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**Charter Schools Division  
Analysis and Recommendation  
The Multilingual International School  
New School Application**

**August 2, 2024**

Ana Perea, Brenda Arellano, and Dr. Nicole Montague applied to open a new charter school, The Multilingual International school, within the boundaries of Albuquerque Public Schools to serve grades K-12.

Based on the analysis set forth below, which includes the peer review team's evaluation of the new charter application and capacity interview, as well as a brief summary of the community input hearing and written community input received, the Charter Schools Division (CSD) recommends that the application be:

**Recommended for Approval** – The application is complete and adequate; and during their Capacity Interview, the applicant(s) demonstrated a clear capacity to implement the academic, organizational and financial management plans as described in the application. Nothing was identified that would indicate the applicant(s) do not have the experience, knowledge, and competence to successfully open and operate a charter school.

**Recommended for Approval with conditions** – The application is complete and adequate; and during their Capacity Interview, the applicant(s) demonstrated a general capacity to implement the academic, organizational and financial management plans as described in the application. However, the CSD has identified some specific concerns that would need to be addressed during the planning year. The CSD has listed the noted concerns and conditions to address the concerns below. If the PEC determines that there are any additional conditions that

need to be addressed, those should be noted during the public hearing and all approved conditions negotiated in the final contract.

**X Recommended for Denial** – The application is either incomplete or inadequate; or during their capacity interview, the applicant(s) did not sufficiently demonstrate the experience, knowledge, and competence to successfully open and operate a charter school in New Mexico.

The Charter Schools Act, in NMSA 22-8B-6 M states that a chartering authority may deny an application if:

- (1) the application is incomplete or inadequate;
- (2) the application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act;
- (3) the proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal mismanagement or the proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement;
- (4) for a proposed state-chartered charter school, it does not request to have the governing body of the charter school designated as a board of finance or the governing body does not qualify as a board of finance;
- (5) for a proposed charter school on tribal land, it fails to receive approval from the tribal government; or
- (6) the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.

### **CSD Analysis and Recommendation**

The Multilingual International School proposes to offer a high quality charter option in a community that could significantly benefit from the model (see the performance of schools within the district below). The International Baccalaureate (IB) program is a proven model in New Mexico and this application was submitted by someone who currently operates a highly successful charter school in the neighboring district. During the community input hearing, several individuals came to speak favorably in support of the school—and several expressed confidence in Dr. Perea as a school leader. The CSD recommends denial of the application, however, as there were parts of the academic framework that could have been more complete or clearly detailed; the financial framework and organizational sections need further development to be considered adequate. CSD recommends the founders consider reapplying next year. Below are the final section ratings.

### Overall Review Evaluation

APPLICATION	Meets the Criteria		Approaches the Criteria		Does Not Meet the Criteria	
	Peers	CSD	Peers	CSD	Peers	CSD
Academic Framework	1	2	6	10	12	7
Organizational Framework	1	1	11	15	11	7
Financial Framework	0	0	4	4	4	4
Evidence of Support	0	0	0	0	3	3
<b>TOTALS</b>	<b>2</b>	<b>3</b>	<b>21</b>	<b>29</b>	<b>30</b>	<b>21</b>

CSD ratings that differ from peer review ratings				
Indicator	Description	Peer Rating	CSD Rating	CSD Evaluation
A.(1)	Mission	Approaches		
A.(2)	Vision	Completed		
A.(3)	Uniqueness and Innovation	Approaches	Meets	The need for high quality school options in Bernalillo is clear. The proposal is unique and innovative.
B.	Mission Specific Goals	Approaches		
C.	Curriculum, Educational Program, Student Performance Standards	Does not ...	Approac...	The curriculum and curricular planning tools which include a well developed process for facilitating teacher collaboration, as required by IB to become certified.
D.(1)	Bilingual Multicultural Education, Indian Education, Hispanic Education and Black Education	Does not ...	Approac...	The applicants provide several strategies (p.19-20) that would be utilized to ensure equal education opportunities in alignment with these Acts, though more details would make this section meet criteria.
D.(2)	Equity Plan	Does not ...	Approac...	The application includes stakeholders that would be engaged and a general plan for implementing a needs assessment, readiness assessment to inform a culturally and linguistically responsive framework (p. 20-21).

E.	Graduation Requirements	Does not ...		
F.(1)	Instruction Philosophy	Approaches		
F.(2)	Yearly Calendar and Daily Schedule	Does not ...	Approac...	The application includes the majority of the elements, not all, further development would be needed to meet criteria.
F.(3)	Schedule Narrative	Does not ...		
G.(1a)	Special Education: Students with IEPs	Does not ...		
G.(1b)	Special Education: Progress Monitoring	Does not ...		
G.(2a)	English Learners: Curriculum & Instruction	Does not ...		
G.(2b)	English Learners: Progress Monitoring	Does not ...	Approac...	The application mentions the school will use Wida ACCESS, names a staff position responsible for assessing ELs, recognizes the need to follow exited ELs for two additional years and succinctly identifies (p. 29).
G.(3)	ESSA and Special Population Needs	Does not ...		
H.(1)	Assessment Plan	Does not ...		
H.(2)	Assessment Data Analysis	Approaches		
H.(3)	Achievement Communication Plan	Meets		
A.(1)	Governance Structure	Approaches		
A.(2)	Governing Board Qualifications	Does not ...	Approac...	The application does provide on p.35 skill sets for board members but does not include the initial GC members.
A.(3)	Governing Board Recruitment	Does not ...		
B.(1)	Annual Board Training Plan	Does not ...	Approac...	The application not only includes state-requirements for GC training but includes IB training which would help members orient to the school's mission (p.36). A more complete response would include process steps.
B.(2)	Annual Board Self-Evaluation	Does not ...		
C.(1)	Board Oversight Monitoring Plan	Does not ...		

C.(2)	Hiring Head Administrator	Approaches ▾		
C.(3)	Governing Board Roles & Responsibilities	Does not ... ▾	Approac... ▾	The application provides a job description in Appendix B for the HA and briefly distinguishes the roles, more details on actions of the GC would make this meet criteria.
C.(4)	Annual Head Evaluation	Approaches ▾		
D.(1)	Organizational Chart and Narrative	Approaches ▾		
D.(2)	Job Descriptions	Approaches ▾		
D.(3)	Staffing Plan	Approaches ▾		
D.(4)	Professional Development Plan	Does not ... ▾		
E.	Conditions of Employment	Approaches ▾		
F.(1)	Meaningful Community Involvement in Governance	Approaches ▾		
F.(2)	Complaint Process	Approaches ▾		
G.(1)	Student Outreach & Recruitment	Does not ... ▾		
G.(2)	Lottery Process	Does not ... ▾	Approac... ▾	Response on p.55 demonstrates an approach to meeting this section. More details would make it complete.
H.	Conflict of Interest Policy	Approaches ▾		
I.(1)	Third Party Relationship	Not Applic... ▾		
I.(2)	If I.(1) then Appendix D	Not Applic... ▾		
J.(1)	Transportation	Does not ... ▾		
J.(2)	Food Services	Does not ... ▾		
K.(1)	Facilities Master Plan	Meets ▾		
K.(2)	Evidence of Researched Facility	Approaches ▾		
A.	Projected Enrollment	Approaches ▾		

B.(1)	910B5 Appendix F	Does not ... ▾		
B.(2)	5 Year Budget Plan Appendix G	Does not ... ▾		
B.(3)	Budget Narrative	Approaches ▾		
B.(4)	Budget Adjustments	Does not ... ▾		
C.(1)	Internal Control Procedures	Approaches ▾		
C.(2)	Appropriate Financial Staff	Approaches ▾		
C.(3)	Governing Board Fiduciary Oversight	Does not ... ▾		
A.	Evidence of Support/Outreach Activities	Does not ... ▾		
B.	Community Support	Does not ... ▾		
C.	Community Relationships	Does not ... ▾		

### Summary of Capacity Interview and Community Input Hearing

Capacity interview: 1 PM on June 21st via zoom, representatives from the school in attendance; Ana Perea, Dr. Brenda Arellano, Dr. Nicole Montague, and Mayra Valtierrez. There were 20 questions asked and the applicant team received zero (0) Meets , eleven (11) Approaches, and nine (9) Does Not Meet. Three of the school specific questions (5 of the 20) devised and asked by the peer review team received ratings of Does Not Meet the criteria.

Input Hearing: 1 PM on July 10, 2024 at the Santa Ana Star Casino, 54 in attendance, there were 17 total speakers with 16 speakers in favor of the applicant and 1 undecided.

Founders			
Name	Listed on the Application	Attended the Capacity Interview	Attended the Community Input Hearing
Ana Perea	Yes	Yes	Yes
Dr. Brenda Arellano	Yes	Yes	Yes
Dr. Nicole Montague	Yes	Yes	Yes

Mayra Valtierrez	No	Yes	Yes
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**Summary of Support/Opposition Provided by Email or Google Form**

There were a total of 25 letters received. 24 letters were in favor and 1 letter received was opposed to any new charter school.

**Vista data in the proposed community**

School	NM Vistas		Proficiencies		
	Score	Designation	ELA	Math	Science
Algodones Elementary	24.2	CSI Low Performance	14.5%	≤ 5%	
Cochiti Elementary	23.3	CSI Low Performance	14.3%	≤ 5%	≤ 20%
Cochiti Middle	42.0	ATSI EL	41.0%	12.8%	20.8%
Bernalillo Middle	30.6	Traditional	26.0%	9.5%	3.8%
Bernalillo High	45.3	Traditional	21.8%	2.7%	15.7%
Santo Domingo Middle	21.5	CSI Low Performance	13.2%	≤ 5%	≤ 10%
Placitas Elementary	70.8	Spotlight	64.4%	39.0%	53.8%
Bernalillo Elementary	36.8	Traditional	29.2%	14.2%	9.9%
WD Carroll Elementary	50.8	Traditional	32.1%		
Santo Domingo Elementary	22.3	CSI Low Performance	7.4%	3.3%	18.2%