

New Mexico Public Education Commission



2022 Charter School Renewal Application Part B: Progress Report

Charter Schools Division
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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Click to enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Altura Preparatory School

Authorizer: New Mexico Public Education Commission

Current Charter Term: September 1, 2017- June 30, 2023

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence, and accountability requirements set forth in the Assessment and Accountability Act.

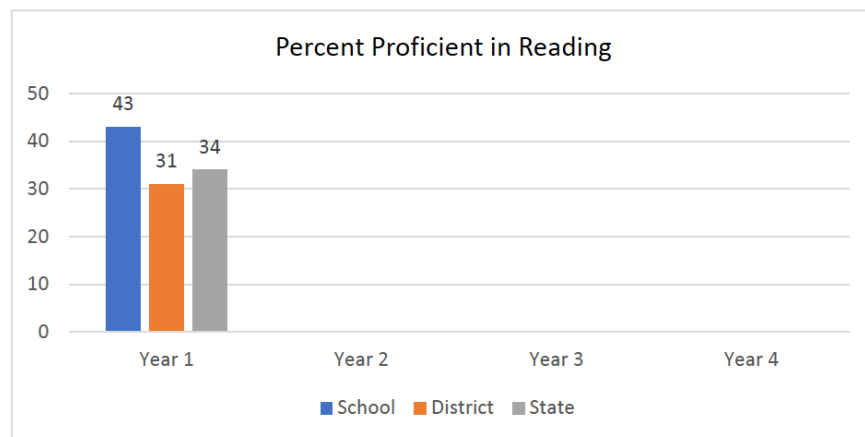
School response:

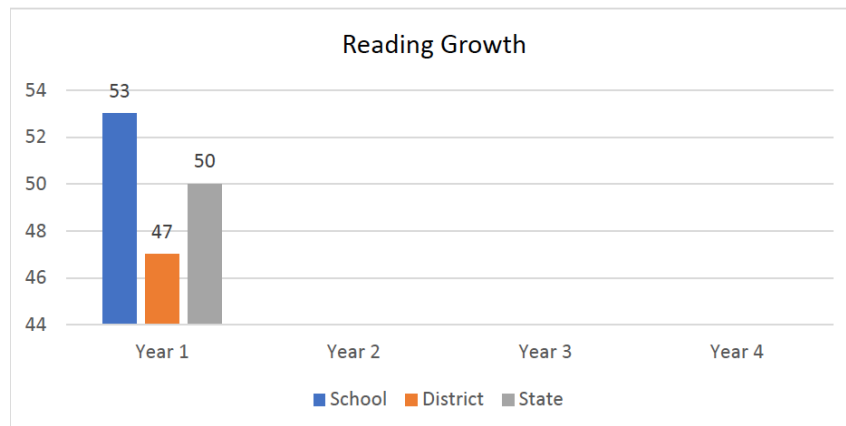
Altura Preparatory School's mission is to prepare students from all backgrounds with the academic skills and personal character necessary to reach high levels of success in middle school, high school, and post-secondary pursuits. Through the school's first four years of operation, academic excellence and social-emotional support have been the primary focus areas for school staff, families, and students.

2018-19 Academic Performance

IStation Indicators of Progress (ISIP)

Altura Preparatory School earned Spotlight School status in the 2018-19 school year and earned a Designation for Excellence for scoring in the top ten percent of all schools in New Mexico in Family satisfaction measures for the most recent year that data were collected by the New Mexico Public Education Department. In 2018-19, Altura Preparatory School outperformed the local district and the state of New Mexico in Early Literacy proficiency rates, and reading growth. The school did not have math or science proficiency because, in the 2018-19 school year, the school served only students in Kindergarten through 2nd grade, who do not take state mathematics or science assessments.





*Graphs provided by the NMPED Charter Schools Division as part of the school’s Renewal Application Part A.

2019-20 and 2020-21 Academic Performance

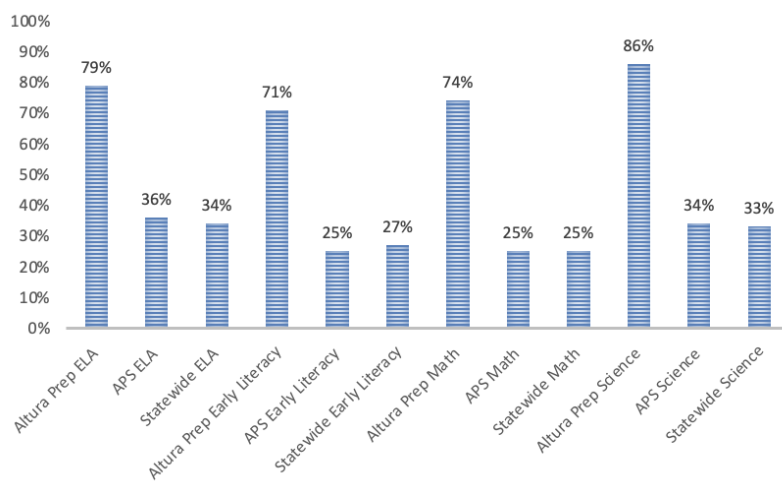
Official accountability data for the 2019-20 (Charter Term Year 2) and 2020-21 (Charter Term Year 3) school years are not available due to the COVID-19 pandemic. Throughout Years 2 and 3, however, the school continued to assess students regularly using Istation Reading and Math formative assessments *and* gave the NM-MSSA Summative assessment to students in 3rd and 4th grades (the school did not yet enroll 5th-grade students) in the 2020-21 school year, although not required by the New Mexico Public Education Department. We believe strongly that it is our responsibility to ensure that our students continued to learn, even throughout the COVID-19 pandemic, and that measuring learning is one of the critical measurements of the school’s efficacy. Information about the school’s use of NM-MSSA and Istation assessment and data during the 2020-21 school year is below in Section 1a. (Student Outcomes) and supporting data is provided in Appendix A-1 Academic Data, as requested.

2021-22 Academic Performance

New Mexico Measures of Student Success and Achievement (NM-MSSA)

The most recent year for which the school has proficiency data is the 2021-22 school year (Year 4 of the Current Charter Term). Altura Preparatory School outperformed the local district (Albuquerque Public Schools) and state by more than double the district and state proficiency rates for each assessment: English Language Arts, Early Literacy, Mathematics, and Science.

21-22 NM-MSSA PROFICIENCY



Moreover, out of 841 schools in the state of New Mexico, Altura Preparatory School:

- Tied for 4th in overall ELA proficiency
- Tied for 7th in overall Early Literacy proficiency
- Tied for 7th in overall Math proficiency
- Is one of 10 schools statewide with 80%+ Science proficiency

Additional data for 2021-22 NM-MSSA (including subgroup results), 2020-21 MSSA assessments, and Istation assessments are provided in Appendix A-1 Academic Data. Data for the most recent assessment year (2021-22) demonstrate that Altura Preparatory School students outperformed students across the state in almost every subgroup.

Altura Preparatory School strives to ensure that all of its students are prepared academically and social-emotionally for the middle school, high school, and postsecondary pursuits of their choice. The academic scores above highlight some of the successes that the school has had with providing an academically rigorous program to all students. Our goal has always been to ensure that all students are on par with their peers nationally, and exceeding local and state proficiency rates is a core metric in our pursuit of this goal.

As of September 9, 2022, the school had yet to receive growth data for the 2021-22 school year, which is why those data are not included in this narrative.

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

One of Altura Preparatory School's core beliefs (outlined in the school's original charter application) is that "Data Drives All Decisions." At no time has this been more important than during the COVID-19 pandemic. In March 2019, Altura Preparatory School, (like all New Mexico schools), closed its doors to in-person learning. That spring, we were unable to gather our typical Istation assessment data for April and May, as those assessments are completed online, and we were not yet equipped to securely administer the assessments remotely to ensure that students were completing the assessments individually without support. In planning for the 2020-21 school year, school personnel knew that accurate and timely data were critical to the school's ability to support students. The data from remote learning from the Spring of 2020 (teacher collected reading data, student contact instances, and completed work assignments) showed that the school's students with disabilities were struggling significantly more than other students.

Upon learning that the 2020-21 school year would begin with remote learning for the majority of students, the school took advantage of the allowed 1:5 teacher-to-student ratio for Special Education students to have **all** of the school's students with disabilities return to school for in-person instruction as much as the ratio and space would allow. It was clear from prior year data that these students needed time with their teacher, in person, to engage with the material. Additionally, that August, the Altura Prep team organized a series of in-person, one-on-one assessments- these took place outdoors with partitions and other COVID-safe protocols- so that teachers could individually assess students' skills before the beginning of instruction. (Pictured below)



Before the majority of students were able to come back in person, teachers administered online assessments remotely, only to find that students' scores were extremely high. Skeptical that there were several instances of heavy parent support, teachers opted to re-assess students when they returned in person in October 2020. Our skepticism was confirmed when students returned to campus.

In-person learning resumed in October 2020 with a difficult hybrid schedule in which students were on campus two days a week and learned remotely the other three (an AA/BB schedule). Since then, Altura Preparatory School students have taken monthly Istation assessments in both Reading and Math at all grade levels (these are accessed online through the Istation platform), trimester Oral Reading Fluency assessments, trimester Lexile reading assessments, and summative NM-MSSA assessments annually. Overall, data for all assessments have highlighted the need for support in early literacy for Kindergarten and 1st grade, and a need for additional support in mathematics for students in 2nd through 4th grade. The staff was also able to identify individual students in need of additional support and organize in-class small group instruction to support those students. (See Appendix A-1 Academic Data)

Throughout the 2020-21 school year, the school weathered remote learning challenges between August and October, and then again for three weeks between Thanksgiving and Winter Break when COVID-19 case numbers across the state warranted remote learning. Aside from those 11 weeks of the 2020-21 school year, Altura Preparatory School students have been able to learn in person through a hybrid or fully in-person schedule. Students who were not in Special Education participated in hybrid learning between October 2020 and March 2021. Hybrid learning, though a required component of the NMPED and NMDOH's Return to School Plan, was extremely challenging for students, staff, and parents.

Altura Prep's 2020-21 academic data (Istation and NM-MSSA) highlighted the critical nature of being in person for strong academic learning. To support maximum in-person learning in recovering from remote and hybrid learning, the school made several key adjustments through the 2020-21, 2021-22, and 2022-23 school years.

To increase instructional time for all students after the disruptions of 2019-20 and 2020-21, Altura Preparatory School lengthened the school day in 2021-22 by thirty minutes, beyond the school's already extended day. This extension added 87 hours, or 11.5 days, of instruction to the academic calendar for that academic year. The school did this without additional funding when this approach was denied by the Extended Learning Time Program. Based on the school's academic and social-emotional survey data, and family and staff input, the school returned to the regular daily schedule (still longer than traditional district schools) in 2022-23.

Over the 2020-21 school year, the school opted to move our abbreviated day for Professional Development to Friday instead of Wednesday. During the 2020-21 year this change allowed teachers to plan effectively for both A/B hybrid learning groups at once, instead of having to split their planning. In the longer term, as was identified during 2020-21 and 2021-22, using Fridays for this purpose (versus a day in the middle of the week) allows teachers to use a whole week of data to prepare for the coming week, instead of a few days. Teacher planning thus uses more data and targets students' needs more effectively.

In 2021-22, the school added an Educational Assistant position. This new staff member was hired to provide individualized instruction and tutoring to students in need of accelerated instruction and to support several of our classroom teachers with additional small group instruction during their academic blocks so that two small groups are occurring simultaneously, instead of one.

2021-22 summative data (NM-MSSA) highlight the relative strengths of the Altura Preparatory School approach throughout the preceding three years. Students at Altura Preparatory School were more than three times as likely to be proficient in reading, math, or science than their peers across the state. This is

a testament to the committed, thoughtful, data-driven approach of the school staff and teachers, as well as the commitment to having as many students learning in person as possible for as much time as possible through the COVID-19 pandemic.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

As part of the school's Charter Contract in 2017, Altura Preparatory School did not include mission-specific goals. As such, there is no data related to a mission-specific goal.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

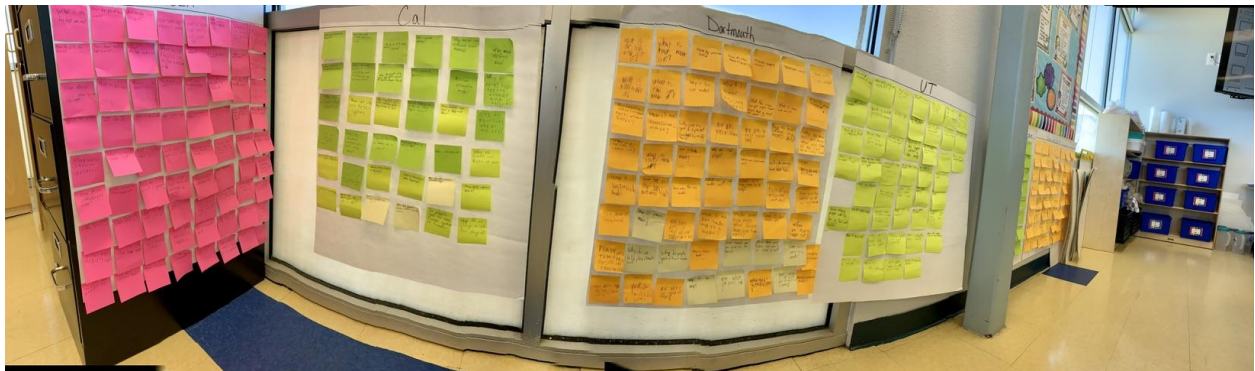
Extended School Day: 4 days/week, shortened day 1 day/week for PD

Altura Preparatory School instructional days and times exceed the required number of hours for elementary instruction and have for each year of the school's operation. The school's minimum day is reserved for Teacher Professional Development (PD). PD takes the form of whole group workshops, data review, and grade level or content team collaboration time, depending on the time of year, the school's annual Professional Development Plan, and school data.

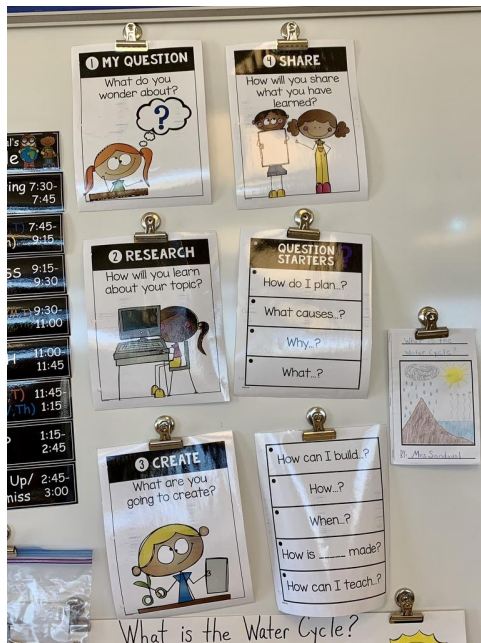
Genius Hour/Inquiry Weekly

Altura Preparatory School students learn the engineering design process through structured STEAM lessons and learn to apply their skills to a question of their choice. Skills are scaffolded through a gradual release approach- students learn the process together in a whole group, then work in a small group on a

shared question, and then move to engage in their Genius Hour/Inquiry project themselves. STEAM teachers support students' Genius Hour/Inquiry experiences through instruction on the Engineering Design Process.



Above: Student-generated exploration questions



Top left: Genius Hour/Inquiry process prompts for students to refer to during their Genius Hour/Inquiry work. *Top Right:* A student works on her final presentation for her class. *Bottom center:* Students research and plan their PowerPoint presentations.

1:1 Blended Learning

All students at Altura Preparatory School have access to an individualized Chromebook daily. Students have individualized Chromebook accounts, and are explicitly taught how to access and use their devices. In upper grades, students can take their Chromebooks home to work on assignments and research projects. During Remote and Hybrid Learning between March 2020 and December 2021, all students were issued a device to use at home for Zoom instruction and online synchronous and asynchronous learning.

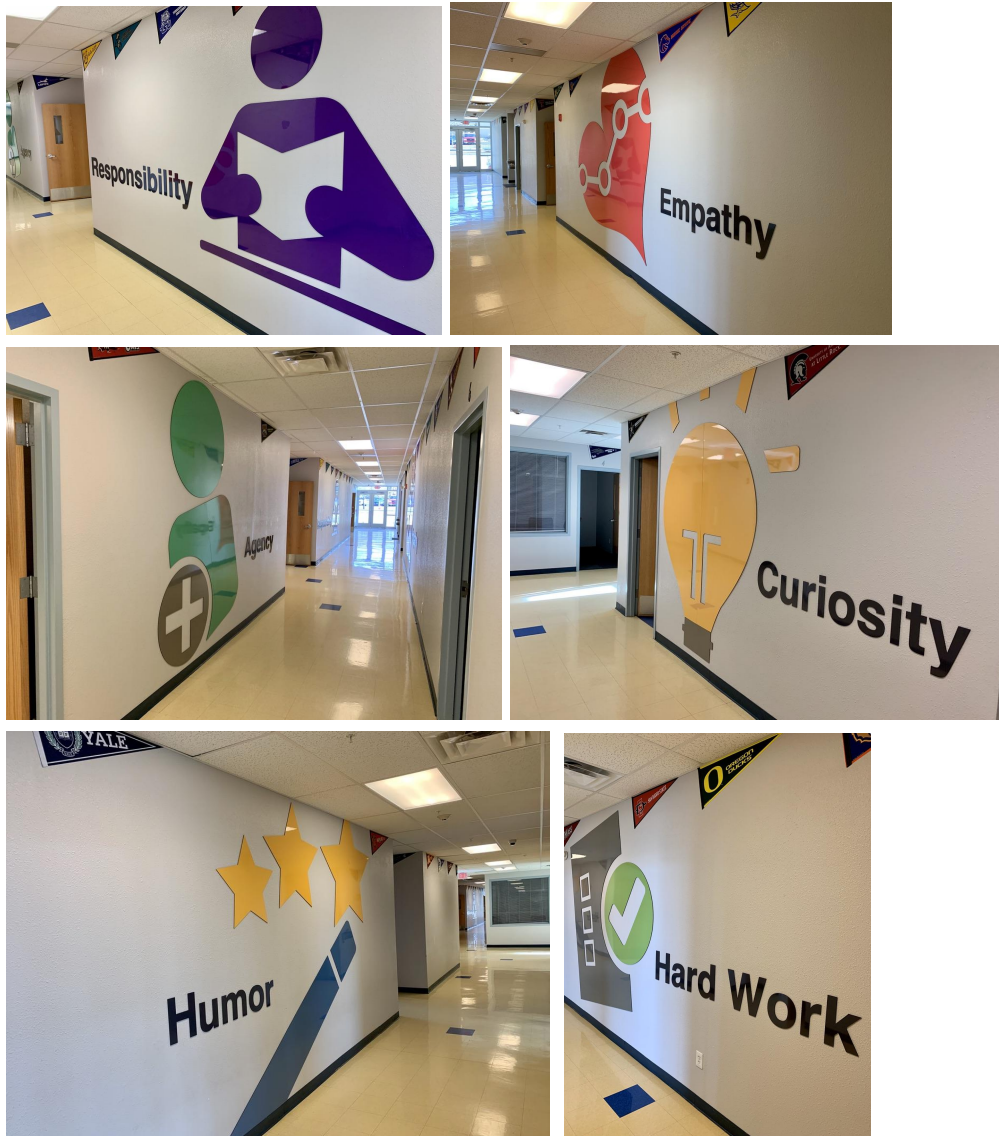


All students have access to an individualized Chromebook with their login information. *Above:* students use their devices during STEAM class as part of the Hour of Code in December 2021.

Social Emotional Learning (SEL) and Reach Core Values

Altura Preparatory School is built on the idea that student academic skills *and* social-emotional skills are not only both possible to develop, but both are critical to students' success in life. We believe that adults must help students learn the "soft skills" needed to be successful in life as well as the academic skills necessary to be successful in primary, secondary, and post-secondary educational opportunities. To that end, Altura Prep staff and teachers are as intentional about social-emotional learning as we are about academic learning. The building, the schedule, the curriculum, and the interactions with students are structured to provide opportunities for students to learn and practice responsibility, kindness, fairness, determination, self-efficacy, organization, and independence, among other skills.

The walls of all school hallways are lined with college flags and graphics of the school's core values (Responsibility, Empathy, Agency, Curiosity, Humor, and Hard Work) so that students receive consistent visual reminders of the values of the Altura Prep community.



Above: The school hallways are lined with graphics of the school's REACH core values (Responsibility, Empathy, Agency, Curiosity, Humor, Hard Work)

Each Friday, we celebrate the week with Friday Morning Circle. The circle is designed to celebrate the values of the month, and students who have consistently risen above their peers to demonstrate core values and specific monthly focus values. For example, in August 2022, the monthly focus was Caring and Kindness. Teachers recognized students who demonstrated those values (aligned to the school value of Empathy). Students earned a necklace tag that they can add to a collection of recognition tags as they strive to demonstrate the values of the month. Each year, students can earn a different type of recognition "Brag Tag" - key chains, necklace tags, backpack tags, etc.

At Altura Prep, all students are explicitly taught strategies of mindfulness: tools that students can use during a range of situations to calm and focus their energy on what is important at the moment. Every homeroom class begins the day with "Morning Mindfulness", a program by Inner Explorer that guides students through a range of mindfulness strategies that they can use to cultivate calmness, gratitude, kindness, and awareness of self and others. Students are encouraged to use these strategies throughout

the day if they need time to recenter themselves. As part of the school's Community Subscription, parents and caregivers can be given access as well.



Above: Kindergarten students practice morning mindfulness, a part of every class morning routine each day.



Above: Students and staff celebrate the week, specific students, and core values during Friday Morning Circle each week.

Integrated STEAM Curriculum- STEAM project-based learning

We believe that children learn by doing and making sure that our students have intentional experiences that reflect real-life science and engineering will allow for the experiential learning that they require. Students conduct research, do projects and investigations of their choice, and make observations while learning new science content in STEAM class.

Altura Prep uses the Next Generation Science Standards (NGSS) for grades K-5 as our guide for building aligned units into our STEAM blocks using a variety of resources. We use FOSS Next-Generation Standards-aligned kits as well as units from the AIMS Education Foundation, UC Berkeley's Lawrence Hall of Science Great Explorations in Math and Science (GEMS) guides, and the Engineering is Elementary (EiE) curriculum developed by the Museum of Science in Boston. The EiE connections to FOSS and GEMS

allow students to incorporate many of the concepts they learn independently and interdependently into the engineering design process.

STEAM is an interdisciplinary field and we believe that students must engage with multiple disciplines through their course of experimentation and research in science. Thus, STEAM, ELA, and Mathematics instruction intersect throughout the STEAM class. Teachers collaborate to ensure that projects and skills align across the curriculum. In STEAM class, students practice close reading-for-meaning and use math concepts to execute science lab procedures and calculations. All students receive STEAM classes as part of their regular schedule.



Left: students in 2nd-grade math class use the Engineering Design Process and mathematical concepts of slope and velocity to design a ramp.

Right: students in 3rd grade STEAM use science and mathematics principles to master using the balance for experiments later in the year.



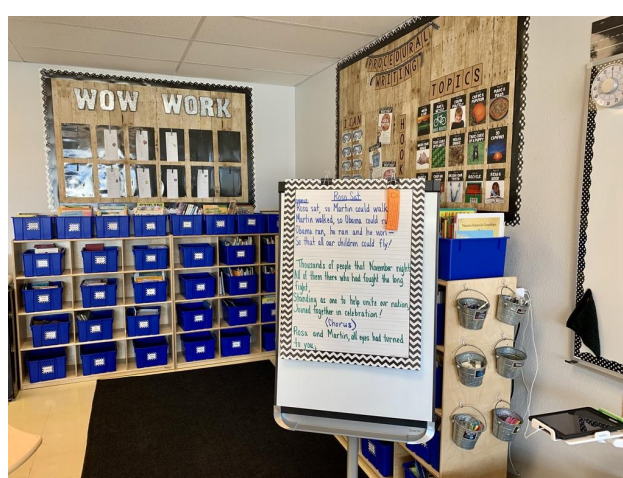
Above: Options for student work during STEAM.

Teacher Specialization

To support students to achieve the level of rigor required by the Common Core State Standards, we have chosen to implement a teacher specialization model. This model allows teachers to be experts in their content areas, spend the time necessary to develop high-quality, rigorous lessons, and do the intellectual preparation to execute these lessons daily. We believe that having teachers focus on fewer subjects allows them to go deeper in instruction and provide more differentiated opportunities for student learning. In this model, teachers have the opportunity to teach each lesson three times per day, which provides more opportunities to improve their practice more readily than in a traditional elementary school model.

From its inception, Altura Preparatory School teachers have specialized in one or two content areas, which has allowed them to prioritize effectively and focus on the needs of their students in the particular content they teach. Annual teacher feedback highlights their appreciation for their ability to be professionals and to be given the time, bandwidth, and resources to focus on their craft. Students begin and end their day in their “Homeroom” with their “homeroom teacher”. Homerooms are named after colleges, and the homeroom teachers assume responsibility for communicating regularly with parents, monitoring student materials and binders as they travel between home and school each day, and providing students with stable beginning and end-of-day routines. Parents learn that the homeroom teacher can be their primary point of contact, though they are welcomed and encouraged to communicate with all of their child’s content teachers.

Students transition to their content-specific classrooms, which are equipped with the materials, resources, and furniture configurations to most effectively support their learning in that subject area.



Top Left: Writers' Workshop station in a Kindergarten English Language Arts classroom.

Top Right: Classroom Library resources in a 3rd Grade English Language Arts classroom.

Bottom Left: Small group instruction center in a 2nd Grade Mathematics classroom.

Bottom Right: Whole group math instruction in a 2nd Grade Mathematics classroom.

Innovations

In discussing our “innovations” with school visitors and other interested parties, the school’s response is frequently that we do not feel as though what we are doing is particularly innovative when we know that many of our practices are replicated (and adapted) from schools in the country serving diverse populations of students very well. However, when we step back to compare what we do to other schools here in New Mexico, we find that several practices set us apart. **All** students have STEAM (Science, Technology, Engineering, Arts, and Math) classes, part of our commitment to diversity, equity, and inclusion, as part of their regular schedule. We have found that, at other schools, certain students have remediation blocks while others have enrichment (like STEAM). We believe that STEAM and “enrichment” are not bonus subjects that students “can have” when they complete their other work, but that they are critical to developing well-rounded students who are creative and critical thinkers. This skill set is not one that some students should be able to develop and that other students are not able to access.

Our student population comes to us from across Albuquerque- from 16 distinct zip codes. This intentionally developed diversity is cultivated through geographically wide-ranging recruitment activities, transportation, and strong community word-of-mouth. Whereas other schools pull students from their surrounding neighborhoods, Altura Prep's community is truly representative of the wide range of experiences, ethnicities, and socioeconomic statuses of Albuquerque as a whole. Bringing students together from such diverse backgrounds is different, and while may occur in other schools by chance, this is intentionally cultivated at Altura Prep because we believe that a diverse learning environment is better for all students.

The Altura Prep teacher specialization model can be found in several other New Mexico charter school classrooms, and we believe that it is a core component of the school's success over the past four years. This practice has supported teacher success and retention, as well as academic success and achievement of Altura Prep's students as they learn from and are supported by teachers who have the energy and skill to provide an exceptional learning environment in their content area.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Audit Findings

Contract Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY19	7		1	1	No
FY20	2	1			No
FY21	2		1		No

FY19

Altura Preparatory School had seven total findings in FY19. Of these, one was a Material Weakness (Cash Management) and one was a Significant Deficiency (Internal Controls over Payroll Disbursements).

The Material Weakness (Cash Management) is related to late rent payments for the school's facility. Late payments led to a default on the school's rent agreement and component issues related to the school's capital assets (security system, playground equipment, and carpeting) which were considered to be impaired. Additionally, the school received notification of damages resulting from the default.

In the 2018-19 school year, Altura Preparatory School submitted Requests for Reimbursement monthly for Charter School Program Grant funds, which the school had been awarded in 2018. In the first year of school, Operational funds (SEG) were insufficient to cover both the start-up and operational costs of the school. The school relied heavily on a timely flow of funds from the submitted Requests for Reimbursement, which did not regularly arrive within 60 days of submission. As such, the school's cash flow was significantly hindered. This led to late payments. Communication regarding rent payments had been regular with the landlord regarding payment timelines and late payments. He passed away in March 2019. After his death, family members assumed control of the property and notified the school of a change in approach to the late payments. The school received a notice of default on April 27, 2019, with a notice to vacate the property on or before August 26, 2019. In receipt of this notice to vacate the property, the school was obligated to remove school property from the premises by that date. Unfortunately, this led to the disposal of the property mentioned above.

Late payments were one of several issues with the school's contracted business manager in the 2018-19 school year. Beginning in Spring 2019, the school issued a Request for Proposals for Business Management Services. Through that process, the school contracted with a new business management firm, the Vigil Group. The business manager creates monthly Cash Analysis Reports to ensure that the school monitors cash flow, assures payroll liabilities and payroll are met monthly, and monitors any Purchase Orders placed to ensure the school does not overextend the available funds. In the school's new facility, capital assets were purchased carefully over time and with the intent to utilize public funds responsibly.

The Significant Deficiency (Internal Controls over Payroll Disbursements) related to payments made to School Co-Directors reflecting a cost of living adjustment. The Governing Board approved an amount that differed from the amount provided to the payroll office due to inaccurate reporting and corrections regarding taxed amounts. The lack of controls around personnel file maintenance and employee onboarding was noted and has since been addressed through new payroll approval procedures. Employee data entered into software is reviewed by multiple individuals and cross-checked with contracts and compensation agreements. All payroll reports highlight changes from prior pay periods, and all are reviewed by the School Co-Directors before dispersal.

Indicator 2.b. (Generally Accepted Accounting Principles) was rated a Does Not Meet in 2019-20. Our contracted business manager in the 2018-19 school year conducted the accounting on a cash basis, not a modified-accrual basis, as is required by the New Mexico Public Education Department. The School changed business managers during the summer of 2019, to remedy several deficiencies in 2018-19 business management practices, including the above rating. Since this change, required accounting procedures have been followed.

FY20

Altura Preparatory School received two audit findings in FY20. There were no material weaknesses or significant deficiencies reported. A repeated finding was noted as Other-Non-Compliance (Purchasing). A disbursement exceeded the established value of a Purchase Order. In this instance, the Purchase Order that was exceeded was a Purchase Order from FY19, and the invoice was paid in FY20. When this mistake was recognized by the school's contracted business manager, the school was unable to make a change due to the passage of the fiscal year. Since the change to the school's new business manager in Summer

2019, the school's procedure has been to reconcile all purchases to the Purchase Order amount before any order is placed. Since this audit, there have been no findings related to extended Purchase Orders as a result of the diligence of the school's Business Manager and Office Manager.

Indicator 2.c. (Responsive to Audit Findings) of the Performance Framework is noted as Does Not Meet in the 2020-21 school year due to the repeated audit finding described above. As discussed, the school's purchasing controls were revised and those revisions were followed beginning in the Summer of 2019. The school paid FY19 invoices into FY20 as the school continued to receive Request for Reimbursement payments from FY19 into FY20. This type of repeat finding has not occurred since the school fully implemented the purchasing processes with our new Business Manager in FY20.

FY21

Altura Preparatory School had two audit findings in FY21, including one Material Weakness (Debt). A transaction between the foundation and the School in FY19 was recorded as a grant payment from the Foundation to the School, instead of as an accounts receivable transaction. As such, the repayment of the amount from the School to the Foundation was not recorded appropriately and appeared as a loan, resulting in a need to restate financial information.

The management of the school and management of the foundation have both been made aware of the issue of inaccurate financial reporting, and procedures were put in place to ensure accurate record-keeping of invoices and accounts receivable. The Foundation and School personnel were not aware that the initial transaction should have been recognized in the prior year's financial statements. This transaction occurred during the school's first two years to help the school meet all its financial obligations. The school has since reached an enrollment that will no longer require financial support at this level. The school is operating on its financial capacity with the foundation acting in supplemental support of the school's activities. This issue will not be carried forward.

Indicator 2.f. (Internal Controls) of the Performance Framework was rated "Does Not Meet" for the school year 2021-22 due to the second finding of the school's FY21 audit. A finding of Other Noncompliance (Internal Controls) occurred because the school paid two invoices with associated late fees related to past-due vendor invoices. The school paid two invoices late because of cash flow issues associated with significant growth in student enrollment in the 2020-21 school year. The school enrollment grew from 90 to 180 between 2019-20 and 2020-21. Since the additional SEG units for growth do not translate into funding until after certification of the 40day data submission in STARS, the school did not receive adequate funding for the enrolled students until a cash SEG advance in December 2020, when the invoices were paid upon receipt of the SEG funds. After the receipt of the funds, all invoices thereafter were paid timely, and all invoices will be paid timely going forward.

FY19, the School's first fiscal year of operations, highlighted the critical nature of the school's business management firm and practices. Through subsequent years, and audits, significant improvements can be seen through the decrease in the number of audit findings (seven to two) as well as in the absence of findings related to transactions after FY19. 9 of 11 audit findings since the school's opening relate to School or Foundation activities or transactions from FY19. Two audit findings in the school's charter term were for issues unrelated to FY19.

The School's Board of Finance has never been suspended at any point during the term of the contract.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the

governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely?

Contract Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY19	CSD did not track			7	Yes
FY20	Yes	Yes	Yes	8	No
FY21	Yes	Yes	Yes	6	Yes
FY22	Yes	Yes	No	6	Yes

Through the charter term to date, there have been five changes in board membership.

Chamiza Pacheco de Alas resigned on July 9, 2018 - LeeAnn Ortiz was approved on July 9, 2018.

Robert Wilson resigned on February 7, 2020 - Jake Lujan was approved on March 11, 2020. Rather than submit both a notification of the resignation and the designation of the new member at the next meeting, the school notified the PEC of both instances in the same notification document. This notification was 5 days past the 30-day notification date of the resignation.

Patrick Barnes resigned on September 5, 2020 - Nick Gordon approved on September 10, 2020.

Casey Deraad resigned on May 13, 2021- Resignation left 6 board members. On June 11, 2021, the board voted to change the bylaws to require a minimum of 6 board members. No new board member was appointed.

Jackie Cusimano, the Secretary, resigned on February 8, 2022 - Matt O'Brien approved on March 9, 2022. LeeAnn Ortiz was appointed Secretary on March 9, 2022. Upon communication with the Charter Schools Division, the School was told that the above table would be updated to reflect the fact that the school did have a Secretary for the duration of FY22.

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members? **Note:** Black shading indicates that the member did not serve a full year; yellow indicates that the member did not complete all required training hours. An asterisk indicates the school has a 2-hour fiscal exemption.

Board Members	Year 1	Year 2	Year 3	Year 4
Christine Sargent (Chair)	8	10	8	8
Pamela Scanlon	8	8	8	9
LeeAnn Ortiz	10	8	8	8
Jackie Cusimano (Secretary FY21)	8	8	8	
Jake Lujan (Vice FY21, FY22)		10	9	8
Matt O'Brien				10
Nicholas Gordon			10	9
Casey DeRaad (Secretary FY20)	8	8		
Robert Wilson	8	2		
Patrick Barnes (Vice FY20)	8	8		

For each year of the contract term, Altura Preparatory School board members completed the required hours of Governing Board Training, except for Robert Wilson in the second year of his term. He resigned from the board during this second year (noted above).

The Governing Council has met all Performance Indicators with “Meets Standards” for each of the year that the school has been open.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students’ cultures, identities, and sense of belonging?

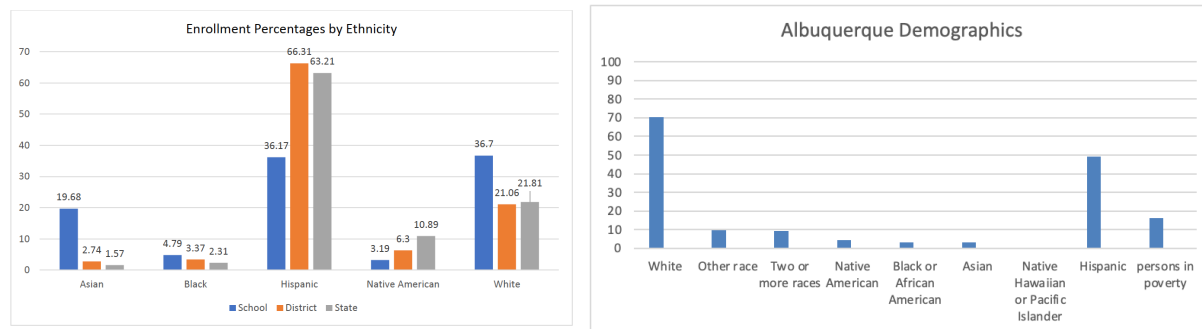
School response:

Altura Preparatory School has received a “Meets Standard” rating for indicator 4a (Rights of All Students) since the 2019-20 school year. (The indicator was rated “Working to Meet” in the 2018-19 school year.) There have been no complaints regarding the school’s lottery, admissions, or enrollment policies, no complaints regarding the school’s discipline policies and practices, no complaints regarding the school’s protection of students’ privacy, and civil or constitutional rights, and no complaints that the school fails to comply with McKinney Vento Act requirements or protection of the rights of students in the foster care system.

The Altura Preparatory School leadership team and Governing Board annually review student demographics as part of our commitment to diversity, equity, and inclusion. Demographic data, such as those presented in Part A of the Altura Preparatory School Renewal Application are a consistent source of reflection as we consider whether or not our efforts to reach students from a range of backgrounds. Our goal has always been to enroll a diverse student body whose composition closely mirrors that of

Albuquerque as a whole - not necessarily the Albuquerque Public Schools district, but the city itself. It is important to Altura Prep to constantly be reviewing these data, and ensure that all students and families feel welcome at Altura Preparatory School. Below is comparison data illustrating enrollment demographics at Altura Preparatory School in the 2021-22 school year and Albuquerque demographics for 2022. (Source: <https://worldpopulationreview.com/us-cities/albuquerque-nm-population>)

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



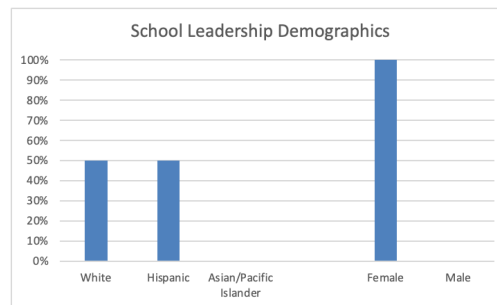
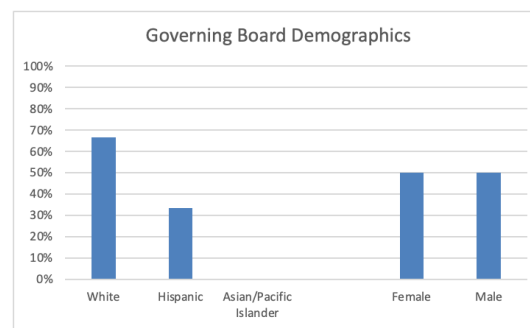
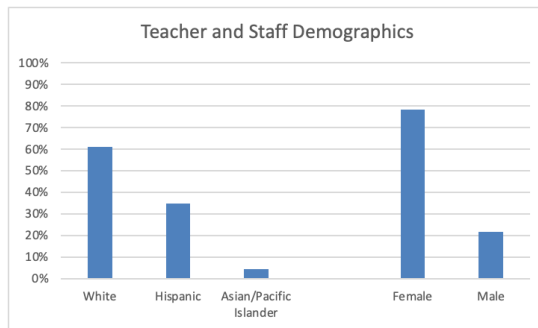
As part of our commitment to diversity, equity, and inclusion, the school has undertaken the following:

- Reviewed enrollment policies and procedures to ensure a lack of discrimination and ease of access;
- Reviewed student dis-enrollment data and found no discrimination-based reasons for departure;
- Plan to advertise open enrollment opportunities in both Spanish and English;
- Communicate with families in Spanish and English;
- Identify and provide applicable professional development opportunities, including membership in the Diverse Charter Schools Coalition.

Altura Preparatory School's school environment is inclusive, equitable, reflective of and validates students' cultures and identities, and supports all students' sense of belonging. At Altura Prep, leadership and staff believe the Court's ruling in the Martinez-Yazzie case that "no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed[.]" Indeed, this is one of the very foundational beliefs that led to the submission of the Altura Preparatory School charter application in the Summer of 2017.

Altura Preparatory School's approach to providing culturally and linguistically relevant instruction and supporting and validating students' cultures, identities, and sense of belonging closely mirrors the New Mexico Legislature's outline for a successful education system. (These tenets are outlined here: <https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/>, and phrased below as relevant to the context of a single-site charter school.)

1. Attract and retain diverse teachers: Amid a national teacher shortage crisis, Altura Preparatory School works to recruit teachers who represent a range of backgrounds, ethnicities, and experiences. It is our priority that students learn from the best possible instructors. It is also our responsibility to ensure that, to the best of our ability, students have a diverse staff from whom to learn. This is an area in which Altura Prep is consistently working, as finding qualified, diverse, mission-aligned teachers is far from easy in the current environment. The school also believes that regularly reviewing the composition of governing boards and leadership teams supports reflection on this area of staff recruitment and staff diversity. Current staff, board, and leadership team demographics are pictured below.



2. Hold teachers, students, and the school accountable: Altura Prep teachers and staff regularly interact with one another - we work together to discuss students', instructional practices, schoolwide routines, and student academic data. Transparency and regular use of data disaggregated by subgroups highlight areas that are sometimes uncomfortable for teams to confront. The Equity Council began Crucial Conversations about Race by Glenn Singleton at the end of the 2021-22 year to frame regular discussions about achievement and racial disparities, and this work continues into the 2022-23 school year.

3. Integrate the cultural strengths of diverse student populations into the curriculum with high expectations for all students: selecting curricula is been one of the most important and most challenging parts of launching a new school (or transforming an existing one). Curricula have the power to shape instructional priorities, emphasize certain experiences, and empower student voices. At Altura Prep, English Language Arts curriculum selections focus on reading authentic, multicultural texts, holding multi-layered discussions, and requiring students to write regularly about texts. We pride ourselves on holding the right level of rigor for our students, knowing that while many will require additional support, all must be able to access high-quality, grade-level material in mathematics, STEAM, and English Language Arts. Annually, the school reviews instructional materials for cultural and linguistic relevance to ensure that the school follows the framework for Culturally and Linguistically Responsive Instruction.

4. Recognize that cultural diversity can present special challenges for the governing board, administrators, teachers, and students: an organization with as many different constituencies as a public charter school must recognize that a diverse community, while valuable, requires thoughtful communication methods, modes, and policies that reflect the value of all community members. Even when all of these are present,, there are certain situations in which cultural norms provide conflicting input or feedback to school administrators and Governing Board leadership. In these situations, Altura Prep management cannot pretend to have all the answers, but must simply continue to try to serve the community as a whole with the best interests of all students in mind.

5. Provide students with a rigorous and relevant curriculum that prepares them to succeed in college and the workplace: at Altura Prep, we believe that all students must develop critical "21st Century Skills".

These relevant skills should not be reserved for the few who are placed in Gifted courses, enrichment classes, or specialized programs. At Altura Prep, all students have Mathematics, ELA, and STEAM classes in addition to enrichment courses like Chess, Lego Engineering, Art, and Physical Education. Through this robust curriculum, students will learn skills such as critical thinking, creativity, collaboration, information and media literacy, technology literacy, flexibility, leadership, productivity, and social skills (among others). Altura Prep is not alone in offering STEAM-based learning opportunities, however, we have found that many times, these opportunities are built into a “Gifted” program, or are offered to some students while their peers participate in “remediation” activities. Altura Prep, built on a foundation of equity in opportunity, provides these experiences to all students.

6. Clearly communicate the governance structure at different levels: It is colloquially known that families with social capital (typically also those with financial capital) are those who learn how to navigate a system. When we make a system clear to everyone, all families benefit from understanding how a school system operates, whom to contact, and protocols for learning more information from those in leadership positions. The Altura Prep administration structure is purposefully straightforward, a Governing Board who oversees two Co-Directors, who then oversee the staff. All families are given contact information for the Co-Directors, who make it a priority to be as responsive as possible.

Altura Preparatory School also complies with the NMPED requirements for implementing the Equity in Action items: The Martinez and Yazzie Readiness Assessment, a Culturally and Linguistically Responsive Inventory and Framework, an Advisement Package, and a Strategic Equity Plan.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Altura Preparatory School is not located in tribal land and serves a student population that is less than 6% Native American students.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in

implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Indicator 1.c. (Education Program: Students with Special Needs)- This indicator was rated “Working to Meet” in the 2019-20 school year. During the site visit review of student Individualized Education Plans, the site visit team noted that there was a student identified as a Level A service level, but that due to the number of hours provided, the student should have been identified as a Level B service level. When the school investigated the issue, it was determined that there was a setting within the PowerSchool Special Education configuration that needed to be updated by the PowerSchool team. This was fixed within 24 hours of the issue being identified. This indicator has been rated “Meets Standard” each year since 2019-20.

Indicator 1.d. (Education Program: English Learners)- This indicator was rated “Working to Meet” in the 2019-20 school year. The school sent home ACCESS score reports to all ELL students and their families in the beginning of the 2019-20 school year. The reports included a description of the student's scores and the requirements for exiting ELL status. However, these reports were not accompanied by the standardized ELL parent notification letter. The Charter Schools Division site visit team noted that the letter was not sent home. The school sent home the standard letter that same week and has since provided parents and families with the standardized ELL parent notification letter, in addition to annual ACCESS score reports. This indicator has been rated “Meets Standard” in every subsequent school year.

Indicator 2.a. (Financial Reporting and Compliance) was rated “Working to Meet” in the 2019-20, 2020-21, and 2021-22 school years. This indicator was rated “Working to Meet” in all three years because of the audit findings described above. Each year, the school has diligently improved and implemented financial compliance processes to minimize fiscal issues, evidenced by a decrease in total audit findings and repeat findings over 4 fiscal years.

Indicator 2.b. (Generally Accepted Accounting Principles) was rated “Does Not Meet” in 2019-20, this was because the school's first business manager used an incorrect form of accounting when submitting the school's financial statements to the New Mexico Public Education Department. The school changed business managers in 2019, and this indicator was rated “Meets Standard” in the 2020-21 school year. In 2021-22, the school was rated “Working to Meet” in this area due to a material weakness in the FY22 audit related to a restatement of the school financials also related to a transaction begun in 2019 under the prior business manager. This finding was due to a transaction between the school foundation and the school, and the two entities have agreed that there will be no future payments from either the foundation to the school or the school to the foundation. The only reason that funds will travel between the two entities is if there is a specific invoice for an expense during the same fiscal year.

Indicator 2.c. (Responsive to Audit Findings) was rated “Working to Meet” in the 2019-20 school year and “Does Not Meet” in the 2020-21 school year. These ratings were due to audit findings described above. The school had a material weakness and significant deficiency reported in the FY19 audit, and the FY20 audit included a repeat finding related to an FY19 purchase order that was paid in FY20. There have not been repeated findings since the FY20 audit, a signal of the school's continual improvement in areas of financial compliance. The school has submitted all audit Corrective Action Plans (CAP) timely and has implemented each CAP. The indicator was rated “Meets Standard” in the 2021-22 school year.

Indicator 2.f. (Internal Controls) was rated “Does Not Meet” in the 2021-22 school year. The school's FY22 audit illuminated two late fee payments for overdue invoices. In the school's annual report, these late fee payments were attributed to a failure in the school's Internal Controls in that the school failed to monitor invoice deadlines and pay invoices timely. However, the late payments in this case arose as a result of a delay in funding increases. The school's enrollment in the 2020-21 school year doubled from the 2019-20 school year, far exceeding the projections submitted to NMPED. This meant that until enrollment was verified

through the 40D count, the school's SEG payments did not provide enough revenue to cover the services the school had to provide to the 180 students in the 2020-21 school year. So, the school had to make difficult decisions regarding payments for payroll, payroll liabilities, rent, and other vendors. The late fees were paid timely when the school received an SEG advance payment in December 2020.

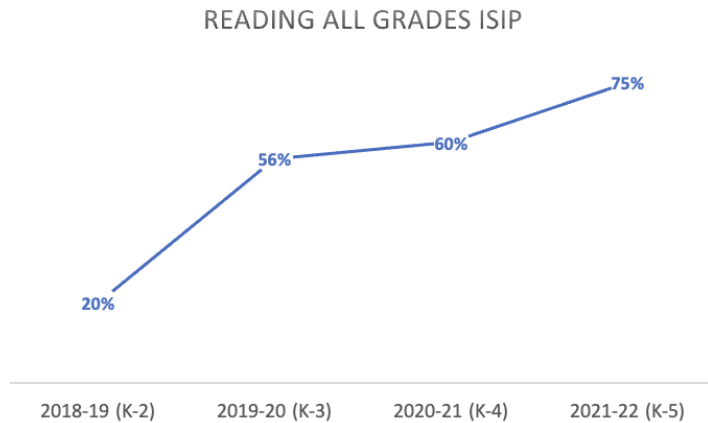
Indicator 4b (Students & Employees (Retention and Enrollment)) was rated "Working to Meet" in the 2019-20 school year. Recurrent enrollment was just under 60% between the 2018-19 and 2019-20 school years, below the 70% set by the Organizational Performance Framework. In each of the following years, the school exceeded 80% in student retention and 70% in student recurrent enrollment.

Over the term of the contract, Altura Preparatory School has not received any Office of Civil Rights (OCR) complaints, formal special education complaints, or New Mexico Attorney General complaints.

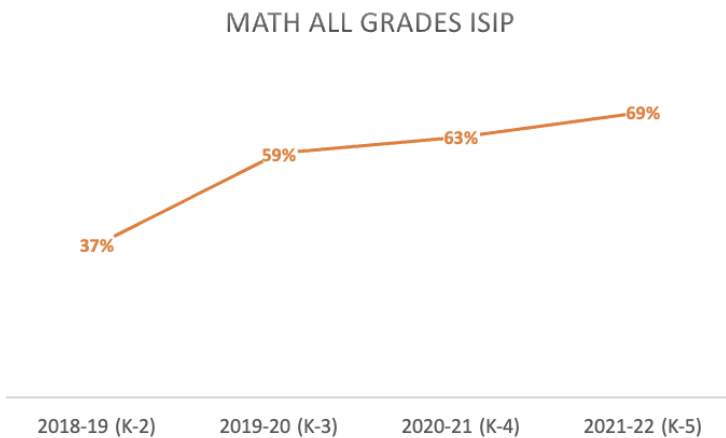
Appendix A-1 Academic Data

Altura Preparatory School has given Istation's Indicators of Student Progress (ISIP) assessment monthly since opening in 2018, with brief interludes of no assessment due to remote learning. In the absence of other longitudinal data from state assessments, we believe this assessment provides insight into the growth and gaps of our students for the last four years.

Istation Reading Growth To Date (2018-2022)



Istation Math Growth To Date (2018-2022)

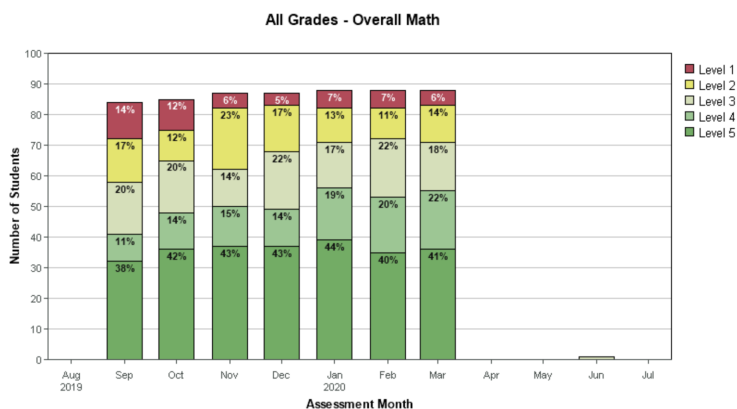


Data for reading growth and proficiency were provided as part of the Charter Schools Division Part A. Preliminary report. Below, we have provided data for reading and mathematics growth and proficiency for 2019-2022. The school uses Istation as a progress monitoring tool for all grade levels, K-5 monthly for both Reading (Early Reading for grades K-2 and Advanced Reading for grades 3-5) and Mathematics.

Istation Math 2019-20

ISIP™ Math results for [Altura Preparatory School](#)

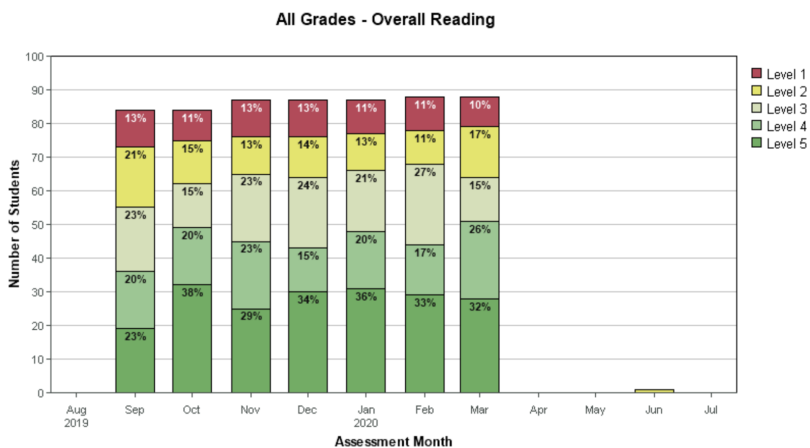
2019/2020



Istation Reading 2019-20

ISIP™ Reading results for [Altura Preparatory School](#)

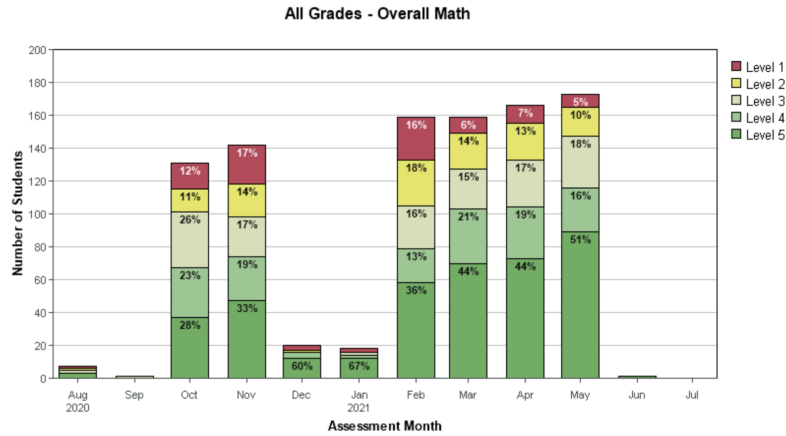
2019/2020



Istation Math 2020-21

ISIP™ Math results for [Altura Preparatory School](#)

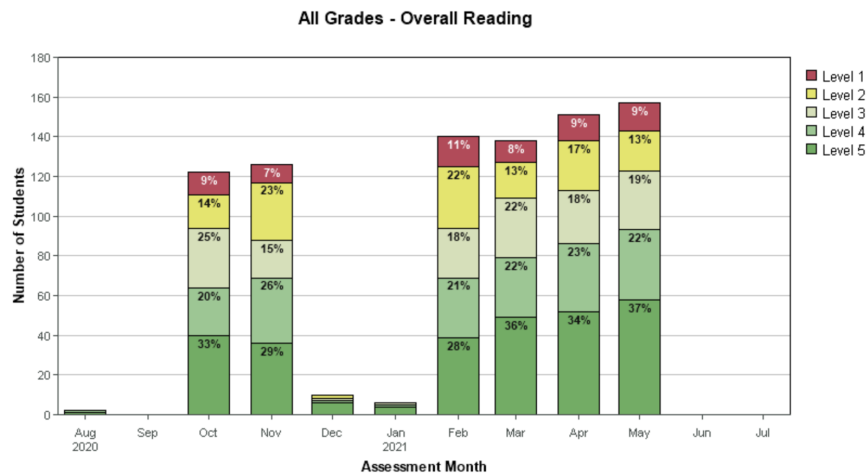
2020/2021



Istation Reading 2020-21

ISIP™ Reading results for [Altura Preparatory School](#)

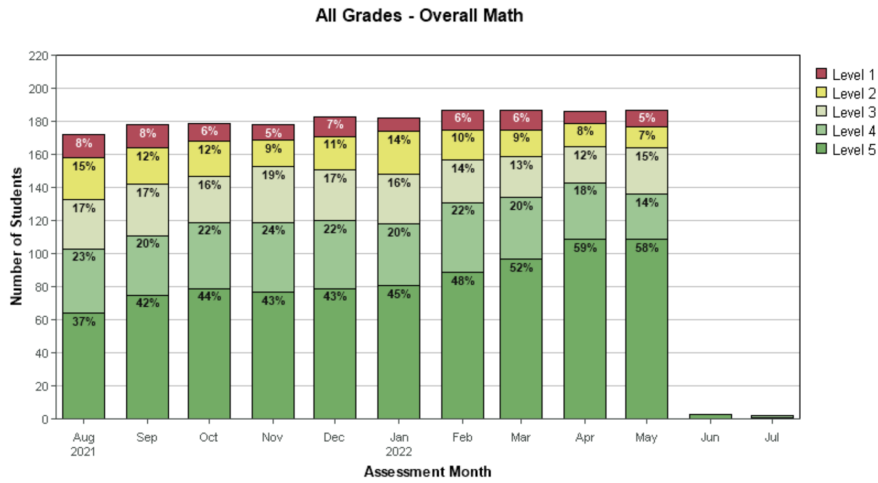
2020/2021



Istation Math 2021-22

ISIP™ Math results for [Altura Preparatory School](#)

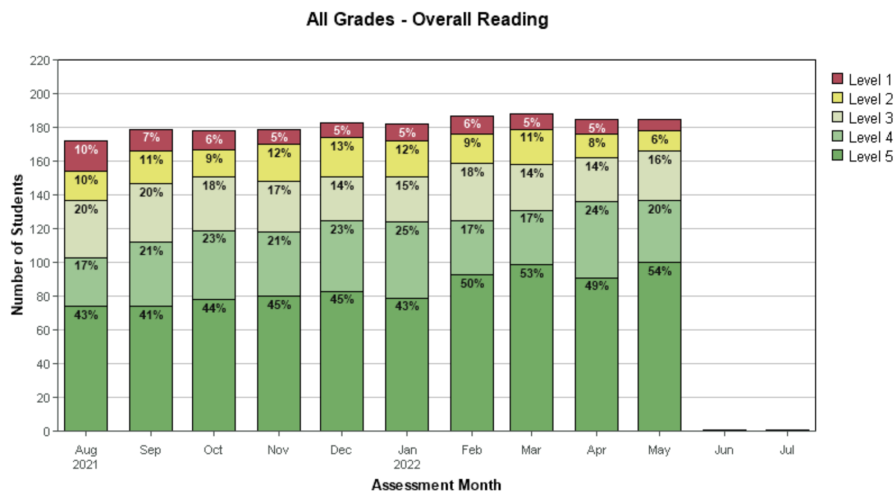
2021/2022



Istation Reading 2021-22

ISIP™ Reading results for [Altura Preparatory School](#)

2021/2022

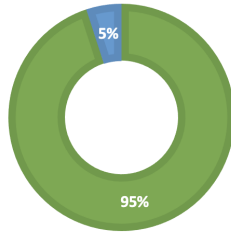


NM-MSSA 2020-21

Altura Preparatory School administered the MSSA assessment in the 2020-21 school year, even in the absence of an assessment mandate from the NM-PED. All enrolled students in grades 3-4 participated in the assessment (the school did not enroll grade 5 at the time).

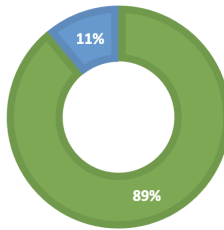
3RD GRADE READING

■ On Target ■ Near Target/Needs Support



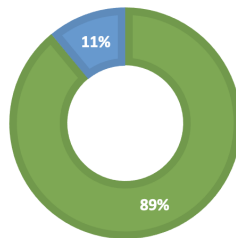
3RD GRADE WRITING AND LANGUAGE

■ On Target ■ Near Target/Needs Support



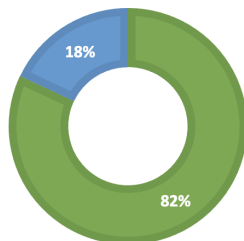
3RD GRADE MATHEMATICS

■ On Target ■ Near Target/Needs Support



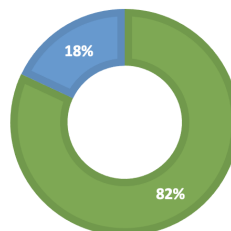
4TH GRADE READING

■ On Target ■ Near Target/Needs Support



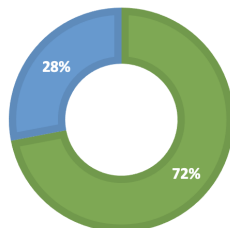
4TH GRADE WRITING AND LANGUAGE

■ On Target ■ Near Target/Needs Support



4TH GRADE MATHEMATICS

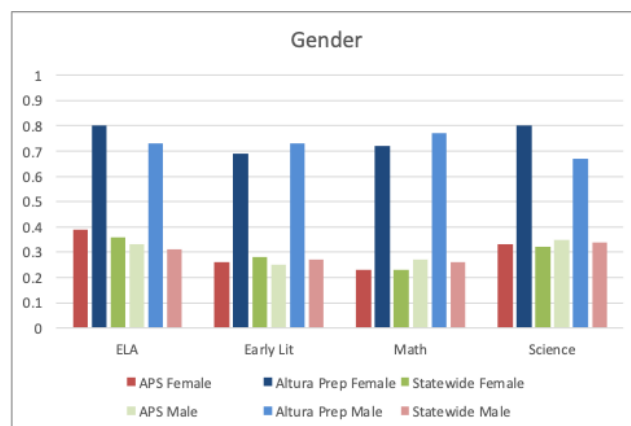
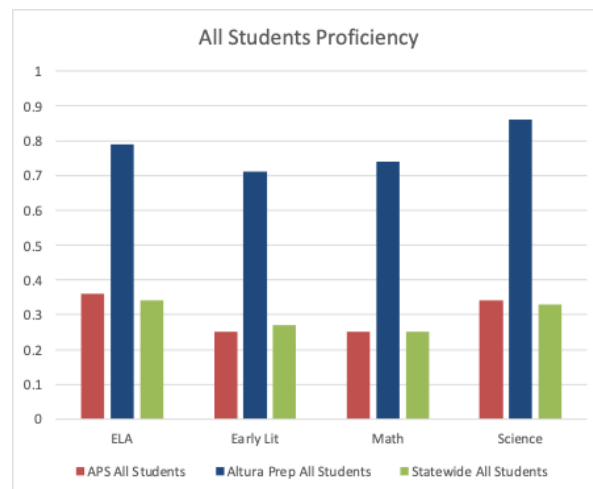
■ On Target ■ Near Target/Needs Support

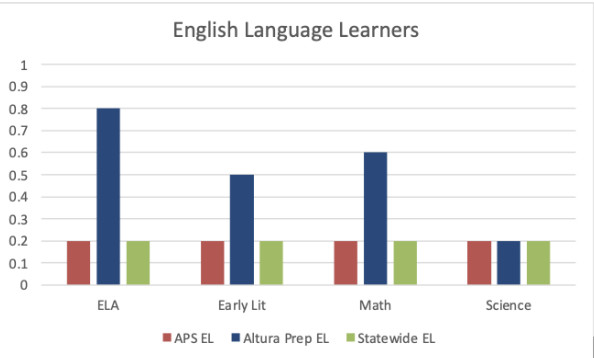
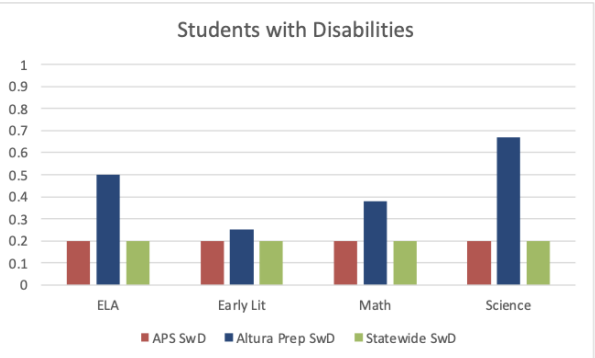
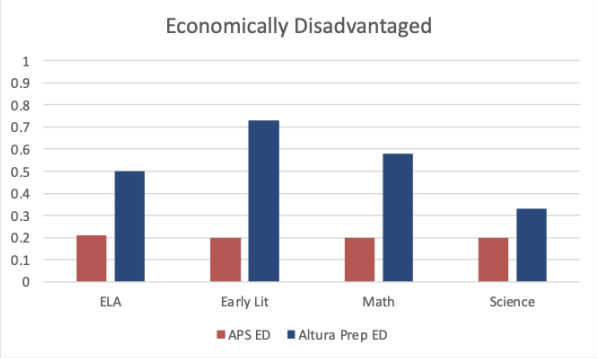
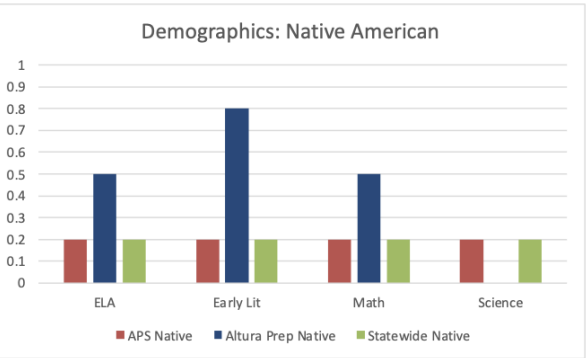
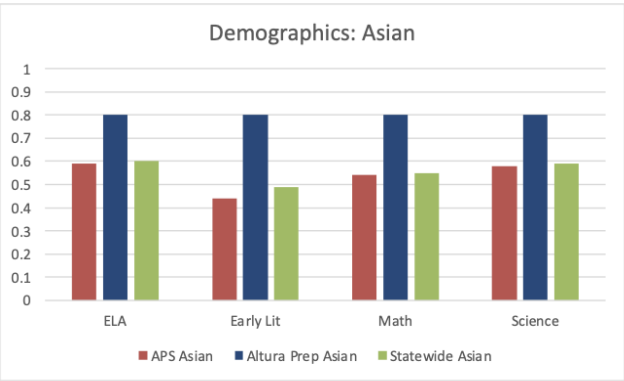
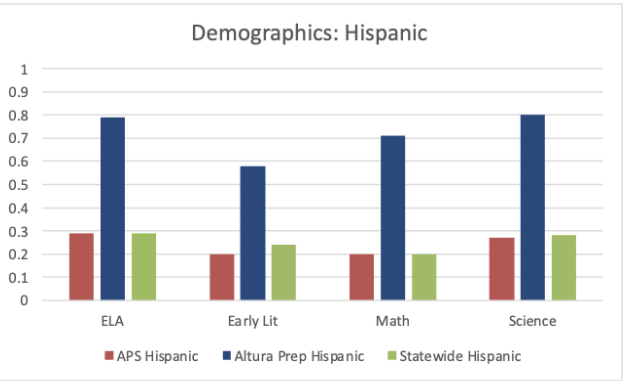
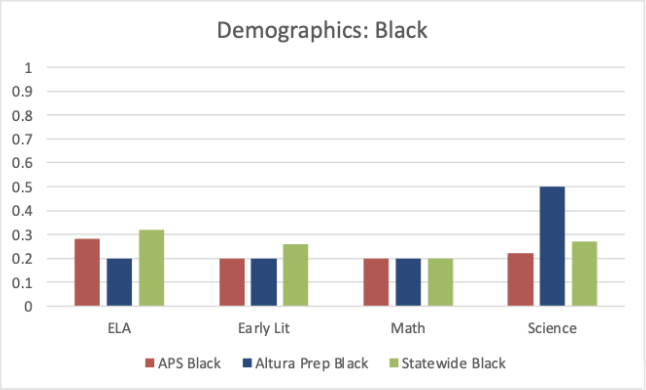
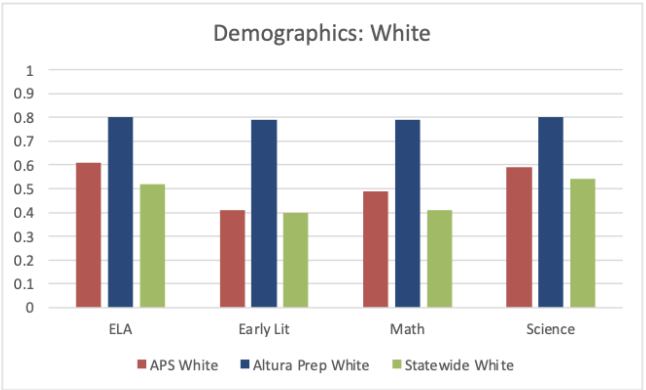


* **Note:** 2020-21 NM-MSSA data and 2021-22 NM-MSSA data aren't compared longitudinally because we were advised by the NMPED Assessment Bureau that, though Altura Prep had 80% participation of all students in both assessment years, the shifts in assessment between 2019 and 2021-22 may not allow for direct longitudinal data. However, we thought it important to include data from all years that the school has operated.

NM-MSSA 2021-22

Altura Preparatory School student overall performance comparisons to local district and statewide results, disaggregated by subgroup, follow. In almost every subgroup, Altura Prep students outperformed their peers attending schools in the local district and across the state:

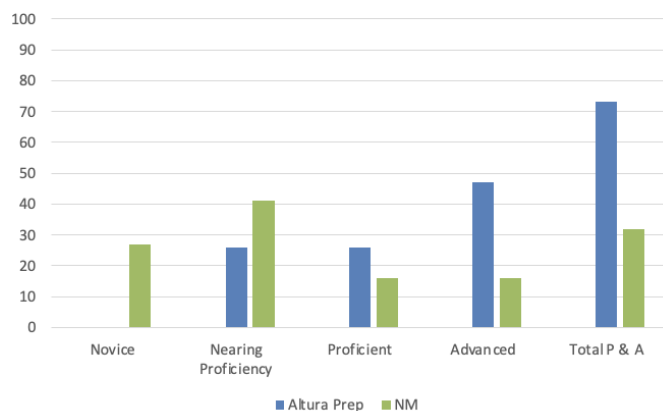




*Note- there were no comparable data for statewide Economically Disadvantaged students.

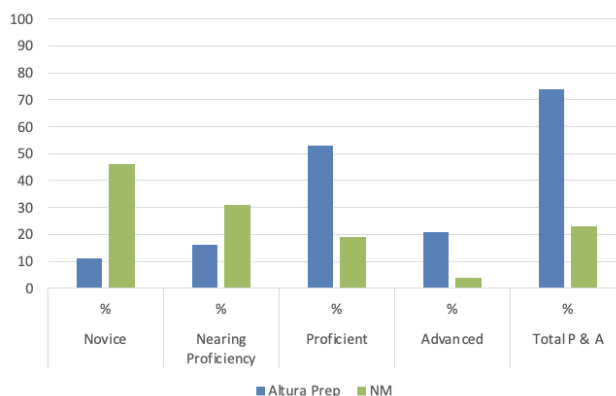
Grade Level Results: 2021-22 NM-MSSA

3rd Grade Language Arts



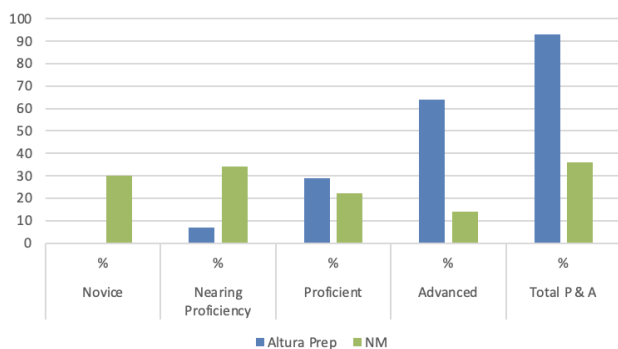
73% of Altura Preparatory School students were proficient or advanced in Language Arts, compared to 32% of 3rd grade students statewide.

3rd Grade Mathematics



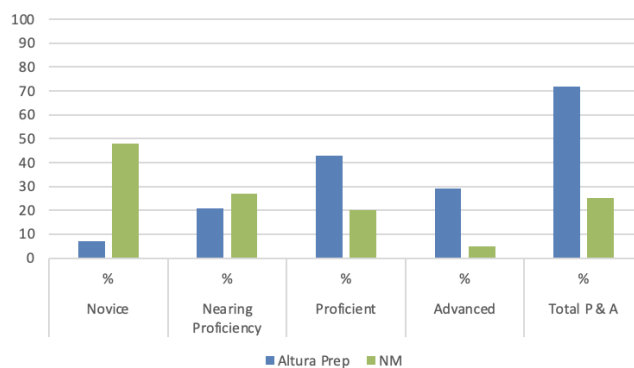
74% of Altura Preparatory School students were proficient or advanced in Mathematics, compared to 23% of 3rd grade students statewide.

4th Grade Language Arts



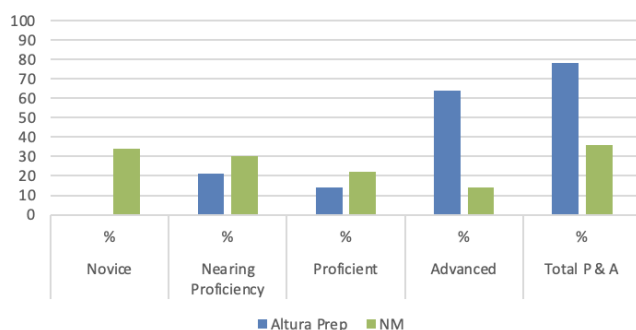
93% of Altura Preparatory School 4th graders were proficient or advanced in Language Arts, compared to 36% of 4th grade students statewide.

4th Grade Mathematics



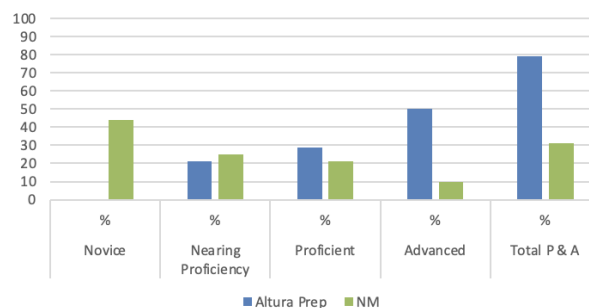
72% of Altura Preparatory School students in 4th grade were proficient or advanced in Mathematics, compared to 25% of 4th grade students statewide.

5th Grade Language Arts



78% of Altura Preparatory School students in 5th grade were proficient or advanced in Language Arts, compared

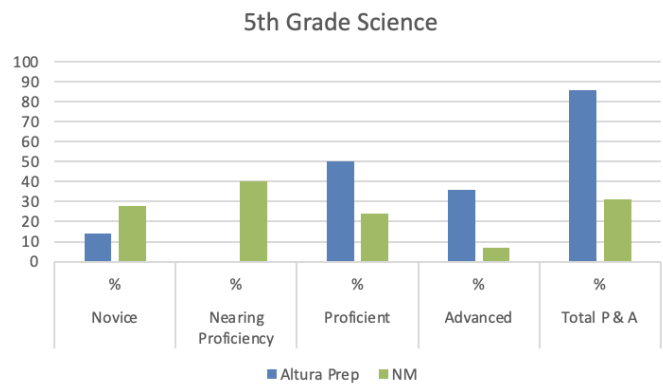
5th Grade Mathematics



79% of Altura Preparatory School students in 5th grade were proficient or advanced in Mathematics,

to 36% statewide.

compared to 31% statewide.



86% of Altura Preparatory School 5th graders were proficient or advanced in Science, compared to 31% of 5th graders statewide.