, and 1st grades, send mail (in both Spanish and English) to invite families to school events and Open House Tours.

**Social Media Presence and Marketing**- Since 2018, the school has implemented targeted social media advertisements and posts. The school uses demographic (“parents with young children”) and location-based (“87108 zip code”) targets in an effort to continue to reach families in the school’s original neighborhood, as well as across Albuquerque. In 2021-22 and 2022-23, the school has planned and implemented several updates to this approach, including translation services and additional Spanish language posts and advertisements.

**Host Community Events** - The school has held several vaccine clinics for both COVID vaccines and other vaccines (flu and required childhood immunizations) since Fall 2021. These are planned to continue.

**Open Houses** - During the pandemic, the school paused most of the opportunities to welcome families into the school building. We were able to increase these during the 2021-22 school year, and plan to have them return to a regular part of the school schedule in 2022-23. School tours have been and will continue to be given by bilingual staff.

The Charter Schools' Division Preliminary Analysis specifically highlighted student demographics as related to the Yazzie-Martinez lawsuit. The ruling does not state that a remedy to the lawsuit is to get more students into high performing charter schools. It states that programming that is successful should be funded appropriately for all students to receive services. As a result, a pertinent solution could be enrollment preference at high performing schools for these specific subgroups.

The New Mexico Statute NMSA § 22-8B-4.1 (2021) is very clear on charter schools' enrollment procedures:

A. Start-up schools and conversion schools are subject to the following enrollment procedures: (1) a start-up school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up school; and (2) a conversion school shall give enrollment preference to students who are enrolled in the public school at the time it is converted into a charter school and to siblings of students admitted to or attending the charter school. The conversion school may either enroll all other students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the conversion school.

B. In subsequent years of its operation, a charter school shall give enrollment preference to: (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; (2) children of employees employed by the charter school; and (3) siblings of students already admitted to or attending the same charter school.

The U.S. Department of Education does not allow charter schools to use a weighted lottery to enroll educationally disadvantaged students, students with special needs, or socioeconomically disadvantaged students. **That being said, Altura Prep's enrollment procedures are in line with the New Mexico Statute charter school enrollment requirements.**

## **2.b. Financial Compliance**

[P 7 of the Preliminary Analysis](#) states: "By making quick management decisions to choose a business management firm that best suits their needs..."

The school wishes to clarify that **the change in business management services between FY19 and FY20 was not a decision made quickly or lightly, but through a sustained review of the year, provision of a Request for Proposals, and careful consideration of the management of the schools finances and accounting.**

P 7 of the Preliminary Analysis states: This school has experienced several financial challenges in its short life, including but not limited to: delayed grant reimbursement requests, a delayed SEG advance request, the timing of SEG funding after doubling in size in FY21, and the need to seek another school site location.

The school agrees that the above listed are challenges faced during the first four years of the school's operations. The school wishes to clarify that the delays mentioned were **not** in the *requests* of grant reimbursements and SEG advance *request*, but that the payments in response to the requests were delayed.

The Preliminary Analysis states on P 7: The change in school site location had a significant impact on maintenance and operations expenses. From FY20 to FY22 combined expenses for rent, utilities, and insurance rose by 70%.

The school agrees that expenses for rent, utilities, and insurance rose between FY20 and FY22, though the school disagrees that this can be attributed to the school's location change. To compare the impact of the location change on the listed expenses, the expenses between FY19 (the school's first year of operation located at 955 San Pedro) and FY20 (the school's second year of operation located at 8650 Alameda Blvd) would be the best points of comparison. Indeed, the rent the school paid in FY20 (8650 Alameda) was *less* than what was paid in FY19 (955 San Pedro). Between FY20 and FY22, the school enrollment increased 120%, which necessitated an expansion from occupying 11,000 square feet to occupying 19,500 square feet. Increased ventilation practices from COVID-19 beginning after the return to in-person learning in FY21 increased utilities usage in addition to the usage increase from additional facilities space.

## **2.d. Equity and Inclusion**

There were several components of this area that we would like to clarify and provide additional information:

The Preliminary Analysis states on P 7: To comply with the Martinez-Yazzie mandate to provide culturally and linguistically relevant (CLR) instruction and to support and validate students' cultures, identities, and sense of belonging, the school has submitted its CLR Readiness Assessment but has not yet submitted a CLR Inventory or Framework for implementation of CLR objectives.

The school **does** have a CLR Framework, initially drafted in the Summer of 2020 when requested by NMPED. The school updates and revises the framework annually, and can provide it to the Charter Schools Division, though this is not a requirement in either the school's charter contract

or the Performance Framework. It is our understanding that the Public Education Commission uses a school's academic performance to assess whether all children are being served at a school site, rather than direct school academic program design.

On P 8, the Preliminary Analysis states: The school has an equity council and the focus groups stated that the council has read *Conversations about Race* and were just having their first meeting after the renewal site visit. The Equity Council is made up of three staff and three parents. The CSD acknowledges the challenges in establishing an advisory group in a small charter school, however the directive from the PED to develop and utilize an Equity Council as a response to the Martinez and Yazzie lawsuit was communicated to public schools in New Mexico in 2019, and while the school itself purports to serve a diverse population, it has yet to fully establish an Equity Council that demonstrates the school's commitment to diversifying and adequately serving students who would most benefit from an innovative program like Altura Prep's.

The Preliminary Analysis stated, "It has yet to fully establish an Equity Council that demonstrates the school's commitment to diversifying and adequately serving students who would most benefit from an innovative program like Altura Prep's." And that the school was "having their first meeting after the renewal site visit" – this was not the school's *first* Equity Council meeting ever, as the report infers, but rather the first meeting for the 2022-23 school year. The Equity Council at Altura Preparatory School convened for the first time in January 2020 and met via Zoom through the Spring of 2020, Spring of 2021 and Fall of 2021. The Equity Council reconvened in person in the Spring of 2022. The council met for the initial meeting of the 2022-23 school year in October 2022. The Equity Council provides an update to the Governing Board at each monthly meeting and has played a key role in reviewing the school's budget and discussing interventions and accelerations for all subgroups of students.

However, an evaluation of the school's Equity Council is **not** a part of the school's Charter Contract, nor is it a part of the Performance Framework.

The Preliminary Analysis states on P 8: The application does not mention a specific plan to serve English Learners and when asked about serving ELs in the teacher focus group, the response was that what was good for ELs was administered to all students. A specific plan should include details about increasing EL students' proficiency in Speaking, Listening, Reading and Writing in English as well as intentional instructional strategies for identified EL's.

The school has a plan and strategy designed around both inclusion **and** pull-out support (when needed, per student data) for individual English Language Learners. Teachers provide sheltered instruction that targets students in small groups, and when needed based on student data, students are pulled out for explicit instruction in forms and functions of the English Language, academic language, and English language communication based on their ACCESS scores as well as other assessment data. After viewing the NM-ASR data for ELL students at Altura Prep, content-specific vocabulary support has also been added to upper grade ELL support plans. ELL support was discussed in a conversation that the Head Administrators had with Director Chavez, but was not mentioned in the Preliminary Analysis.

P 8 of the Preliminary Analysis states: The diversity of the school’s student population is limited. One recruitment flyer shared with CSD states “diversity makes us stronger together.” The CSD recommends in the 2021 Lottery FAQ sheet that all obstacles that could be conceived by a family as potentially exclusionary, be removed. Altura Preparatory’s lottery enrollment form asks, “How did you hear about us?” Therefore, the school’s lottery process does not follow guidelines and feedback provided by the CSD, for ensuring all information collected prior to enrollment is limited.

This question was removed from the school’s application for 2022-23. It was used to gauge the effectiveness of the school’s outreach and had been an **optional** question on an application form submitted to and approved by the Charter Schools Division previously. **This was solely used to assess the efficacy of certain outreach methods to help the school determine the most effective ways of reaching a diverse range of prospective families.** As part of our commitment to recruiting students from across Albuquerque, it has been important to us to be able to collect data showing the efficacy of certain recruitment methods so that we can amplify our reach, particularly for students from subgroups.

The Preliminary Analysis states on P 8: it is recommended by the Center for Learner Equity that school leaders tackle the national and ubiquitous criticism of charter schools not being inclusive enough by developing and publishing “affirmative language related to the school’s commitment to diversity, equity and inclusion.” There is evidence that Altura Prep leadership takes several steps to ensure diversity; however, at this point, the diversity of the school’s student population is limited. One recruitment flyer shared with CSD states “diversity makes us stronger together.”

We strive daily at Altura Preparatory School to be inclusive in policy, instructional practice, and relationships with families and community. Indeed, the school’s [website](#) as well as other digital and print media promotes diversity, equity, and inclusion as a core part of the school’s approach to an excellent education. Affirmative language regarding diversity, equity, and inclusion is one core component to creating a welcoming and inclusive environment for all students. As described in sections above, the school disagrees with the statement that the “diversity of the school’s student population is limited”, simply because statement is rooted in the fact that the school’s demographics differ than those of the state, though they approximate those of the city of Albuquerque as was a stated desire in the school’s initial application. Further, we believe that ongoing partnership between the state and high-performing schools is critical to ensure that all students do indeed receive the quality of education they deserve, and that Altura Preparatory School students receive, as evidenced by the school’s academic data.

The following questions were sent to the school separately from the Preliminary Analysis, however, we felt it pertinent to provide additional information to supplement the information provided above.

Please identify the recruitment efforts made by the school to obtain a diverse student population, particularly after moving out of the area the school was originally in.

In addition to the recruitment and outreach efforts described above, the school has maintained a consistent transportation route between the school's prior neighborhood and the current school location. A bus departs from the San Pedro Public Library each morning, stops at Tony Hillerman Public Library, and drops off at Altura Prep with enough time for all students riding the bus to eat breakfast at school. In the afternoon, the bus returns via the same route. There are currently twenty six students riding the bus. The school uses targeted social media advertising to promote the school to families living in neighborhoods in the 87108, 87106 and 87123 zip codes, as was the practice prior to the school move.

[What is the reason for the drop in enrollment in kindergarten? If the school is looking to increase that enrollment, what recruiting efforts are being made? What efforts are being made to reach a diverse group of families and have a diverse group of students enroll?](#)

Altura Prep has consistently enrolled between forty and forty-four students for Kindergarten each year, with the exception of the 2018-19 school year (thirty eight Kindergarten students) 2020-21 school year (sixty Kindergarten students in the midst of the COVID-19 pandemic). Due to space constraints, sustained enrollment of sixty-six students per grade level will not fit in the school's current facility. The school has filled each available spot for Kindergarten since 2020-21 and the waitlist each year would allow the school to enroll more students.

We would like to thank all the members of the Public Education Commission for taking the time to read our response to the Preliminary Analysis written by the New Mexico Public Education Department's Charter School Division. Your commitment to schools of choice and quality public charter schools is greatly appreciated. We are so very thankful to have had the opportunity to serve our Altura Prep students over the last four years.