



ALBUQUERQUE PUBLIC SCHOOLS

CHARTERS

Albuquerque Public Schools
Charter School Team

2024 APS Charter Renewal Application

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APS Charter Renewal Application Overview

Sections of the Application:

The Charter Renewal Application includes the following sections:

[Charter Renewal Application Online Instructions](#)

Part 1—School’s Executive Summary

Part 2—Record of Performance (Self-Report)

Part 3—Plan for the Next Charter Term (Strategic Plan)

Part 4 – ADDENDUM (ONLY for Charter Schools Transferring from NM PEC)

APPENDIX – (Renewal and Transfer Schools)

- Documents to be notarized –
 - Submit a Form that notarizes the Petition of Support from Employees
 - Submit a Form that notarizes the Petition of Support from Households
- Lease documentation
- Performance Framework Reports and Amendment Requests

Getting Started:

1. Read the online [APS Charter Renewal Application instructions](#) before you begin to prepare your written document.
2. Begin process for surveys/petitions of families and employees. You will need to submit a notarized form that certifies a petition of support from both 1) families as well as your 2) staff. Begin the process of collecting signatures of support for each petition.
3. Review your current charter, including any approved amendments, prior to completing the Renewal Application.
4. Review the Charter Renewal Rubric, which the renewal team will use to evaluate your application.
5. Use this Renewal Application MS Word file to enter your responses directly into the text box fields provided within each section and:
 - Cite the analysis of student achievement data conducted by your school’s Core Team
 - Cite evidence from your analysis when making claims

About the MS Word Application:

- To support you in submitting a complete application, each section of the application consists of questions and tasks.
- Enter all responses into the corresponding text field or table provided. Response format should be [12-point blue text](#).

- For each question, you are provided with guidance on the length of your response. This is only a suggestion. You will not be disqualified if you require longer responses.
- Include all large digital/scanned items (for example: .jpg, .png, .pdf including performance frameworks) in the Appendix document.

Part 1—School's Executive Summary

A. Mission, Vision, and Goals

Question 1: Re-state your school's mission and vision. What were your MSGs and did you achieve them? Provide evidence. (1 paragraph)

Tap to enter

Task 1: Provide evidence of outcomes related to Mission Specific Goals and briefly describe the measures established in the charter contract related to performance on MSGs. (1 page)

Tap to enter

B. Educational Program

Question 1: Describe how the student experience aligns to your mission. Give specific examples of how the student experience at your school is unique. (1-2 paragraphs)

Tap to enter

Question 2: Describe the typical student that you serve. Describe how the school's programs are designed to support this student population. (1-3 paragraphs)

Tap to enter

Question 3: How does your school enhance the APS School of Choice Portfolio? (1-3 paragraphs)

Tap to enter

C. Governing Council

Please provide the following information for all Governing Council members:

Name	Professional Occupation	Role on Governing Council	Number of Years on Governing Council
Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter

Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter

D. Community and Local Connections

Question 1: Describe how you have engaged “community” within the strategic planning process. Include a brief description of community participation and input. (1-2 paragraphs)

Tap to enter

Question 1: Who was involved in the strategic planning process and what were their roles?

(1 paragraph)

Tap to enter

E. Enrollment and Demographics

Please fill out the chart below with the corresponding information.

TOTAL ENROLLMENT	
# of Students Enrolled	Tap to enter
# of Students on Waitlist	Tap to enter
GENDER	
# of Male Students	Tap to enter
# of Female Students	Tap to enter
ETHNICITY/RACE	
# White	Tap to enter
# Black	Tap to enter
# Hispanic	Tap to enter
# Asian	Tap to enter
# Native American	Tap to enter
# Other	Tap to enter
SPECIAL POPULATIONS	
# of Students with Disabilities	Tap to enter
# of English Language Learners	Tap to enter
# Homeless Students	Tap to enter
# Eligible for Free and Reduced Lunch	Tap to enter

Part 2 — Record of Performance (Self-Report)

Purpose: Looking Back – A Self-Report on the Current Charter Term

Instructions for Part 2: Please refer to the [online instructions](#) for complete details about filling out this section of the application. Submit no more than 10 pages for Section A.

A. Academic Performance/Educational Plan

Question 1: Explain whether or not the school has met its performance expectations. Have there been any improvements at the school where progress was not being met and if so, what were the outcomes of those improvements? (1 page)

[Tap to enter](#)

Question 2: Provide a summary of your school-wide curriculum. Include information on how it aligns to New Mexico’s Common Core State Standards. (1-2 pages)

[Tap to enter](#)

Question 3: Describe the assessment process your school uses to measure performance to NM state standards throughout the year and how you use this to inform instruction. (1-2 pages)

[Tap to enter](#)

Task 1: Provide insight, explanation, and evidence to describe your Academic Performance/Education Plan in the following areas: (3 pages)

- Key Accomplishments related to Accelerating Learning/Meeting Academic Goals

[Tap to enter](#)

- Describe and include data related to your student population’s performance in the areas of:
 - English
 - Math
 - Science
 - Grade Level Proficiency
 - Graduation Rate (*If Applicable*)

[Tap to enter](#)

- Describe and include data related to student performance in the population subgroups of:
 - English Learners
 - Students with disabilities

Part 3 - Plans for Next Charter Term (Strategic Plan)

- Economically disadvantaged

Tap to enter

Question 4: Describe how your school responded to Martinez-Yazzie and shows support of at-promise students. Include data that shows what progress you have made.

Tap to enter

Question 5: Reflect on the gap in academic performance between all students at your school to each subgroup:

- Native American students
- Hispanic students
- Black students
- Students with Disabilities
- English Learners
- Economically Disadvantaged students

Tap to enter

Special Education Services:

Describe how you will do the following in relation to Special Education Services: (3 pages)

1. Describe how you deliver special education and related services to meet the unique needs of students. How do you ensure students have access to grade-level standards?

Tap to enter

2. Describe how you integrate special education students into the general education setting.

Tap to enter

3. How do you support special education and regular education teacher collaboration in support of special education students?

Tap to enter

4. What are your change of placement procedures?

Tap to enter

Part 3 - Plans for Next Charter Term (Strategic Plan)

5. Describe how you engage parents. How do you ensure parents are informed on the student's disability, diagnosis and the plan for individual support?

[Tap to enter](#)

6. What is your plan for continued MOE compliance?

[Tap to enter](#)

7. *Include Spring Site Visit report*

English Learner Services:

Describe how you support English Learners in the following areas: (3 pages)

1. Describe your school's English Learner program and services, including any curriculum used.

[Tap to enter](#)

2. How do you identify students as English Learners?

[Tap to enter](#)

3. What is your assessment process for students identified as English Learners?

[Tap to enter](#)

4. Describe how you notify and communicate with parents/guardians regarding English Learner status and services.

[Tap to enter](#)

5. How do you monitor students exited from English Learner status?

[Tap to enter](#)

6. What is your plan of recruitment or maintenance to hire and retain qualified staff for the ESL/ELD program?

[Tap to enter](#)

7. Describe your school's ELD program professional development.

[Tap to enter](#)

Part 3 - Plans for Next Charter Term (Strategic Plan)

8. Describe the process the school uses to provide English Learners access to extracurricular (academic, and non-academic) activities.

Tap to enter

9. How do you evaluate the effectiveness of the English Learner program?

Tap to enter

10. How will you provide progress monitoring for exited ELs in year 1 and 2?

Tap to enter

B. Organizational Performance

Question 1: Provide a written description of how your organization operates. Describe the outcomes of your school-established organizational goals. (1-3 paragraphs)

Tap to enter

Question 2: Describe any areas of non-compliance that have been addressed during this term and provide evidence of current compliance. (1-3 paragraphs)

Tap to enter

Question 3: Describe the role in the school's governing council in strategic planning. (1-3 paragraphs)

Tap to enter

Question 4: Provide your Organizational Chart of school leadership. What is your process of evaluating school leadership?

Tap to enter

Task 1: Provide a copy of your school's E-Occupancy certificate.

Tap to enter

C. Financial Performance

Question 1: Describe how the school is meeting its financial goals in relation to its liabilities, payroll taxes, employee benefits, debt service payments, etc. Provide evidence. (1-3 paragraphs)

Tap to enter

Task 1: Provide any other financial performance-based evidence.

Tap to enter

Task 2: Please provide the following information for all Audit Committee members:

Name	Professional Occupation	Role on Audit Committee
Tap to enter	Tap to enter	Governing Council Member #1
Tap to enter	Tap to enter	Governing Council Member #2
Tap to enter	Tap to enter	Parent <i>(Cannot be a Governing Council Member, may be parent of a student at any school in the district.)</i>
Tap to enter	Tap to enter	Finance Expert <i>(Cannot be a Governing Council Member)</i>

Part 3—Plans for the Next Charter Term (Strategic Plan)

Purpose: Looking Forward – Vision for the Next Five Years

Instructions for Part 3: Please refer to the [instructions online](#) for complete details about completing this part of the application (Self-Study) on outlining your vision and plan for the next five years.

Note that this section will not be used for Renewal determination

A. Educational Program and Student Academic Performance Targets

Question 1: Describe any anticipated changes to essential terms of the school’s educational program such as school mission and vision, courses of study offered, grade levels served, etc. (1-3 paragraphs)

[Tap to enter](#)

Question 2: Discuss your school’s academic priorities over the next five years. Include the data analysis the school used to set your strategic priorities. How did you use the data to prioritize? (1-3 pages)

[Tap to enter](#)

Question 3: How will your school continue to enhance the APS School of Choice Portfolio? (1-3 paragraphs)

[Tap to enter](#)

Question 4: How will your school continue to provide Special Education services and monitor the progress of students receiving special education? (1-3 paragraphs)

[Tap to enter](#)

Question 5: How will your school continue to provide ELD/ELS services and monitor the progress of English Learner students? (1-3 paragraphs)

[Tap to enter](#)

Task 1: Provide annual school wide performance targets in the table below based on your analysis:

Performance Measures	Baseline Data from School Year 2023-2024	School year 2024-25	School year 2025-26	School year 2026-27	School year 2027-28	School year 2028-29
Reading	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
Mathematics	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
Science	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter

From State Statute: B. Annual performance targets shall be set by each chartering authority in consultation with its charter schools and shall be designed to help each charter school meet applicable federal, state and chartering authority expectations as set forth in the charter contracts to which the authority is a party

Task 2: Provide annual performance targets in the table below for students under the Martinez/Yazzie guidelines:

Performance Measures	Baseline Data from SY 2023-2024	School year 2024-25	School year 2025-26	School year 2026-27	School year 2027-28	School year 2028-29
<i>Reading</i> Native American	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<i>Reading</i> Hispanic	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<i>Reading</i> Black	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<i>Reading</i> Students with Disabilities	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<i>Reading</i> English Learners	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter

<u>Reading</u> Economically Disadvantaged	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Math</u> Native American	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Math</u> Hispanic	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Math</u> Black	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Math</u> Students with Disabilities	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Math</u> English Learners	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Math</u> Economically Disadvantaged	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Science</u> Native American	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Science</u> Hispanic	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Science</u> Black	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Science</u> Students with Disabilities	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Science</u> English Learners	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter
<u>Science</u> Economically Disadvantaged	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter	Tap to enter

B. Mission-Specific Goals

[Instructions for section B](#): Please refer to the [online instructions](#) for complete details about Mission Specific Goals and Indicators.

Provide at least two (2) mission-specific goals and indicators in the space below. These should be written as a SMART goal. (1-2 pages per goal)

Provide a table for each Goal Statement that we take to the board.

Example: If a school's mission focuses on language acquisition, then a school may choose a mission-specific goal and indicators that measure students' performance and progress of language acquisition. The indicators for this goal will be monitored during the year and revised annually. If you define a cohort of students (i.e. 11th grade students who have attended the school for at least two semesters), you must identify how many students are in the cohort.

Mission Specific Goal 1 (1-2 pages):

Tap to enter

1. Indicators that will be measured and monitored, related to this goal

Tap to enter

2. Student academic performance standard(s) being addressed

Tap to enter

3. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Tap to enter

Mission Specific Goal 2 (1-2 pages):

Tap to enter

1. Indicators that will be measured and monitored, related to this goal

Tap to enter

2. Student academic performance standard(s) being addressed

Tap to enter

3. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Tap to enter

C. Organizational Plans

Question 1: Describe any anticipated changes to the governance of the school such as board composition, staffing and leadership changes, committee structure, amendments to bylaws, adding/removing an ESP (Education Support Professional) etc. How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years? (1-3 paragraphs)

[Tap to enter](#)

Question 1: Describe your long-term plans to comply with the state statute of being in a public building. (1-2 paragraphs)

[Tap to enter](#)

Question 2: Describe any anticipated changes to your facility such as location, remodeling, additions, etc. (1-3 paragraphs)

[Tap to enter](#)

Task 1: Provide Facility Information and Documentation by completing the Appendix section Lease Review Charter School Facility Documents.

D. Financial Plans

Question 1: Describe any anticipated changes to the operations of your school in relation to finance such as new curriculum and instructional materials, modified staffing structure, decreased/increased enrollment, etc.

[Tap to enter](#)

Task 1: Provide a projected budget for the next 5 year term including key revenue sources and expenditures.

E. Community Outreach

Task 1: Provide Contact Information for Students (20), Families (20) and Community Members (10)

In an effort to incorporate student voice, family voice and community voice in the Charter Renewal

process, we are requesting that you populate a Google Sheet with contact information. *Note: It is not intended that the family members match up with the students on your student list. These will be unique lists.*

We will use each list to reach out to students, families, and community members, allowing them to give us feedback about your school. We hope to have a diverse group of individuals whom we can collect feedback. If you have any questions about this process, please contact the charter school team.

The Student, Family, Community Voice Google Form can be accessed here:

<https://docs.google.com/spreadsheets/d/1Uo-FPnRXuE5Ke80UP9Zfb3s3xFiljclF6guiG9bVoHY/edit?usp=sharing>

Please complete each sheet with the necessary contact information. Schools are encouraged to submit these lists early in the September timeframe. If you are unable to complete early, you can submit with your Renewal Application.

The Charter School team will be asking these contacts to send us short videos reacting the following prompts:

- What “wows” you about this charter school?
- What do you wonder about this charter school?
- Share any personal stories of your experience with this charter school.

Part 4 - ADDENDUM

[ONLY for Schools Transferring from NM PEC]

Schools that are transferring from the New Mexico Public Education Commission (NM PEC) are required to provide additional information outlined in Part 4 addendum. Please include the following required information in the appropriate Part (1-2) and sections of the renewal application.

Part 1 - School's Executive Summary

Question 1: Provide your mission-specific goal statements from this charter term. For each goal, include your progress to the goal and/or how the school met the goal. You are encouraged to provide visual illustrations of how you met the goal, such as a graph. (1-3 pages)

[Tap to enter](#)

Part 2 — Record of Performance (Self-Report)

For Schools Transferring from NM PEC, we require additional information around how you plan to provide Special Education Services.

A. Academic Performance/Educational Plan

Task 1: Provide the following Special Education information: (2 pages)

- A. Plan to locate, evaluate and identify children with disabilities.
- B. Plan to develop, review, and revise IEPs.
- C. Plan to Reevaluate students with disabilities.
- D. Plan to deliver special education and related services to meet the unique needs of students.
 - o How do you ensure students have access to grade-level standards?
- E. Plan to integrate special education students into the general education setting.
- F. Plan to support special education and regular education teacher collaboration in support of special education students.
- G. Change of placement procedures.
- H. Assurances to families interested in applying to the school that the charter school welcomes students with disabilities and is prepared to offer reasonable accommodations to children with disabilities who elect to attend the school.
- I. Plan for supporting meaningful engagement for families.
- J. Provide MOE calculations and include a plan for continued MOE compliance.
- K. Plan to ensure that the school facility meets the requirements of other related services such as ADA and Section 504.
- L. Plan for enrollment/IEP transition procedure.

- M. Plan to address discipline for students with disabilities.
- N. Plan to ensure confidentiality of special education records.
- O. Plan to secure technical assistance and training.
- P. Include any Public Education Department or Public Education Commission special education Corrective Action Plans and Root Cause Analysis' incurred in the last 4 years?

B. Organizational Performance

Task 1: List Your Governing Council and Committee Members (PEC Transfers)

Please provide the following information for all Governing Council members:

Name	Professional Occupation	Role on Governing Council	Number of Years on Governing Council
Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter
Tap to enter	Tap to enter	Tap to enter	Tap to enter

Please provide the following information for all **Audit Committee members:** (PEC Transfers)

Name	Professional Occupation	Role on Audit Committee
Tap to enter	Tap to enter	Governing Council Member #1
Tap to enter	Tap to enter	Governing Council Member #2
Tap to enter	Tap to enter	Parent <i>(Cannot be a Governing Council Member, may be parent of a student at any school in the district.)</i>
Tap to enter	Tap to enter	Finance Expert <i>(Cannot be a Governing Council Member)</i>

D. Financial Performance

Task 1: Audit Findings - Complete the Audit Report Summary table (below) by providing any findings from independent audits for each fiscal year with information on how the school responded.

Identify information from the Component Unit Section of the Annual Audit specific to the Charter School. Include the actual year you are referencing.

Fiscal Year Ending	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY 19			
FY 20			
FY 21			
FY 22			
FY 23			

Task 2: Provide the following additional financial information.

Schools that are transferring authorizers (from the NM PEC to APS) must provide:

- ✓ Internal Controls, Financial Policies and Procedures.
- ✓ Copies of all financial statements and audit findings for any audits performed within the current charter contract.
- ✓ Most recent year's expenditures from audited financials.
- ✓ Membership figures for 80 day and 120 day reporting periods from STARS within the current charter contract.
- ✓ Copies of 910-B5's within the current charter contract.
- ✓ Copies of PED Site Visit Documents from within the current charter contract.
- ✓ Copies of any Corrective Action Plans or Other Actions taken by the Public Education Commission or the Public Education Department.
- ✓ Special Education Maintenance of Effort Reports from within the current charter contract.
- ✓ A Recent Cash Report submitted to the New Mexico Public Education Department.
- ✓ Have you had the school's Board of Finance removed during the current charter term? If so, please provide an explanation, including the timeframe of the removal.