



*ALBUQUERQUE PUBLIC SCHOOLS*

CHARTERS

Albuquerque Public Schools  
Charter School Team

2024 APS Charter Renewal Application

[Los Puentes Charter School](#)

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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 page)**

For decades, Los Puentes Charter School (LPCS) has built bridges to success by empowering students who have not performed well in the traditional school environment.

The stated **mission** of Los Puentes is "Los Puentes will create an environment through inclusiveness, instructional best-practices, and mental/social/behavioral supports to nurture individuals academically, socially, and emotionally so that they are equipped to overcome challenges and prosper in life by becoming personally prepared for college, career, and community". The school recognizes that academic preparation is only part of the equation when it comes to supporting students through high school graduation. The mission of Los Puentes is to first understand the multi-dimensional challenges students face when pursuing their high school studies and apply best practices and creative strategies to match required interventions to such. While the school cannot attempt to fully solve the social challenges and inequities on its own that present obstacles to the students of its community, LPCS aims to equip students with the skills, resilience, and grit necessary for overcoming these, thus enabling them to achieve their individual goals.

The **vision** for all students is "Los Puentes will develop well-rounded, confident, and responsible youth to achieve their full potential". Over the last 4 years the staff has honed in on this vision as a goal and has formed into a cohesive team of professionals, committing time and effort to increase their skills and abilities in order to see its vision to fruition. Through increasing expectations, academic rigor, and teaching of social-emotional skills, the staff at Los Puentes have increased the opportunities available to students in the postsecondary world. While the work continues, the school proudly tracks the success of its graduates class after class, among which shine a student at New Mexico Tech, gainfully employed individuals, scholarship recipients, and countless community college enrollees.

**Mission specific goal 1: *Met 3 out of 4 years, (still awaiting final data for the 4th year).***

"LPCS will increase attendance rate by 5% in each of the next 5 years, as measured by STARS reporting".

**Mission specific goal 2: *Met 3 out of 4 years***

"70% or more of LPCS students will be on track for on-time graduation".

**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)**

**Goal 1-**In terms of attendance, the following data proves that Los Puentes has been successful in supporting students:

Part 1 - School's Executive Summary

Attendance	Data reported by PED	2021-22 Goal: 58% Performance: 71.46%	2021-22 Goal: 63% Performance: 71.58%	2022-23 Goal: 68% Performance: 76.67%	2023-24 Goal: 73% Performance: awaiting data from PED	2024-25 Goal: 78%
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Over the last four years Los Puentes has focused on two mission-specific goals, the first being “LPCS will increase attendance rate by 5% in each of the next 5 years, as measured by STARS reporting”. Los Puentes recognizes that students must be present in order to receive instruction so they may advance in achievement, develop the right set of learning habits, and advance in their social-emotional learning. The school, with typically high truancy, has followed a multi-tier plan of support for students to prioritize attendance, while providing resources and support to students and guardians/caregivers with social issues that typically pose barriers to regular student attendance.

**Goal 2-**Students entering Los Puentes, regardless of credit recovery needs who completed the number of credits in accordance with their individualized graduation plans by graduating class:

On-track Graduation Rate	Data reported by LPCS	2020-21 Goal: 70% Performance: 96.43%	2021-22 Goal: 70% Performance: 61%	2022-23 Goal: 70% Performance: 80%	2023-24 Goal: 70% Performance: 90%	2024-25 Goal: 70%
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The second goal is “70% or more of LPCS students will be on track for on-time graduation” which recognizes that students seek Los Puentes for credit recovery options and individualized learning opportunities. On-track is measured as students enter the school; the school projects the number of semesters it will take them to graduate based on the number of credits the student needs. While students may be off-track when entering Los Puentes, they are offered a variety of alternative options for advancing credits and are able to receive tutoring and wellness support to see their efforts through.

## 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)**

“Rigor without support is a prescription for failure. Support without rigor is a tragic waste of potential.”  
 –Mary Catherine Swanson

Students come to Los Puentes to gain a sense of belonging at school. Many students who attend larger high schools are unable to feel at freedom to be themselves and gain acceptance from their peers and learning community. When students come to Los Puentes, they are surprised to be

## Part 1 - School's Executive Summary

recognized by name and feel like a person that matters, as opposed to just another number. From the moment students and guardians/caregivers attend the beginning of semester orientation, they understand Los Puentes aims to fully support every student's goals and journey through high school. When students integrate into this learning community they participate in high school studies in a small, safe, and inclusive environment that supports them in dreaming big for their future. As part of their journey, students experience growth, not only academically but in every aspect of their personal wellness, including social, emotional, mental, and physical wellness.

### **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)**

It is very difficult to generalize the students who attend Los Puentes. Each student who seeks to advance their studies at this Charter School is equipped with a unique set of talent and abilities. Simply stated, however, Los Puentes serves the students who simply have failed to thrive in a typical high school setting. This could be due to behavioral challenges, neurological divergence, specialized learning needs, English proficiency needs, or simply the search for a greater sense of community, acceptance, and belonging. We serve a wide population of students but many of our students come from low-income backgrounds where financial pressures may force them to prioritize work or other responsibilities over education. Some of our students suffer from mental health challenges. These issues can impair cognitive functioning, making it difficult for students to concentrate, retain information, and perform well academically. Some students who come to us may feel disconnected from their previous school environment and experience a lack of motivation to succeed academically. They may have perceived little relevance or value in their education and struggle to see a clear path forward after high school. This means the majority of students who attend Los Puentes have not had a great high school experience and as a result, are behind on graduation progress and seek credit recovery opportunities in an effort to complete their diploma requirements. Many of these students also hold down or seek employment outside of school hours.

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

Los Puentes has proudly served an at-risk population of students who otherwise would not engage in completion of their diploma requirements and the staff works daily to bridge the opportunity gap. Los Puentes provides alternative programming focusing on key practices such as fostering a safe and welcoming environment, ensuring equitable instruction, promoting family engagement, maintaining small classroom sizes, offering in-person, online classes, and hybrid models, providing whole-child support, and implementing credit recovery programs while accelerating learning and integrating social-emotional learning (SEL) programs for a truly individualized learning experience.

Los Puentes understands that in addition to academic excellence, nurturing students' social and emotional development is essential for their overall well-being and success. Los Puentes integrates elements of personal wellness into its curriculum which promotes essential skills such as self-awareness, empathy, and resilience. LPCS partners with many New Mexico community groups such as Enlace Comunitario, New Mexicans to Prevent Gun Violence, Botvin LifeSkills (LTS), and NM Animal Protection Agency to name a few to accomplish this task. The long term goal of Los Puentes is to become a beacon of excellence in education as it adapts to the evolving needs of diverse learners and prepares students for life beyond high school in aspects of community integration, academic preparedness, and career readiness. To those seeking to advance their graduation time frame whether

to get ahead or catch up to their original graduation cohort, Los Puentes offers the opportunity to complete diploma requirements in three years.

### 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
Molly Chavez	Director, Finance-Behavioral Health Revenue Cycle, UNM Hospital	President	8 years
Gloria Vigil	Retired APS Principal	Vice-President	19 years
Berenice Lopez	Finance Director, UNM Hospital	Treasurer	1 Year
Deborah Griego	APS Teacher	Secretary	2 Years
Juan Flores	Executive Director, Professional Support Services, UNM Hospital	Member	2 Years
M. Sush May	Director of Adult and Pediatric Outpatient Services, UNM Hospital	Member	2 Years
Anita Nevarez	Director, Environmental Services, UNM Hospital	Member	6 months
Syndi Pham	Realtor	Member	2 months

### 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)**

Los Puentes engaged in aggressive turnaround practices after creating a 5 year plan for improvement. The school hired consultants to assess the baseline and create goals with detailed objectives to improve operations, staff competency, and student achievement. It was noted that the plan would focus on these priorities:

- Focused Priority A: LPCS will prioritize improvement and communicate its urgency.
- Focused Priority B: Los Puentes will recruit, develop, retain and sustain talent.



## Part 1 - School's Executive Summary

- Focused Priority C: Los Puentes will transform instruction, including: setting clear performance expectations; analyzing data; aligning standards and curriculum; and, designing structures and systems to support student learning.
- Focused Priority D: Los Puentes will build a strong community intensely focused on student learning.

In order to accomplish the goals of this plan created in 2020, Los Puentes first hired a new leader and has maintained accountability through the monthly board meetings, insisting on evidence and data to measure the progress of the turnaround. Today, Los Puentes can demonstrate success across the areas of the focused priorities of the strategic plan. Part of the success is the notion that all stakeholders must work together to accomplish the mission of the school. LPCS has engaged community members from within and outside the walls of the school.

First and foremost, guardians/caregivers have been invited to engage the education of their students through conventional and non-conventional methods. Los Puentes regularly hosts family engagement events that bring in guardians/caregivers such as Title I meetings, open houses, Honors and Robing ceremonies, FAFSA readiness nights, conferences, and more. However, Los Puentes is very proactive in reaching out to the support network of all students at the first sign of trouble in terms of academics or behavior. By working in multidisciplinary teams that address student needs across the disciplines, the school is able to provide strong support for those at risk of dropping out or jeopardizing their graduation progress.

In addition to reaching out to the immediate circle surrounding students, Los Puentes has formed strong networking relationships with community organizations that provide education and support in areas of life that are important in helping students reach the vision of becoming successful, well-rounded individuals. Some of these organizations include Enlace New Mexico which provides education on healthy interpersonal relationships, New Mexicans to Prevent Gun Violence who engage student groups in pledging to not engage and prevent violence due to gun use, Animal Protection NM who provide education on empathy and compassion through interaction with therapy dogs, the University of Colorado which provides Los Puentes students with a life skills curriculum, New Day NM who assist with life coaching, and others. These groups bring their expertise to Los Puentes and work alongside the school staff to provide services and education in topics that are practical and relevant to every young person.

Further Los Puentes has made great progress towards becoming a great neighbor! Over the last four years, our presence in the neighborhood has evolved from borderline nuisance to providing access to food pantries and performing community service, including cleaning up neighbors' front yards. The response from the community immediately surrounding school boundaries continues to become more favorable.

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

**(1 paragraph)**

As part of turnaround efforts, Los Puentes has completely reorganized its administrative structure. The school's Executive Director has led the management of the last charter's five-year strategic plan and has gathered and analyzed data, involving the whole organization. The

Part 1 - School's Executive Summary

administrative team is comprised of Anna Phillips, Executive Director, Nicole Donisthorpe, Graduation Counselor, Cassie Batie-Romero, Lead Social Worker, Chris Bonahoom, Early Warning Systems Interventionist, Lauren Archuleta, Teacher Leader, Jeff Strohecker, Dean of Culture. Teachers and staff have been involved in the implementation of the current strategic plan and in planning for the future and in the preparation of the charter application, engaging in progress tracking through PLC and providing data analysis.

**E. Enrollment and Demographics**

Please fill out the chart below with the corresponding information. **As of BOY 2024-25**

<b>TOTAL ENROLLMENT</b>	
# of Students Enrolled	132
# of Students on Waitlist	0
<b>GENDER</b>	
# of Male Students	59
# of Female Students	73
<b>ETHNICITY/RACE</b>	
# White	7
# Black	6
# Hispanic	103
# Asian	1
# Native American	15
# Other	0
<b>SPECIAL POPULATIONS</b>	
# of Students with Disabilities	36
# of English Language Learners	25
# Homeless Students	9
# Eligible for Free and Reduced Lunch	All under CEP

## Part 1 - School's Executive Summary

Los Puentes recognizes that the membership has dropped in the years since the pandemic. Marketing efforts over the last four years have included billboards, direct mailers, social media advertising, and more. Currently, the school is seeing a successful effort through radio advertising, leading to higher membership numbers this fall than over the two previous school years. LPCS will continue to advertise on the radio at peak enrollment times (summer, beginning of second semester)

## 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)**

Los Puentes has held yearly celebrations of success throughout the last four years! Although the timing of the charter renewal and implementation of the turnaround plan was unfortunately aligned with the onset of the COVID-19 pandemic, Los Puentes has met most of the performance goals in the current charter. Improvements were urgently needed in all areas of the school including instruction, operations, classroom management and school disciplinary procedures, special education compliance, and facilities management. The turnaround team has focused on utilizing the available resources and funding at the school to make deliberate progress across the four areas of priority in its strategic plan:

Focused Priority A: LPCS will prioritize improvement and communicate its urgency.

Focused Priority B: Los Puentes will recruit, develop, retain and sustain talent.

Focused Priority C: Los Puentes will transform instruction, including: setting clear performance expectations; analyzing data; aligning standards and curriculum; and, designing structures and systems to support student learning.

Focused Priority D: Los Puentes will build a strong community intensely focused on student learning.

In terms of improvement across the ranks of Los Puentes the greatest celebration is the change in adult behavior across the organization! The school went from employing a staff focused on excuses for underperforming levels to developing a high performing team who collaboratively recognizes that the skill of the staff is a major factor in facilitating student achievement. Every role in the school directly impacts student achievement whether it may be at the front office, maintenance and operations, or directly in the classroom.

When it comes to retaining and empowering staff, team building along with the focused professional development has targeted the behaviors and skills of teachers who today deliver stronger instruction in a classroom with a genuine collaborative culture and a sense of urgency for learning. Support personnel have been carefully selected to assist students in gaining the skills necessary to overcome challenges that may prevent them from learning grade-level material.

The impressive efforts of the turnaround team at Los Puentes have produced a community that celebrates academic success, sparks curiosity in students about postsecondary opportunities, and promotes a healthy and inclusive environment where students are encouraged to set expectations for themselves and enthusiastically pursue their dreams. The school has proudly tracked a notable improvement in all areas as evidenced by guardian/caregiver feedback, relationships with the surrounding community, and recognition of improvement from outer organizations!

**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)**

Los Puentes teachers make decisions about curriculum based on a number of factors including, scope of standards, student preparation needs according to assessment footprints, student needs including language proficiency and ability levels and relevance and sensitivity to the student body. Currently the school utilizes blended learning materials and attempts to expose students to high quality materials when delivering instruction.

Teachers prepare students so they may be well equipped to demonstrate proficiency as required by state assessments through focusing on high quality instructional materials and best-known practices. In mathematics, students engage in learning with blended materials published by Saavas under the Envision Curriculum for Geometry and Algebra (I and II). These provide practice opportunities for students on paper and online. For reading and writing, teachers utilize IntoLiterature by Houghton Mifflin Harcourt which provides students with the opportunity to develop reading and writing strategies in consumable workbooks or through online assignments. For science learning, the school uses simulations and laboratories online through the use of StemScopes as well as hands-on experiences like dissection labs, and STEM manipulatives. As intended by next generation science standards, students engage in inquiry through a variety of real-life scenarios as opposed to following topics in a text book. For remediation and skill practice, the instructional team supplements with resources such as IXL.

For students with credit recovery needs, classes are often offered online. These students often have been exposed to the curriculum and failed to meet course expectations. In this case, students are able to participate in online learning through Imagine Learning/Edgenuity.

Students with disabilities who have not yet demonstrated the ability to complete grade-level assignments receive modifications and accommodations in consultation with special education staff, and sometimes in accordance with the publisher’s recommendation, alternative curriculum designed for students with special education needs, and/or teacher-created materials.

Students have the option to engage in Principles of Computer science to fulfill the requirements of the 4th year math course. This class is taught with curriculum available through code.org and is delivered in a completely online format, facilitated by a UNM trained instructor in a PED approved program. The class is taught on site but at times also available to students in remote format.

AVID is utilized as a school-wide aid for students in the area of developing study skills, workplace habits, self-agency, and goal setting. Because Los Puentes is an alternative school, the AVID program follows a flexible format but is in compliance with delivering on the AVID mission and vision.

Recently, a number of teachers attended an AP Summer Institute in order to enhance the course offerings at Los Puentes, and bring AP courses to students who previously attended this type of class only online. The school is in the beginning stages of expanding the course offerings to include Advanced Placement studies.

In addition to the high school curriculum, the school also offers dual credit courses in collaboration with CNM. At least one class is offered in dual credit format on campus. Students who choose to pursue dual enrollment are fully supported by Los Puentes through that process.

All students are exposed to a daily advisory curriculum designed to advance life skills and social emotional learning. This curriculum is designed in house and covers a wide variety of topics including brain chemistry/stress response, cultural competence, problem solving, career planning, financial

literacy, interpersonal communications, email etiquette, and more!

As part of the school's commitment to personal wellness, everyone engages in a daily 30 minutes of physical activity. Students are given many choices to choose from according to their fitness level. Staff and students participate together.

Some students choose to participate in their learning in a fully remote environment. In this case students are monitored weekly through Edgenuity courses. Remote students participate in a weekly check in with a staff dedicated solely to online student support who covers their grades, level of engagement, time management and self-management, habits of success, opportunities for improvement, and overall progress on courses. Each week, students also have the opportunity to meet with their wellness provider. Students who fail to thrive online are referred to the EWS interventionist for an individualized rescue plan or a transition to an in-person schedule.

The integration of Social-Emotional Learning is also accomplished through the Refocus Room, which is equipped with regulation tools, sensory aids, and allows students to gain self-regulation. The Early Warning Systems Interventionist assists students with interventions designed to overcome the stress response within students in order for them to return to instructional settings in a way that allows them to be more receptive to instruction of academic content.

In addition, LPCS has just completed the requirements of the Bilingual Seal program and is looking forward to awarding Bilingualism/Biliteracy Seals as early as the graduating class of 2025!

**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)**

Los Puentes utilizes a triangulation approach to determining performance according to state standards. The school looks at the scores of classroom assessments (formative and summative), interim assessments, and ESSA assessment instruments. Because the majority of the students at the school are underperforming, teachers continue to research, adopt, and modify the instructional practices through PLC that are implemented in the classroom. Although not easy nor immediate, the school is tracking an upward trend in student achievement. However, that is not the only measure of success, teachers track growth in many other areas and continue to help students succeed through the pursuit of providing whole-child support to develop well-rounded students.

**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

Los Puentes has evolved its instructional practices greatly over the past four years. At the beginning of the turnaround period students routinely were presented with low-demand, low-engagement paper-based tasks and were not expected to perform at grade level. Students became conditioned to underperforming and received passing grades without meeting proficiency according to standards. Learner behavior was not managed by instructors and students were not encouraged to develop workplace readiness skills or college preparation.

The challenge remains that Los Puentes serves an extremely mobile population, with a mobility rate of 46% on average. Many of the students who attend this school do so temporarily in transition to or from their neighborhood school for a variety of reasons. Thus, comparing year to year performance

## Part 2 – Record of Performance (Self-Report)

requires a careful lens and proper context in relation to the efforts of the instructional staff. The best source of information for educators is the individual score report for students on the interim assessment since it is available immediately after the student completes the assessment and can be used to inform instructional needs during the time that the student is enrolled at Los Puentes.

By far, the biggest celebration in terms of key accomplishments is the science and reading assessment results, which have met or exceeded the target year over year. Math proficiency continues to be a challenge for students at Los Puentes taking the SAT.

- 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*)

### Student Achievement

According to the interim testing data, students are demonstrating growth towards proficiency. Los Puentes utilizes the Horizon Education PSAT. This indicates a positive shift in the area of instructional practices. Since adopting learning acceleration, teachers have better learned to base their practice on standards and have raised rigor in the classroom. Doing so has provided students with the opportunity to learn grade-level content and become better equipped to demonstrate mastery according to high stakes assessments. At the end of the school year 2023-24 student growth is as follows:

#### Reading:

- 60% students demonstrated growth in 9th Grade
- 72% students demonstrated growth in 10th Grade
- 75% students demonstrated growth in 11th Grade
- 100% students demonstrated growth in 12th Grade

#### Math:

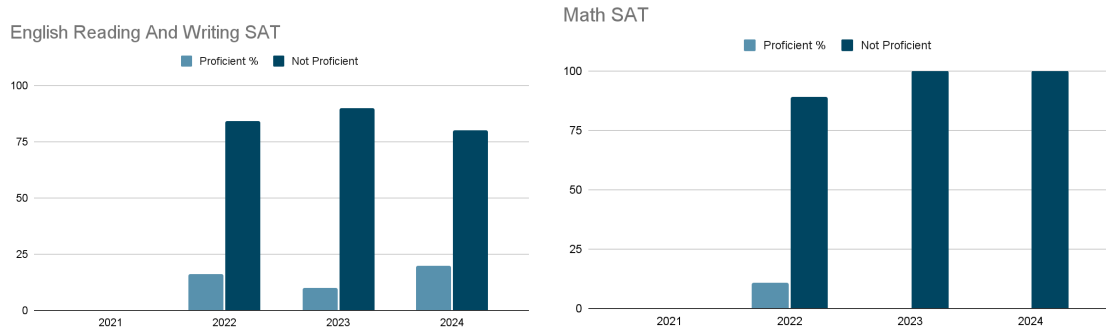
#### Math (Horizon Education)

- 100% students demonstrated growth in 9th Grade
- 46% students demonstrated growth 10th Grade
- 42% students demonstrated growth 11th Grade
- 88% students demonstrated growth in 12th Grade

Finding qualified, experienced teachers who are able to work with students in the supportive environment Los Puentes aims to foster has been a challenge but one that has improved year over year. As one of the focused priorities of the turnaround plan, the school has dedicated much time in planning and allocated resources to pursue Professional Development opportunities, has gained teacher commitment in preparing for and obtaining additional endorsements (math), and has demonstrated a commitment to the continuity of PD topics in terms of initiatives and yearly instructional goals. While improvement is notable, the school continues to demonstrate a need in this area, especially in the current educational employment landscape with notable teacher shortages.

Part 2 – Record of Performance (Self-Report)

According to the summative data, the majority of students at Los Puentes are not yet demonstrating proficiency. This continues to be a focus of the instructional staff.



**Graduation Rate**

Los Puentes has been identified as a CSI school for graduation rate. Due to the fact that LPCS enrolls students who otherwise would be disengaged from school, graduation progress is an area of need for most students, as many as 45% percent of students are reclassified at time of enrollment any given year. In response to this phenomenon, starting in the fall of 2024 Los Puentes has modified its semester schedule. Students engage in core subject learning for three quarters of the semester, under instruction focused on priority standards using learning acceleration practices. For the remainder of the semester, the school offers students elective courses, opportunity to pursue internships (paid or unpaid), or sharpen their career readiness skills by earning credit in a work-study format.

	2020-21	2021-22	2022-23
4yr Cohort	43.8%	26%	Not Published
5yr Cohort	54%	Not Published	Available in 2025
6yr Cohort	Not Published	Available in 2024	Available in 2026

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

Please refer to the **baseline data** for subpopulations above, starting on page 36.

Los Puentes Charter School exists to serve a population mostly comprised of students who are economically disadvantaged, an average of 30% of students have IEPs and approximately 20% of students are developing their English Language proficiency. Classrooms deliver high quality instruction that is individualized to their needs. On campus, students are exposed to learning environments with small class sizes and receive specialized focus and attention from each of their classroom instructors.

Social-emotional learning is relevant to our students in order to gain self-awareness, establish strong communication skills, develop strong interpersonal relationships and conflict resolution. Los Puentes utilizes the skills of two licensed social workers as wellness providers and one school-based



## Part 2 – Record of Performance (Self-Report)

therapist to help students develop critical thinking skills and a growth mindset. The wellness providers work with students individually and in group settings on mindfulness practices and developing purpose and meaning. Students engage in volunteerism at the Los Puentes food pantry once a month.

In terms of English Learners, Los Puentes continues to demonstrate a need for improvement. The outcomes over the last 2 years available data through NM Vistas demonstrates an inconsistent growth pattern. The mobility average of 46% also applies to this area in terms of year to year comparison as the proficiency results are tracked but the cohort of students in that testing group varies from year to year. 25% of the Los Puentes staff and the school-based therapist are bilingual, while 30% of the instructional staff are TESOL endorsed. Numerous remaining staff members are aiming to obtain their TESOL endorsement and the Los Puentes board has approved tuition assistance policies to support the effort of those pursuing coursework or licensure to be better equipped to provide better instruction to English Learners.

In response to the graduation rate, Los Puentes has partnered with GearUp New Mexico to provide postsecondary education and training to our students that would otherwise not have the opportunity to explore such avenues. Frequently, students are able to visit various college campuses across the state and desert southwest on GearUp funded bus tours. Each student at Los Puentes is able to utilize the resources provided by GearUp such as FAFSA assistance and aid in completing college applications, making college a reality for many and an incentive to earning a diploma before making a strong entrance to the post-secondary world.

In addition to in-person learning, Los Puentes caters to students that have challenges with transportation, mental health, physical health, or a strong preference for virtual learning or those who otherwise face obstacles to maintaining a traditional school schedule. Students that are unable to attend in-person learning have access to an online learning platform and may be issued a Chromebook and internet hotspot so they can still obtain quality instruction while away from the campus.

Students with disabilities are continuously measured in the area of student progress to make sure they are being served in the least restrictive environment. Additionally, there is a strong focus on progress in accordance with their individual goals. Students with disabilities or on IEPs have access to a continuum of services that range from a self-contained environment to inclusion by direct service or consultation. Los Puentes serves all IEP according to the specified list of related services through partnerships with a team of well-qualified multi-disciplinary providers at CES.

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

Los Puentes serves students of which the majority fall under the profile described in the Martinez-Yazzie matter. The school acknowledges the unique needs of its student body and is committed to putting all available funding to ensure the primary stakeholders receive preparation for their future.

Los Puentes Charter School works hard to implement best practices and relevant strategies to address disparities in student achievement among students who are economically disadvantaged. These efforts aim to create equitable learning environments and provide targeted support to historically marginalized students. These practices include the use of high quality, culturally Relevant Curriculum that reflects the cultural backgrounds and experiences of all students so they feel valued, seen, and connected to their learning. This alone has been impactful in terms of increasing engagement and academic performance.

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In addition, over the last 5 years, leadership, teachers and staff have received training in cultural competency and opportunity gap literature. Los Puentes has established a working relationship with TNTP to provide professional development focused on cultural responsiveness, implicit bias, and equity in the classroom. Today, we foster a learning environment boasting more inclusive classrooms, use of backgrounds, which can enhance student outcomes and reduce achievement disparities. Currently, our staff counts on qualified professionals of diverse backgrounds: 42% Hispanic, 36% White, 5% Native, and 15% Black.

Los Puentes fosters an inclusive, supportive school environment where students of all racial backgrounds feel safe, respected, and encouraged to succeed. The school places a big emphasis on reducing incidents of discrimination and increasing a sense of belonging for all students can positively affect academic outcomes, especially for marginalized groups. In addition, LPCS aims to build strong partnerships with families and works to engage external stakeholders from different racial and cultural backgrounds.

Discipline and relationship building has followed a restorative practice approach over the last five years and the school urgently worked to reduce the use of exclusionary discipline (e.g., suspensions, expulsions), which disproportionately affect students of color since the start of the turnaround period. This approach to behavior response in the classroom, has led to the school being in a better position to enhance academic outcomes for affected groups.

With staff development and access to wider sources of curriculum, Los Puentes is continually equitable teaching practices, and challenges biases that may affect student expectations or interactions so that students are free to engage in learning on a safe and inclusive campus.

Although the LPCS mobility rate of 46%+ must be acknowledged, teachers and staff review disaggregated data to monitor the performance of racial subgroups and identify gaps in achievement based on available reporting for previous year over year performance reports. In addition, teachers comprehensively look at student representatives of more individualized subgroups according to learning needs within our small population. Educators are able to target grade level curriculum and provide timely interventions to ensure that all students receive the support they need to grow academically.

Students are also offered additional support at Los Puentes such as push-in tutoring, lunchtime and after-school assistance, and virtual summer learning for credit recovery, all specifically designed to meet the needs of underperforming subgroups. These initiatives have demonstrated effectiveness as the school works bridge gaps in learning and provide students with the resources to catch up and thrive academically.

Another huge effort at Los Puentes has been diversification of the staff. A focus on hiring and retaining teachers of color to better reflect the student population. Research suggests that students, especially students of color, benefit from having teachers who share similar working to ensure equitable access to advanced placement (AP) and honors classes as well as extracurricular STEM- based activities for all subgroups. The goal of Los Puentes is to break down barriers that often prevent students from underrepresented groups from participating in high-level academic opportunities.

Los Puentes has made a tremendous impact on our students that might not show in the summative testing data. One thing where LPCS excels is caring for each student in ways that they need it most. Sometimes, that looks academic; other times that looks like social-emotional wellness. The impact that we have had on our students goes beyond test scores and focuses on ways that students can develop grit and resilience so that they can handle whatever life throws at them. During PLCs for

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the 2023-2024 school year, the teaching team spent much time looking at data and developing the story of impact for the LPCS student population. Throughout an entire school roster, a sample group of twelve students was selected, and was believed to represent the various students who typically enroll here. A sample of the findings are as follows:

- Student A (A.S.):

**Social-Emotional Growth:** Student comes from extreme trauma and has developed skills that help them excel despite that trauma. Student is developing skills that help them maintain peer relationships and they have grown their social circle with various groups of students as the year progressed.

**Attendance:** Despite transportation struggles, student has made it a priority to find a way to get to school daily. Student ride the city bus every day and, although this sometimes makes them late, but they always show up despite those challenges.

**Student Engagement:** Student has always been engaged with academics, and teachers have challenged them with rigor and learning acceleration to get the most out of their academic experience as possible.

**Academic Growth:** Student is testing higher than most peers and is extremely close to hitting proficiency in both ELA and Math according to Horizon test scores.

Math 370

Reading 490

**Peer Relationships:** Student has developed a strong sense of leadership amongst their peers and actively seeks to help others through tutoring. Because of this, student has developed their own teaching skills, and expanded their number of friendly peer relationships.

- Student B (A.G.):

**Social-Emotional Growth:** Student has had tremendous hardships in life, including homelessness. Through our wellness team, our staff, and our teachers, we have been able to provide resources to them and their family so that their basic needs are being met. Without meeting their basic needs, the student wouldn't have been able attend school, much less excel at it. With these basic needs met, the student has excelled at school this year and even made the Honor Roll.

**Attendance:** Student has had many transportation issues which has sometimes made it difficult for them to attend school. Attendance has greatly improved throughout the year and, whenever they aren't able to attend school, they always make sure to communicate with teachers to obtain any work that they may have missed and make sure to request tutoring when they feel they are falling behind.

**Student Engagement:**

**Academic Growth:** We have cultivated the expansion of her learning by holding her to a high standard, teaching her at grade-level, and challenging her academically.

Math 450

Reading 460

**Peer Relationships:** Student has been involved with our SEL curriculum which has helped her work with peers to develop skills necessary for healthy conflict resolution.

- Student C (S.R.):

**Social-Emotional Growth:** Student has had consistent struggles with their emotional regulation.

## Part 2 – Record of Performance (Self-Report)

Through our wellness team, we have provided student with emotional supports to regulate aggressive emotions. Student has decreased violent instances throughout the year. Student also exhibits perfectionist-like tendencies and had become reliant on frequent teacher feedback to complete assignments. Throughout the year, teaching team has helped student increase independence and require teacher feedback much less frequently.

**Attendance:** At the beginning of the last school year, student was chronically absent. They were always a topic of discussion in our attendance meetings. This year, student has improved attendance and attended school almost every day.

**Student Engagement:**

**Academic Growth:** Student has specific IEP with many accommodations. Although student does still require most of those accommodations, we have helped them hit learning targets through specific scaffolding and accommodations. Student is working towards proficiency.

Math 290

Reading 410

**Peer Relationships:** Student continues to have conflict with some peers, but is making progress towards healthy conflict resolution.

- Student D (D.T.):

**Social-Emotional Growth:** Student

**Attendance:** Student's biggest opportunity at their old school was their poor attendance. Since attending LPCS, student has been on campus almost daily. This has been the biggest win for them thus far.

**Student Engagement:** Student struggles with some social-emotional trauma that sometimes gets in the way of the student's ability to engage in academic content, but we have developed a wellness plan to help regulate the student so that they can come back to class, ready to learn, instead of shutting down for the entire day and making no academic progress.

**Academic Growth:** Student excels in math and has almost reached proficiency. At the beginning of the year, the student could not write a full sentence. At the end of the year, the student (with scaffolding from the instructor) was able to write a full 5-paragraph essay that included an introduction and conclusion paragraph, as well as a thought-out thesis statement and evidence from the text to support their claim.

Math 320

Reading 320

**Peer Relationships:** Student gets along with the majority of their peers. They are incredibly empathetic and can often be found trying to help deescalate students who are having big emotions. They often take on the emotions of their peers and that sometimes de-regulates them. We have helped them develop skills (through our SEL curriculum) to be able to help peers without taking on their problems as their own.

- Student E (F.C.):

**Social-Emotional Growth:** Student started at LPCS in conflict with many of their peers. They would get into fights often. Since then, they has been able to utilize the several wellness services that we have here and they are able to see the school psychologist weekly. Because of the hard work that they have done, mixed with the psychological services we provide, the fights and conflict have

## Part 2 – Record of Performance (Self-Report)

decreased almost completely. Now, when they have conflict with another student, they are able to handle the conflict productively.

Attendance: Student's attendance is good and they only miss for medical appointments.

Student Engagement: Student is extremely engaged in academic work. We are able to challenge them with grade-level instruction, high expectations, rigor, and learning acceleration.

Academic Growth:

Math 350

Reading 320

Peer Relationships: Student has a good relationship with peers and is well-liked amongst teenagers their age. Because they are able to handle conflict productively, there are not many peers that they do not get along with.

- Student F (C.R.):

Social-Emotional Growth: Student has a multitude of social-emotional issues. This student tends to find themselves at the center of all of the drama. The improvement comes from the staff holding them accountable for their actions. Student has learned that when they behave recklessly, we will hold them accountable. Since then, student has become more aware of their behavior and made steps to improve it.

Attendance: Student's biggest opportunity at their old school was attendance. Since moving to LPCS, they attend school almost daily. Their only absences this semester were for medical reasons or behavior consequences.

Student Engagement: Student started the year exhibiting numerous avoidance tactics. They would find an excuse to leave almost every class (bathroom, nurse, re-focus, etc.). Student has decreased in avoidance tactics and is able to stay in most classes for the entire period.

Academic Growth: Student has IEP with specific accommodations and requires scaffolding to hit learning targets. Student failed almost all classes at their last school, but with the rigor, high expectations, and grade-level learning targets that we set for them, they passed most of their classes this year. Student even became familiar with their IEP accommodations and began advocating for themselves in the classroom (asking for sentence starters, asking the teacher to rephrase questions, etc.).

Math 310

Reading 270

Peer Relationships: This student's relationships with their peers is still a work in progress. We will continue to monitor behaviors and set high expectations. We will use our numerous wellness services and SEL curriculum to help student to handle conflict more productively.

- Student G (A.G.):

Social-Emotional Growth: Student has learned the value of attending school and getting good grades. Student has expressed that they did not value education or attendance before attending LPCS.

Attendance: Although student still struggles with attendance, they are improving their attendance gradually. They have attended school much more frequently than they did at their previous school.

Student Engagement: Student is engaged in classrooms and works diligently to turn in all work.

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Academic Growth: Student passed all classes this semester which is an improvement from their previous school. Student is being challenged with grade-level instruction and learning acceleration.

Math 300

Reading N/A

Peer Relationships: Student is finding their place here at LPCS. They have a core friend group and is very social. Student seems to be at ease on our campus and the small class sizes have helped them thrive.

- Student H (J.J.):

Student suffers from selective mutism and has been working diligently to step out her comfort zone and vocalizing with teachers and peers. Student has been working to advocate for herself. Progress has been slow but steady. Student utilizes wellness supports through the school psychologist and OT team to help improve communication skills

Student Engagement: Student has developed a relationship with peers that lend itself to collaboration. Student was able to work independently at/above her peer level.

Academic Growth:

Math 330

Reading 370

Peer Relationships: Student has been able to foster relationships with peers outside of her comfort level.

- Student I (A.P.):

Social-Emotional Growth: Student has suffered from anxiety and self-doubt in the past. This year, student has grown more confident and the anxiety and fear of failure has subsided. Now, student is able to confidently turn in assignments without having a panic attack that they will fail and not graduate.

Attendance: Student has nearly perfect attendance.

Student Engagement: Student has always been extremely engaged in classes, but had the opportunity this year to participate in our student internship program where she was given responsibilities that went above and beyond just the regular school curriculum.

Academic Growth: Student ended the year with a 3.8 GPA.

Math 360

Reading 460

Peer Relationships

- Student J (A.P.):

Social-Emotional Growth: Student started the year finding any and all ways to get out of all classes. They would frequently visit the nurse, bathroom, re-focus, wellness. Any time they ran into a challenging assignment or activity, they would try and flee. By the end of the year, student drastically reduced nurse and bathroom visits. Student was able to vocalize discomfort to instructor and work through it productively. Student has IEP with specific accommodations that help the reach learning targets. Student came to the realization that attending class is crucial for them to be able to comprehend what is being taught. Student utilizes wellness supports frequently and is working with OT

Part 2 – Record of Performance (Self-Report)

team.

Attendance: Student had nearly perfect attendance.

Student Engagement: Student engagement greatly increased this year. They started the year completing very few assignments and ended the year being able to write a full, 5-paragraph essay with evidence from the text to support their claim.

Academic Growth: Student started the year struggling or running away from writing assignments. Student ended the year with the ability to write an entire essay.

Math 320

Reading 250

Peer Relationships: Student is working with wellness team to become independent and handle conflict productively. Although there is still room for progress, student conflict has gone down.

- Student K (G.G.):

Social-Emotional Growth: Student struggles with social-emotional issues and works with wellness to productively resolve conflict. Student also participates in SEL curriculum.

Attendance: Student had nearly perfect attendance.

Academic Growth: Student learned a valuable lesson this year: You cannot just show up to class and get an A. Student was surprised when grades were not always 100%. Through difficult conversations with instructors, student learned that you have to hit learning targets and produce A-quality work to get the grades. They began producing high-quality assignments and kept grades up. Student ended the year with a 3.6 GPA.

Math 290

Reading 360

Peer Relationships: Student is closed off to friendships outside of their core group. Student is in several school activities (through our GEAR UP program) that help her develop bonds with student who she is not familiar with. Although their core friendships remain most important, they are stepping out of their comfort zone to talk with other students in the school.

- Student L (F.K):

Social-Emotional Growth: Student started the school year wearing a face mask daily because he didn't want anybody to see his face. Because his comfort level grew on campus, he ended the year not ever wearing a face mask to hide.

Attendance: Student struggled to attend school regularly at their previous school. Since transferring to LPCS, student has attended school almost daily.

Student Engagement: At the beginning of the '23-'24 school year, student was placed in gen-ed classes. Through the hard work of the SAT team, and level 1 and 2 interventions, we determined that the student would be better suited in a small-group setting. Student started the year not being engaged in a single class. Student would put head down and not participate. Student ended the year passing almost all of their classes and participating (even out-pacing peers) in the small group setting.

Academic Growth: Student went from failing all classes to passing most of them.

Math 330

Reading 290

## Part 2 – Record of Performance (Self-Report)

Peer Relationships: Student has gone from having conflict with other students almost daily to building a core group of friends with whom they can play basketball.

**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

Los Puentes' mobility rate on average over the last 3 years is 46%. Due to this consideration, the data available for a given group of students who participate in testing changes significantly each year. Drawing accurate comparisons and tracking growth from one year to the next becomes challenging due to the fluctuation of data. The proficiency data for one cohort may reflect the academic strengths and challenges of a completely different group of students than those assessed in the previous year. Thus, performance data can not solely be based on the effectiveness of the school's instructional strategies but the shifting population of subgroups has to be carefully analyzed. As a result, using traditional year-over-year metrics to evaluate performance is unreliable as a standalone measure of academic progress at Los Puentes. Nevertheless, there are noticeable differences between the proficiency rates in the data used as baseline in this application among subgroups.

Please refer to the **baseline data** for subgroups starting on page 36.

Acknowledging that Los Puentes Charter School is among those high schools in Albuquerque with high mobility rates implies facing unique challenges in addressing these academic performance gaps among ethnic subgroups, thus creating a very urgent need to respond to this phenomenon. Los Puentes serves students in an alternative setting to create a structural support system in order to respond to this gap.

In response to the disparities, LPCS develops individual academic plans based on the students' needs and past performance. This allows for flexible learning paths that include credit recovery options, alternative credit attainment in elective courses, and accelerated learning in the core subjects, focusing on grade-level content as opposed to endless remediation. Instructional staff review student assessment and NM VISTAS data to inform instructional strategies, making year over year adjustments since the beginning of our turnaround period. This work continues under Focused Priority C: Los Puentes will transform instruction, including: setting clear performance expectations; analyzing data; aligning standards and curriculum; and, designing structures and systems to support student learning.



## Part 2 – Record of Performance (Self-Report)

Additionally, the staff focus on facilitating a structured intake process that identifies new students' academic levels, emotional needs, and social challenges.

Many students in high-mobility situations have experienced trauma, which can impact academic performance. In response to this, Los Puentes has implemented trauma-informed approaches to help them feel safe and supported in the learning environment. Students have access to a fully equipped wellness area, the Refocus Room where an Early Warning Systems Interventionist serves to assist students in gaining regulation so they may return to class. In addition, the EWS Interventionist collects data and identifies trends, needs, and possible solutions for students to learn to work with trauma-based behaviors and gain self-management skills to focus on their achievement and preparation for the post-secondary world. The school prioritizes open access to counseling and other mental health services to support students' emotional well-being, which is often linked to academic success. Over the turnaround period, Los Puentes has been shifting towards competency-based learning, where students advance based on their mastery of content rather than seat time. This approach accommodates students who may enter or leave the school mid-year as well as those who are needing to accumulate elective credits.

Los Puentes has also determined that due to the fact that students from all around the city attend the school, transportation sometimes can become challenging. The school is in the planning stages of offerings through bus routes.

### **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?

Los Puentes delivers special education services in accordance with state and federal laws along with known best practices. Students with an IEP are able to benefit from specialized instruction in a small group environment with a special education teacher, or served with accommodations and modifications under the guidance of a special education case manager in the general education environment. The goal is for all students to reach grade-level standards, however the IEP team sets yearly goals that continue to support students' yearly progress. Students with ancillary services specified on their IEP receive these services through direct employees of Los Puentes and/or contractors as available.

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

Student to staff ratio at Los Puentes is significantly lower than that at a comprehensive high school, therefore IEPs are carefully reviewed upon a student's enrollment and in consultation with families, students are placed in the least restrictive environment first. If under monitoring, a student

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demonstrates the need for further interventions than what is delivered across the school in the general education environment, a specialized setting will be made available. Any and all ancillary services that can be provided in the general education environment will be provided as such.

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

With such a small staff, educators have developed a cohesive and collaborative team that maintains regular communication in spoken and written format.

4. What are your change of placement procedures?

In accordance with IEP practices and the IDEA law, when the need for a change in placement is suspected, an IEP team will gather information and schedule a meeting. Upon review of data that informs the decision of the IEP team, a decision will be made in the benefit of the student. All efforts are always made to ensure that the student and their guardian is present at the meeting to take part in the decision making process.

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?

Parents have a close relationship with the school. Aside from being provided with diagnostic reports as applicable and parents' rights documentation, the special education staff at Los Puentes will dedicate time to inform parents about the meaning of eligibility determination reports, and the continuum of services available to each student according to eligibility and other needs.

6. What is your plan for continued MOE compliance?

Los Puentes continues to balance the use of special sources of funding such as the ESSRR funds that were made available during the pandemic with the operational funds available through the school's budget in order to employ special education licensed professionals. Currently, the school supports a large percentage of the student population who have been identified as students with disabilities, therefore the school continues to recruit professionals with special education experience.

7. \*Include Spring Site Visit report\* [See Appendix D](#)

**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.

The school utilizes the WIDA assessment to determine each student's current level of English proficiency. Regular formative assessments to monitor progress and adjust instructional strategies as

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needed. The curriculum is designed to be accessible to students at different proficiency levels through a focus on foundational English skills, including basic vocabulary, sentence structures, and everyday conversational phrases. As students demonstrate a more intermediate level of proficiency, teachers introduce more complex grammar, academic vocabulary, and content-specific language, while still supporting basic skill development. Subjects such as math, science, social studies, and language arts are taught through the lens of sheltered instruction, ensuring that language development is integrated with content learning. Teachers at Los Puentes also use a variety of strategies to make content comprehensible while simultaneously promoting language development. EL students also engage in group work and peer interaction to facilitate language practice in a supportive environment. Integrating students' cultural backgrounds into the curriculum to make learning more relevant and engaging. This might include using culturally diverse texts, examples, and references that reflect the students' experiences. Two teachers are GLAD trained to help students acquire language skills and use these strategies regularly in classrooms as well as collaborate with other teachers through PLC.

### 2. How do you identify students as English Learners?

In accordance with statewide procedures students enrolling at Los Puentes will undergo a records search which includes a discovery of EL needs. Upon verification of EL status through ACCESS scores from previous schools, students will be identified in the information system as English Learners. When a student enrolls at Los Puentes and has not previously attended a school in New Mexico, they are presented with the Language Use Survey (LUS) and based on their responses, will undergo screening for English proficiency as needed. If the screening results demonstrate a need in English language development, a student will be identified as an EL.

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

Students identified as ELs will participate in the WIDA Access Test yearly until they reach the state's proficiency level to exit the program.

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

Guardians are notified in writing individually about students' eligibility and the format of EL services offered at Los Puentes annually.

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

Once a student has reached proficiency, teachers emphasize fluency, academic language, and critical thinking skills, integrating more challenging content and higher-order language use. Students who continue to need additional support are provided with targeted interventions.

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

Staff at Los Puentes are invited to take advantage of the tuition-reimbursement policy and are

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eligible to apply for the school to pay for the cost of endorsement fees and endorsement tests associated with obtaining a TESOL endorsement.

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

Currently the Executive Director, Testing Coordinator, one ELA and one Math endorsed teachers have TESOL endorsements. These personnel collaborate on the planning and implementation of sheltering strategies for serving English language learners. Teachers collaborate with one another during PLC and prioritize the focus of strategies geared toward the support of English language learners. The school hires consultants to offer professional development to teachers cyclically.

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

The students at Los Puentes all have access to extracurricular activities whether considered EL or not. Depending on the activity, interpreters are secured, and students are encouraged to carry technological aids, such as the translator/communicators assigned to monolingual students.

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

The school reviews available WIDA Access data as well as NM Vistas progress reports in order to make adjustments to the structure of school-wide EL support. The Los Puentes EL program is designed to be flexible and responsive to the needs of English learners at various proficiency levels, ensuring that all students have access to the curriculum and can achieve academic success while developing their English language skills.

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

Los Puentes students who reach proficiency according to ACCESS scores will continue to receive personalized education according to their needs. Interim testing, summative testing, and classroom performance data will be triangulated until graduation, providing interventions to those who demonstrate the need.

## 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)**

The school operates under the governance of 8 multi-disciplinary professionals who comprise the Governing Council and as a board, they employ and supervise the school's Executive Director. As of the last charter contract, the Board presented a five year strategic and turnaround plan which has been in implementation since the school year 2020-21. The focused priorities are as follows:

- Focused Priority A: LPCS will prioritize improvement and communicate its urgency.
- Focused Priority B: Los Puentes will recruit, develop, retain and sustain talent.

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- Focused Priority C: Los Puentes will transform instruction, including: setting clear performance expectations; analyzing data; aligning standards and curriculum; and, designing structures and systems to support student learning.
- Focused Priority D: Los Puentes will build a strong community intensely focused on student learning.

Across the organization improvement is palpable across the focused areas! Each month, the Executive Director provides detailed updates on the progress of each priority with artifacts, data, and programming description.

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

The COVID-19 Pandemic initially impacted the ability of the school to track immediate improvement across the priority areas of the turnaround plan due to heavy disruptions to the traditional school setting and associated areas of operations. However, over time, Los Puentes has been able to make giant strides towards all the goals detailed in the strategic plan covering this charter period, except one: membership. The post-pandemic landscape forced many high school students out of school and into the workforce, many students simply did not retain their interest in obtaining a diploma. While this phenomenon is true for many alternative and traditional schools, Los Puentes has seen a decrease in the number of students who are seeking enrollment. Many factors can be attributed to the cause, but data proves that the number of households with high school age children have significantly decreased in the geographic area surrounding the school. A large percentage of students who choose to attend Los Puentes are traveling from the NW of Albuquerque and Rio Rancho. Upon review of the housing trends, it seems serving this area with transportation services to attend Los Puentes is the next step in both providing options to an underserved quadrant of the city and increasing membership at the school. The school also plans to relocate to the area. In addition, over the summer of 2024 and continuing through the fall LPCS has been running radio advertising which has proven effective as the current membership for 2024-25 surpasses the average of 2023-24 counts.

In addition, due to extenuating circumstances, the board experienced a period of 7 months in 2023-24 with one less than the required number of board members (7), according to its own bylaws. Over the last five years, the board has almost completely refreshed in membership. Three of the founders who held offices (President, Vice President, Secretary) had served on the board for almost two decades and sadly passed away over a period of a year and a half. The current president took the reins after that office cycled twice and rebuilt the board with volunteers who matched the required commitments of the position, although lacked experience. Much learning and training was involved as was the process of identifying viable candidates to serve on the board, responding to the call and charge of directing the policies at the school that will serve its mission and provide an equitable, high quality education for all. Some members served for a short term and eventually The Los Puentes Charter School Governing Council worked to reach within and across the board's professional networks to recruit additional members and now counts on 8 highly engaged members.

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

The Governing Council (GC) understands that the school's performance over the turnaround period is a great determining factor in maintaining favorable outcomes for students, therefore the GC

Part 2 – Record of Performance (Self-Report)

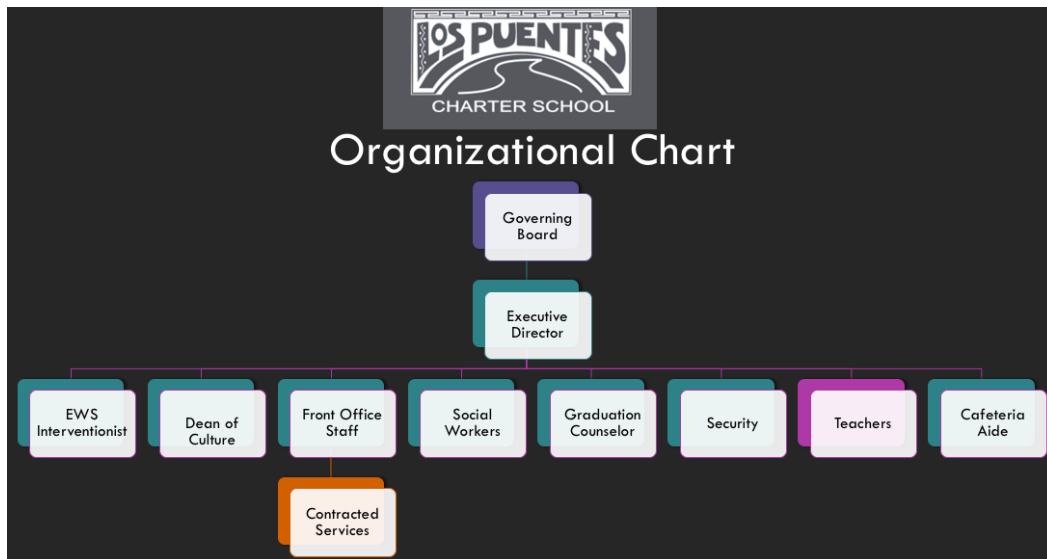
has focused on the progress of the 5 Year Strategic and Turnaround plan, holding the Executive Director accountable for all short term and long term objectives contained therein. Along the course of this charter cycle, the GC has done work during monthly meetings and yearly retreats to learn about the renewal process and begin setting a strategic direction for the future beyond the current charter term. The board has had a standing agenda item for discussing the renewal and planning strategic priorities and aligning funding for the next Charter cycle.

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

The Executive Director’s evaluation is directly aligned with the 5 Year Strategic Plan. The GC receives monthly data and evidence across the four focused priorities. At the conclusion of the year, the Governing Council determines the progress the school leader has made towards improving the educational programming and school operations according to a customized evaluation instrument. This instrument of evaluation also includes the performance framework metrics found within the Charter Contract with its authorizer. The Executive Director provides monthly updates to the objectives under the turnaround plan goals.

See **Appendix A** for a copy of the Evaluation instrument.

The school’s **organizational Chart** can be found below:



See **Appendix F** for Petition of Support from Employees and Households

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

See **Appendix C** for E-Occupancy Certificates

**D. Financial Performance**

See **Appendix B** for the following attachments, applicable to the Finance area:

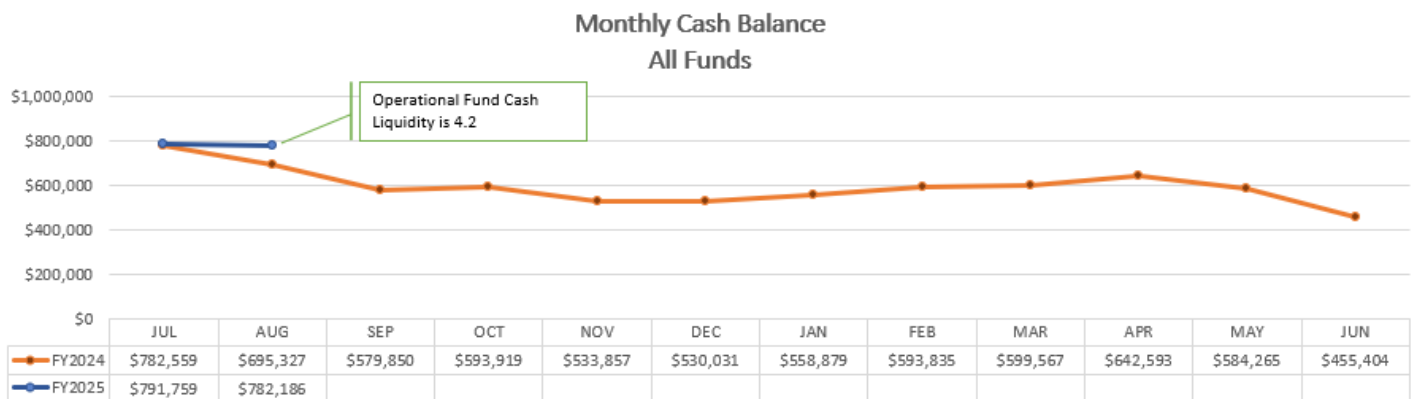
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- **Internal Controls & Financial Policies and Procedures**

**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)**

Los Puentes Charter School keeps a conservative budget and monitors costs and spending habits. The school participates in multiple funding programs and does not anticipate a decrease in funding over the next twelve months due to a decrease in enrollment. Los Puentes Charter has sufficient cash balance to meet its financial goals in relation to its liabilities. As of 8/31/2024 the cash balance of the operational fund was \$503,620 with average monthly expenditures of \$120,000, and liquidity ratio (measures the ability to meet short-term debt obligations) ratio of 4.2.

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



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

Name	Professional Occupation	Role on Audit Committee
Berenice Lopez	Finance Manager	Governing Council Member #1
Molly Chavez	Behavioral Health Administrator	Governing Council Member #2
Karen Perea	Customer Service	Parent <i>(Cannot be a Governing Council Member, may be parent of a student at any school in the district.)</i>
Alex Gurule	Auditor	Finance Expert <i>(Cannot be a Governing Council Member)</i>

**School’s Audit Findings and Corrective Action Plan:**

Fiscal Year Ending	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School’s Corrective Action Plan
FY 19	1	Material Weakness: Capital Assets	Adopted Fixed Assets Policy
FY 20	0	N/A	N/A
FY 21	2	Other Non-Compliance: RHC and ERB Payments, Access to Accounting System	Updated Accounting Procedures
FY 22	2	Other Non-Compliance: RHC Payments, Material Weakness: Internal Control Over Financial Reporting - PY LTD Calculation	Updated Accounting Procedures
FY 23	3	Other Non-Compliance: Budgetary Conditions, 4th Quarter NMPED Reports, GASB No. 96	Updated Accounting Procedures



## 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 per NACSA guidelines\**

### 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)**

To better serve students and continue on the track of continuous improvement, Los Puentes will focus on the following areas in the upcoming charter cycle:

#### Strategic Priorities over the next 5 years:

##### Excellence in Academics

- Continuously Improving Educational Outcomes
- Learning Acceleration Practices
- Student-Centered, Data-driven Instruction
- Alternative and Innovative Credit Recovery Offerings

##### Supportive and Inclusive Culture

- Social and Emotional Skill Development for all students
- Promotion of Holistic Wellness
- Focus on Safety and Security
- Student Engagement and Sense of Belonging

##### Organizational Efficiency & Effectiveness

- Responsible and Responsive Fiscal Management aligned to Strategic Priorities
- Stewardship of Building and Grounds
- Staffing Diversity and Relevant and Meaningful Professional Development
- Process Automation and Maximizing of Potential of Resources and Human Capital

Los Puentes has recently implemented a modified semester schedule focusing on delivering instruction across the areas in a compacted manner, then switching to elective offerings. Data collection will begin at the conclusion of the Fall 2024 semester and will determine if this model is conducive to the learning, academic achievement, and graduation rates of the students of Los Puentes. The school is committed to making decisions based on the greatest interest of all students and the evidence through data regarding necessary changes.

**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)**

Los Puentes has prioritized data-informed decision making and therefore has reviewed many sources of data in selecting academic priorities over the next charter cycle. These include:

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- State assessment results for high school and middle school
- ACCESS results
- Graduation rate reported by PED and as calculated by LPCS staff in accordance with MSG
- Progress towards IEP goals reports
- Student transcripts
- Truancy rates
- Grade distribution reports by semester, by teacher
- Student and guardian feedback/survey responses
- NM Vistas
- Interim Assessment data
- Subject-specific common assessment data
- Student work (through assessment protocol)
- Panorama results

Going forward, Los Puentes will hone in on the following academic priorities, Tier 1 Instruction utilizing learning acceleration practices, prioritizing support of students with need for credit recovery, elevating the bar year after year in pursuit of continuous improvement in student achievement. Tier 1 instruction at Los Puentes is delivered in a small, inclusive environment where teachers continue to develop their professional ability to anticipate all student needs, utilize best practices to overcome learning challenges and/or gaps in understanding, and provide strong instruction, without engaging in endless remediation; instead Los Puentes learners will tackle grade-level assignments with just-in-time remediation. For many students, falling behind on graduation requirements imposes a demotivating challenge that Los Puentes can help overcome. Students will have the opportunity to enroll in as many as 8 credits per year, opening the possibility of a 3 year graduation assuming a student has yet to accumulate credits. The school employs tutoring strategies online and in person to assist students in completing credit recovery.

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

Los Puentes believes choosing the right school for a child is a pivotal decision for any family. Beyond academic excellence, parents seek environments that prioritize safety, equity, and engagement. In today's educational landscape, a school's success is not solely defined by its academic achievements but also by its commitment to providing a holistic educational experience. Los Puentes will continue to fostering a safe and welcoming environment, ensure equitable instruction, promoting family engagement, maintaining small classroom sizes, offering in-person, online classes, and hybrid models to accommodate individually varying needs, providing personalized support, and implementing credit recovery programs while accelerating learning and integrating social-emotional learning (SEL) topics.

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Los Puentes understands that In addition to academic excellence, nurturing students' social and emotional development is essential for their overall well-being and success. Los Puentes integrates SEL programs into the general curriculum which promotes essential skills such as self-awareness, empathy, and resilience. The school partners with many New Mexico community-based groups for support in accomplishing this. In doing all this, Los Puentes serves those students most at risk of discontinuing their pursuit of a high school diploma. Through accelerated learning pathways, alternative options for high school credit attainment, and an innovative schedule, Los Puentes will continue to engage students who may otherwise be deemed “too far behind” on graduation requirements.

Recently, it has become known that the Northwest quadrant of the city is experiencing explosive growth. With continued growth of housing, families moving in the area will be seeking options for their students’ schooling. In contrast, the North Valley has seen a decrease in households with school age children; this has been evident in the school’s membership trends. The opportunity to serve students in Albuquerque’s NW as well as to enhance the APS portfolio of schools of choice for students with needs for greater support, provide an exciting look into future possibilities! The Los Puentes Governing Council has also approved a name change, pending APS approval to reemerge after renewal as the Archer Academy of Accelerated Learning. Doing so will provide the school with an opportunity to rebrand and reestablish its vision to help a greater number of students obtain graduation in an accelerated fashion and/or recover credit while providing a focus on personal wellness.

See **Appendix G**.

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

One of the cornerstones of special education services is providing individualized support tailored to meet the unique needs of each student. This may include specialized instruction, accommodations, and related services such as speech therapy or occupational therapy. To continue providing effective support, we conduct thorough assessments to identify students' strengths, challenges, and learning styles. By understanding each student's individual needs, educators can develop personalized education plans that address their specific goals and promote their overall growth and development.

Effective special education services rely on evidence-based practices that have been proven to support student learning and development. We employ highly experienced educators who stay informed about the latest research and best practices in the field of special education to ensure that they are providing high-quality services. This involves ongoing professional development, collaboration with specialists and outside agencies, and regular evaluation of instructional methods. Los Puentes aims to maximize the effectiveness of our special education services and improve outcomes for students.

Los Puentes is committed to continuously improving their special education services to meet the changing needs of students and families. This may involve conducting regular evaluations of program effectiveness, soliciting feedback from stakeholders, and making adjustments based on

evidence-based practices and emerging research. By embracing a culture of continuous improvement, we can enhance the quality of our special education services and better serve the diverse needs of students receiving special education.

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

The provision of English Learner (EL) services and monitoring the progress of EL students is paramount in today's diverse educational landscape. With the aid of technology, selective grouping, modified assignments, provision of materials in students' native languages, and culturally and linguistically responsive teaching, Los Puentes can ensure effective support for EL students' linguistic and academic development.

Incorporating technology into EL instruction offers diverse opportunities for language acquisition and academic growth. Educational software, language learning apps, and multimedia resources can engage EL students in interactive learning experiences tailored to their language proficiency levels. Modifying assignments to make them accessible to EL students is essential for promoting their engagement and success in the classroom. Teachers can adapt assignments, provide additional support materials, or offer alternative assessment formats that accommodate students' language proficiency levels. By scaffolding assignments and incorporating visual aids, graphic organizers, and multimedia resources, educators make learning accessible and comprehensible for EL students, enabling them to demonstrate their understanding and contribute meaningfully to classroom discussions and activities.

Los Puentes educators recognize and embrace students' cultural backgrounds, linguistic assets, and lived experiences. The staff aim to incorporate culturally relevant materials, literature, and activities that reflect students' identities and promote cultural pride and self-esteem. Additionally, fostering a supportive classroom culture that celebrates linguistic diversity and encourages multilingualism creates a sense of belonging and empowerment for EL students. By integrating culturally and linguistically responsive pedagogy, Los Puentes validates students' identities and creates learning experiences that resonate with their lived realities, thereby promoting academic engagement and success.

**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	20%	25%	30%	35%	40%	45%

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<b>Mathematics</b>	0%	10%	15%	20%	25%	30%
<b>Science</b>	24%	30%	35%	40%	45%	50%

*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:**

<b>Performance Measures</b>	<b>Baseline Data from SY 2023-2024</b>	<b>School year 2024-25</b>	<b>School year 2025-26</b>	<b>School year 2026-27</b>	<b>School year 2027-28</b>	<b>School year 2028-29</b>
<b><u>Reading</u> Native American</b>	50%	55%	60%	65%	70%	75%
<b><u>Reading</u> Hispanic</b>	19%	24%	29%	34%	39%	44%
<b><u>Reading</u> Black</b>	N/A	+5% YOY	+5% YOY	+5% YOY	+5% YOY	+5% YOY
<b><u>Reading</u> Students with Disabilities</b>	0%	5%	10%	15%	20%	25%
<b><u>Reading</u> English Learners</b>	0%	5%	10%	15%	20%	25%
<b><u>Reading</u> Economically Disadvantaged</b>	33%	38%	43%	48%	53%	58%
<b><u>Math</u> Native American</b>	0%	5%	10%	15%	20%	25%

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<b><u>Math</u></b> Hispanic	0%	5%	10%	15%	20%	25%
<b><u>Math</u></b> Black	0%	5%	10%	15%	20%	25%
<b><u>Math</u></b> Students with Disabilities	0%	5%	10%	15%	20%	25%
<b><u>Math</u></b> English Learners	0%	5%	10%	15%	20%	25%
<b><u>Math</u></b> Economically Disadvantaged	0%	5%	10%	15%	20%	25%
<b><u>Science</u></b> Native American	0%	5%	10%	15%	20%	25%
<b><u>Science</u></b> Hispanic	30%	35%	40%	45%	50%	55%
<b><u>Science</u></b> Black	N/A	+5% YOY	+5% YOY	+5% YOY	+5% YOY	+5% YOY
<b><u>Science</u></b> Students with Disabilities	33%	38%	43%	48%	53%	58%
<b><u>Science</u></b> English Learners	0%	5%	10%	15%	20%	25%
<b><u>Science</u></b> Economically Disadvantaged	33%	38%	43%	48%	53%	58%

## 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. 11<sup>th</sup> 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):**

1) Los Puentes will help students transition into postsecondary life after earning a diploma by supporting their enrollment in a college, apprenticeship center, workforce training program, or other form of training for a sustainable career following high school graduation.

1. Indicators that will be measured and monitored, related to this goal
  - a. Meets= 70%
  - b. Working to meet = 60-69%
  - c. Does not meet = 59% and below
2. Student academic performance standard(s) being addressed

Los Puentes has revised local graduation requirements and will require students to participate in mandated state assessments, as well as a senior seminar in order to graduate. As part of this localized requirement, students will be required to set individual goals for assessment score and create a portfolio of postsecondary options for engagement in education or training following graduation.

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

Los Puentes will continue to align interim assessments to the ESSA identified instruments as determined by the PED. Currently, Los Puentes students participate in a practice SAT through Horizon Assessments. In addition, Juniors participate yearly in an SAT bootcamp provided by the GearUp NM program.

**Mission Specific Goal 2 (1-2 pages):**

2) Los Puentes will measure students' graduation through on-track graduation. On-track is measured as students enter the school by projecting the number of semesters it will take for that student to complete diploma requirements, based on the number of credits at entry.

1. Indicators that will be measured and monitored, related to this goal
  - a. Meets= 70%
  - b. Working to meet = 60-69%
  - c. Does not meet = 59% and below
2. Student academic performance standard(s) being addressed

Student progress will be monitored through transcript review following each semester. The students will actively engage in tracking passed classes and number of credits accumulated as well as the formulation of a plan by which to recover credits or advance in graduation requirements.

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

Classes at Los Puentes are aligned to Common Core standards and NM state standards across the content areas. Students who are demonstrating the proficiency of these will earn passing grades in courses. Those students who are not successfully passing classes will require academic interventions in order to reach proficiency.

## C. Organizational Goals

**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)**

Over the last five years, the composition of the Los Puentes Governing Council (GC) has changed drastically. Unfortunately, three of the founding board members passed away. Throughout this difficult period, the focus to carry out the school's mission remained the board's top priority. Quick adjustments, much personal and professional growth was prompted, and remarkable tasks were accomplished during the loss and onboarding of new members.

The GC is composed of 8 members who are experts in their field and bring a wide variety of perspectives and experiences to the governance table. The board is proactive in its recruitment of new members and seeks engagement and dedication from its volunteer members. Under the leadership of Molly Chavez, the sitting president of the GC, standing and ad hoc committees perform specialized tasks such as completing the Executive Director's yearly evaluation, review policies and bylaws, and participate in yearly audits.

The GC prioritizes accountability and expects to continue to require timely, data-infused reporting from the Executive Director on each of the priorities of the school's strategic direction. At each monthly meeting, the Governing Council asks questions and makes decisions regarding the policies, procedures, and goals of the school. The GC also contracts with PCSNM for yearly Governing Board training through a dedicated consultant who offers guidance and ensures the GC is meeting requirements new and existing in all aspects of school governance. This trainer brings many relevant topics to light and provides consultation to develop the GC's lens in efforts of holding the Executive Director accountable. The board has created a system of oversight that will ensure an upward trend in performance whether the sitting Executive Director remains in place or transitions away from the school; in this case the success Los Puentes has experienced in turnaround is not solely dependent on an individual, but rather on the manner the school conducts business.



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

The Los Puentes Foundation currently owns the building that the school leases. The campus has received many recent upgrades and the capital outlay funding continues to support improvements and required maintenance. The mortgage still carries a balance however, the loan to value ratio is currently under 33%. The school is also contemplating a relocation to the Northwest quadrant of Albuquerque and is currently weighing its options as related to liquidation of the current building and purchase of a new building or purchase of land for construction in a different location.

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

The North Valley has been home to Los Puentes since it first opened its doors. Approximately a decade ago, the school sought a permanent home and relocated to its current building and was able to meet the needs of the community. However, over the last few years, following a trend of high-priced real estate, it seems the demographics of the area surrounding the school has evolved. While many students lived near the school in the past, it seems Albuquerque families are now residing in other parts of the city where housing prices are more accessible. The school has been researching the possibility of relocating to the NW quadrant of the city where schools are overburdened, leaving many students at risk of falling through the cracks. This is an assumed way of increasing membership counts since many students have inquired about our school but face transportation challenges. Currently, most of our students reside in Albuquerque's northwest and we are serving an increasing number of students who reside in Rio Rancho.

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

See [Appendix C](#) for Lease and 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.**

Enrollment has fluctuated greatly since the COVID-19 pandemic. When the membership numbers become lower, so does the budget and thus a reduction of workforce has taken place in the current charter cycle. Recently, the school has seen an increase in demand for online options which seem to really serve a growing population of students very well. The current 40D enrollment for school year 2024-25 looks promising, as the membership now surpasses the average enrollment over that of the previous two school years. Los Puentes is also exploring the feasibility of changing locations; this would serve an area of the city that has experienced a rapid growth in population, thus causing capacity issues in some schools. Planning a move to the NW quadrant offers relief to an overburdened area, but it is also expected that doing so will result in increasing the total enrollment at the school.

Increasing the student population may cause a relative amount of stress on the school in terms of hiring additional staff, creating a heavier administrative workload, etc. Los Puentes is excited at the possibility of bringing its high quality offerings to a larger number of students that would otherwise not easily have this option. LPCS offers a salary schedule that is competitive, is recognized as a school with favorable climate, and offers an array of employee benefits, including tuition reimbursement.

Serving students with disabilities requires knowledgeable and experienced staff, therefore the school will prioritize funding to employ a full-time Special Education Coordinator. Compliance in this area, and a commitment to serve the needs of an often marginalized population is a top priority for Los Puentes. After years of effort, LPCS has established Medicaid reimbursement for services across a continuum that provide an additional source of funding for this very important role.

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

See [Appendix B](#)

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

See **Appendix E** information (contains personal phone numbers and email addresses)