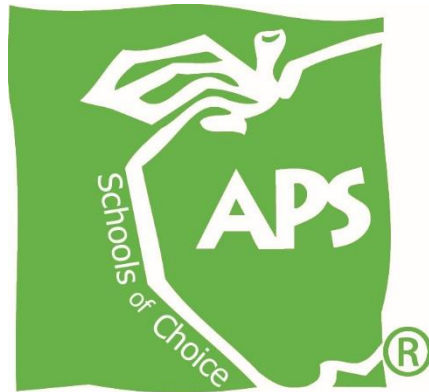


Albuquerque Public Schools



Charter School Office

Charter Renewal Application for:

El Camino Real Academy

Note: All documents must be submitted electronically to Joseph Escobedo, Director of Charter Schools at Escobedo_j@aps.edu or via a USB/Thumb Drive by 5 p.m., Tuesday, October 3



Dear Charter School Renewal Applicants:

This document was created to assist you in the creation and submission of your school's charter renewal application with Albuquerque Public Schools (APS). The APS Charter School Office will form a renewal team of seven members to review the renewal application and develop a consensus recommendation for action to the Albuquerque Public Schools Board of Education. The APS Board of Education will make a final determination on the renewal and may decide to renew, renew with conditions, or deny.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted 270 days prior to the date the charter expires. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than January 1 of the fiscal year in which the charter expires.

The renewal application is divided into three parts: Part A- Summary Data Report; Part B- School Self Report (performance during the current charter term); Part C- Self Study (proposed charter for the next charter term).

New Mexico law, in subsection K of Section § 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that:

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact Joseph Escobedo, Ed.D. at (505) 880-3790, or escobedo_j@aps.edu with any questions regarding renewal.

Good luck and thank you for your quest to provide choice in the City of Albuquerque.

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Instructions: APS Charter Renewal Application

Form and Point of Contact	All submissions should be prepared utilizing the APS Charter Renewal Application. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Joseph Escobedo, Director of Charter Schools (505) 880-3790 or escobedo_j@aps.edu .
Deadlines and Manner of Submission	APS Charter Renewal Application must be submitted to the APS Charter and Magnet School Department Office at 6400 Uptown Blvd. NE, Suite 610E, Albuquerque, New Mexico 87110. The submission must be in electronic form only and may be submitted through USB Flash drive or via email at Escobedo_j@aps.edu . Files must be submitted no later than 5:00 p.m. (mountain time) Tuesday, October 3, 2017.
Renewal Application Review Period	A seven member review team will analyze your Renewal Application. The Director of Charter Schools will schedule a Renewal Site Visit as part of the renewal review process. This site visit is designed to verify the evidence and documentation supporting the renewal application, and should be an opportunity for the school to demonstrate the work they are doing in supporting students.

Albuquerque Public Schools Charter Renewal Application

Preliminary Renewal Analysis	<p>The Director of Charter Schools will contact each renewal applicant with a Preliminary Renewal Analysis and Recommendation. During this process the Charter School will be able to work with Charter School Office on any renewal conditions and will give ample time to prepare for the presentation to the APS Board of Education.</p>
Public Comment	<p>Each school will be asked to be present at a public meeting to present for no more than five minutes about their charter school's renewal application. There will be time allowed for members of the public to provide comments on the application. The public comment portion of the meeting will follow the APS Board of Education Public Comment Protocol. The Director of Charter Schools will synthesize the comments from the public and will make that part of the renewal application recommendation summary.</p>
Recommendation	<p>A recommendation will be made and the renewal presented to the APS Board of Education prior to January 1.</p>
Final Authorization	<p>The APS School Board will vote on authorization in a full School Board meeting prior to January 1.</p>
Contract and Performance Framework	<p>If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and APS may agree to an extension of the 30-day deadline.)</p>

APS Charter Renewal Application Evaluation Standards

Based on the completed renewal application, the charter school Renewal Site Visit, the Renewal Analysis from the CMSD staff, status reports provided by APS departments, and, if applicable, the New Mexico Public Education Department, the renewal review team will make a consensus recommendation to the APS Board of Education regarding renewal of a school's charter. The following questions guide the renewal teams recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The renewal team will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The renewal team will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis.

Has the school failed to meet generally accepted standards of fiscal management?

The renewal will rely on documentary evidence based on the reports from the APS Finance Department, documents submitted by the school, and the school's Audits with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the charter school was not specifically exempted?

The renewal team will rely on documentary evidence gathered by the Charter School Office or, if applicable, NMPED staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

APS Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report (Information compiled by the APS CMSD)

Part B—Self-Report (current charter term)

Part C—Self-Study (proposed charter for next charter term)

Please Note:

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application.

Part A—School’s Summary Data Report

- ✓ Provide as attachments all performance framework reports from your current contract term.
- ✓ Please ensure to provide specific information on your mission specific goals. You are encouraged to provide visual illustrations of how you met these goals.

2016-2017 SY: See Attachment A (Academic Performance Report From Joseph)

Mission Specific Goals met:

Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, Spring) using the NWEA MAPS short-cycle assessment. The cohort group will achieve national student growth targets during the Winter or Spring Assessment cycle, in Math as demonstrated through meeting the individual student growth targets in Mathematics as set during the fall testing cycle by NWEA MAPS short cycle assessment. 94% of our cohort group met their individual growth target as set by NWEA during the Spring testing cycle. See Table A.

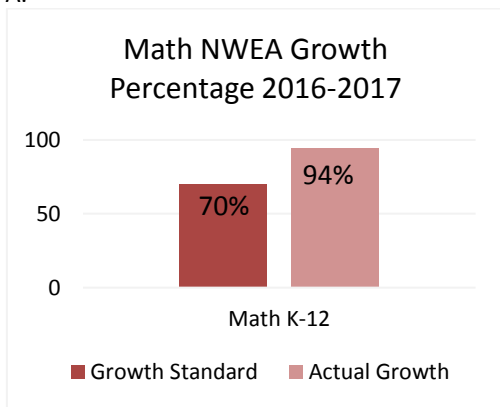


Table A

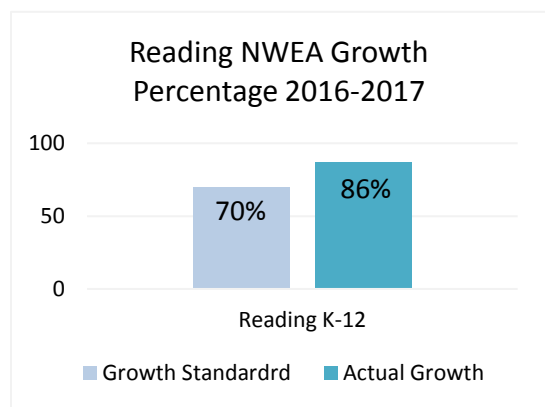


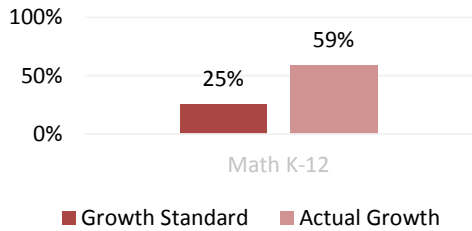
Table B

Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, Spring) using the NWEA MAPS short-cycle assessment. The cohort group will achieve national student growth targets during the Winter or Spring Assessment cycle in Reading, as demonstrated through meeting the individual student growth targets in Reading as set during the fall testing cycle by NWEA MAPS short cycle assessment. 85.6% of our cohort group met their individual growth target as set by NWEA during the Spring testing cycle. See Table B.

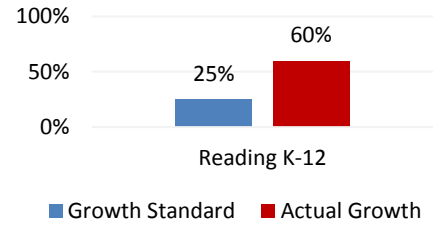
Student data from NWEA was analyzed and graphed to show students who were struggling in Math and Reading. From this data, teachers were able set specific goals for targeted academic improvement plans (AIPs). AIPs were developed in collaboration with students and families and addressed in classrooms with fidelity. This resulted in higher gains than expected.

2015-2016 SY: District did not provide a report.

Math NWEA Growth Percentage 2015-2016



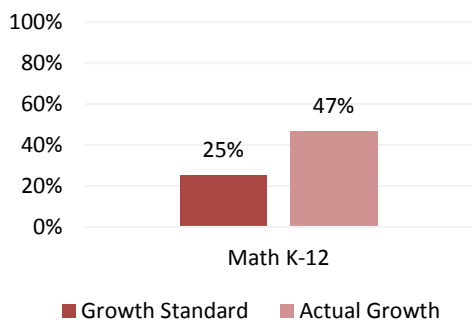
Reading NWEA Growth Percentage 2015-2016



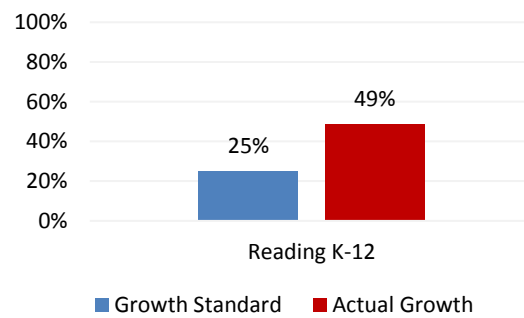
The students exceeded their individual NWEA targeted growth goals by 34+%. While the majority of our students are not quite at proficiency levels, the data clearly indicates that we are closing the achievement gap. To continue the momentum, we will take another bold step and raise the bar to 70% for the upcoming school year (2016-2017).

2014-2015 SY: District did not provide a report.

Math NWEA Growth Percentage 2014-2015



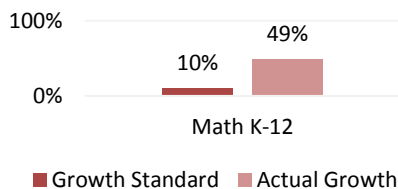
Reading NWEA Growth Percentage 2014-2015



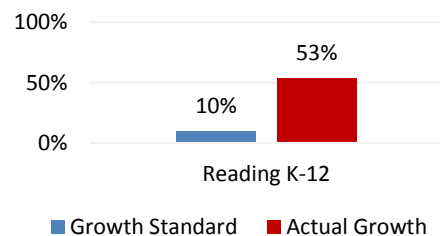
Because the students did so well the prior year, we took a bold step to declare urgency in aggressively closing the achievement gap, and raised the bar to 25% growth. We felt that our students had begun building a solid foundation based on the newly implemented NM Common Core State Standards, and wanted to continue the momentum to close the achievement gap. The students once again exceeded their goal by 22%.

2013-2014 SY: District did not provide a report.

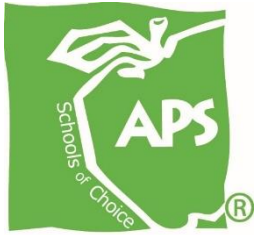
Math NWEA Growth Percentage 2013-2014



Reading NWEA Growth Percentage 2013-2014



The growth goal for 2013-2014 was set at 10% growth according to NWEA growth targets for NM State Standards. Students exceeded this goal by 39%. We began pushing into school-wide implementation of the NM Common Core State Standards during this year, and were pleased to see the resulting growth data increases. Future growth targets will be set by NWEA according to NM Common Core State Standards beginning in the 2014-2015 school year.



Part B—Self-Report

(A Report on the Current Charter Term)

I. Self-Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

Please use no more than two pages to offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach to any progression, stagnancy, and/or regression in the areas of English, Math, and Science as measured by the Standards Based Assessment, and the schools mission specific indicators. Describe educational opportunities students have experienced during your current charter term that are unique to the school.

This section may be used to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years including:

- School Grading Report
- Current Standing
- School Growth
- Q3 (Highest Performing 75%) Growth
- Q1 (Lowest Performing 25%) Growth
- Opportunity to Learn
- Graduation (if applicable)
- College and Career Readiness (if applicable)

Academic Performance/Educational Plan

Accomplishments: Our most difficult challenge has been in the area of increasing math and reading proficiency levels with our lowest quartile of students. However, through the NWEA MAP Assessment, teachers are able to utilize the data to identify these skill deficits for all of our students. Because NWEA results correlate to PARCC testing results, we are able to use the NWEA data to identify and target individual student skill deficits that affect both assessments. Teachers use this data to create Academic Improvement Plans (AIPs) for students who are not making expected growth in math and reading. These AIPs are helping to increase student proficiency; these results can be seen in PARCC and NWEA math and reading data—ECRA has incrementally increased academic growth for students each year in PARCC over the past three years; many students are scoring at or above NWEA National Norms in both math and reading. To capitalize on this data, and to continue increased gains toward proficiency, teachers use PDSA (Plan, Do, Study, Act) in their classrooms for continuous improvement in all core subject areas. Teachers and students work together to plan and monitor progress toward class and course goals. Studying their results determines what actions need to be taken in order to increase student achievement the following week. Additionally, all of our teachers are sent to trainings in Guided Language Acquisition Design (GLAD) and Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S3). These trainings provide and equip teachers with tools to better understand how to meet the needs of our EL population. Every teacher is trained and certified in one or both of these programs. In keeping with our social and emotional focus, we have infused Positive Behavior Intervention Support (PBIS) into our school culture, which has positively impacted student behavior. Students earn HOWL bucks for positive behavior and can spend their earnings in the HOWL Store on a monthly basis. Students are also recognized for positive behavior at monthly HOWL Assemblies, and families are invited to join in the celebration of our students. Moreover, our deepened knowledge of intervention for social emotional learning has helped increase academic performance in students. Forging strong relationships with students gives us more insight into some of the non-academic challenges that our students face. Providing them with support and a safe environment gives them a sense of security so they are more willing to express their needs and are encouraged to be successful. Through our onsite CPI (Crisis Prevention Intervention) training, our staff members are provided hands-on training as part of a comprehensive crisis prevention and intervention plan. Staff learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation through de-escalation techniques. ECRA has an onsite trainer available to all staff. Additionally, on-site family counseling has been made available for students and their families through partnerships with outside agencies. They work directly with our school Social Worker for continued support. These combined efforts support our students and families through academic and social-emotional interventions.

English Proficiency: PARCC proficiency for Reading has steadily increased over the years. Our current Reading proficiency in PARCC is 22%; however, our growth indicates that we are progressively closing the achievement gap. Each year we have planned program implementation based on data gathered from prior years. If programs or concepts do not produce the desired results, we make adjustments accordingly. For example, four years ago we implemented targeted 90 minute blocks of intervention in reading and math for all students at the end of the day. Students hated it; teachers were not happy with the lack of increased results. We made changes the following year by infusing intervention into the reading and math blocks, and extending those blocks of time to 120 minutes for our elementary students, and offering intervention electives for our secondary students throughout the course of the day. Academic improvements were made, but we still weren't satisfied with the overall results from our upper elementary students. So, the following year we created a 4-6 cohort group where the students rotated classes for math, reading, writing and STEM. This absolutely did not work. The fourth and fifth graders clearly were not ready to handle rotating classes and switching teachers from one content to another. Our sixth graders seemed to struggle with meaningful relationship building when switching classes and teachers four times each day. Secondary students were begging for more elective choices. Back to the drawing board. We made significant school-wide adjustments last year (2016-17) that worked well, so we are continuing with those changes this school year: Monday through Thursday we teach core academics K-12. Sixth graders rotate twice each day—Math/Science; and ELA/Social Studies. K-6 students have Specials (Art, PE, Keyboarding) on Fridays (K-3 has Music twice a week, Monday – Thursday); 7th & 8th graders have Kaleidoscope electives on Fridays with quarterly rotations; High School students have a variety of elective options available each semester. Everyone is happy, and academics continue to rise! As you can see, we seek

out and find solutions and interventions that our students respond to. It has become part of our culture to use this method of Plan, Do, Study, Act throughout our school. Our continuous improvement plan focuses on the need to increase the rigor through professional development based on the needs of the students and input from the teachers. In addition, classroom walkthrough observation results provide us with the information needed to better prepare professional development for specific needs.

Math Proficiency: PARCC proficiency in Math has also increased over the years. Although our current Math proficiency in PARCC is 8%, our growth indicates that we are incrementally closing the achievement gap. Math has been one of our biggest challenges—quality math teachers have been difficult to find in the past, which has contributed to our challenge. However, with the consistency in having a well-qualified math teacher for the past two years, coupled with the incorporation of STEM at ECRA, we are seeing an increased school-wide student interest and engagement in Math. We have studied our data and made positive changes by incorporating meaningful interventions, STEM integration and expansion, hands-on curriculum, as well as professional development to deepen the knowledge and skills of our staff in order to enhance the learning of our students.

Science Proficiency: SBA Science has rapidly increased over the past three years. The SBA 2017 results are as follows: 41% of our fourth graders tested proficient, 18% of our seventh graders tested proficient, and 40% of our eleventh graders tested proficient. It is important to note that there was a drop in proficiency for our seventh graders from 2016 to 2017. This decrease is largely attributed to an influx of new seventh grade students in FY2017. The high proficiency ratings, compared to math and reading proficiencies, speaks directly to the meaningful, hands-on learning and rigor in our STEM curriculum. Since growth data indicated increased student interest in science, we determined urgency was needed in school-wide STEM implementation.

Mission Specific Indicators: ECRA's Mission Statement is a true reflection of our indicators: we focus on not only the academic growth of our students, but the social and emotional component as well. The ECRA team has mindfully crafted our education plan for student success by studying and reflecting on current and past practices that lead to increased academic achievement. Teaching the whole child endorses the philosophy that students must be healthy, safe, engaged, supported, and challenged. A child who enters school healthy and feels safe is ready to learn. A student who feels connected to school is more likely to stay in school. All students who have access to challenging and engaging academic programs are better prepared for further education, work, and community life. These components must work together, not in isolation. That is the goal of whole child education. Therefore, we have invested in school-wide implementation of the MindUP curriculum. This curriculum is a comprehensive guide to help all learners focus and reach their potential through brain-centered management and teaching strategies. This research-based curriculum features 15 lessons that use the latest information about the brain to dramatically improve behavior and learning for all students. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. The lessons fit easily into any schedule and require minimal preparation. Classroom management tips and content-area activities help extend the benefits of MindUP throughout the day, week, and year.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: You are highly encouraged to use data visualization to represent the data requested below such as a chart or graph.

<p>Student Academic Performance Standard/Goal #1: Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, and Spring). Students who have attended ECRA for one full academic year are considered a cohort group.</p> <p>All students are assessed three times each academic year (Fall, Winter, Spring) using the NWEA MAPS short-cycle assessment. The cohort group will achieve national student growth targets during the Winter or Spring Assessment cycle, in Math as demonstrated through meeting the individual student growth targets in Mathematics as set during the fall testing cycle by NWEA MAPS short cycle assessment.</p>					
<p>Student Academic Performance Standard/Goal #2: Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, and Spring).</p> <p>Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, Spring) using the NWEA MAPS short-cycle assessment. The cohort group will achieve national student growth targets during the Winter or Spring Assessment cycle in Reading, as demonstrated through meeting the individual student growth targets in Reading as set during the fall testing cycle by NWEA MAPS short cycle assessment.</p>					
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Short-cycle assessment through NWEA MAP is administered to all of the students at ECRA (K-12) in Math and Reading. Individual student growth targets are set during the fall testing cycle by NWEA MAP assessment.</p>					
Data—Average Scores					
Grade Level	Year 1 2013-14 School Year Goal-10% Growth	Year 2 2014-15 School Year Goal-20% Growth	Year 3 2014-15 School Year Goal-20% Growth	Year 4 2015-16 School Year Goal-20% Growth	Year 5 2015-16 School Year Goal-20% Growth
K-12 Goal #1	Met goal (49%)	Met goal (47%)	Met goal (59%)	Met goal (94%)	
K-12 Goal #2	Met goal (53%)	Met goal (49%)	Met goal (60%)	Met goal (86 %)	

Provide a statement of progress and additional information regarding the above data:

These goals were written in order to be able to show individual student growth in areas of Math and Reading for each of our students. Since many students come to us well below grade level, our goal is to incrementally close the achievement gap. The NWEA MAP short-cycle assessment provides a vehicle for each student to see where they are academically, and where they need to go to improve their academic skills. After each testing cycle, students are able to set their own goals above their individual growth targets that are established through NWEA assessment cycles. We encourage students to stretch themselves by setting challenging, yet attainable goals for themselves. We celebrate individual successes, as well as classroom and grade level successes through school-wide celebration assemblies where families and the community gather to celebrate with us. Because we structure our day to include a minimum of 90-minute daily blocks of instruction for Math and Reading, along with 45 minutes of daily support after school, we are able to provide a supportive academic structure where students are able to get the help they need when they need it. This has resulted in many of our students now achieving and exceeding National proficiency norms.

See Attachment B for national norms comparison data graphs

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
Planning Year (if applicable)			
Year 1	2013	0	
Year 2	2014	0	
Year 3	2015	0	
Year 4	2016	1	Compliance - During our audit of capital assets, we noted purchases of capital assets in the amount of \$10,538 which the school properly recorded as an expenditure in excess of \$5,000; however, the school did not properly include this purchase on the year-end capital asset schedule as a current year fixed asset addition

Financial Statement

This statement should illustrate how the charter school is budgeting funding that is easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.)

See Attachment C

Other Financial Information

Only schools that are transferring authorizers (from the New Mexico Public Education Commission to APS) must provide the following information:

- ✓ Copies of all financial statements and audit findings for any audits performed within the current charter contract.
- ✓ Membership figures for 80 day and 120 day reporting periods from STARS within the current charter contract.
- ✓ Copies of 910-B5’s within the current charter contract.
- ✓ Copies of PED Site Visit Documents from within the current charter contract.
- ✓ Special Education Maintenance of Effort Reports from within the current charter contract.
- ✓ A Recent Cash Report submitted to the New Mexico Public Education Department.
- ✓ Have you had the schools Board of Finance removed during the current charter term? Is so, please provide an explanation including the time-frame of the removal.

C. Organizational Performance

The Charter School Act provides as follows:
 A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Governing Council

Please provide the following information for all Governing Council members:

Name	Occupation	Role	# of Years on Governing Council
Jim Nettle	Technician	President	11
Thomas Collins	Business Owner	Council Member	6
Rachel Query	Office Manger	Secretary/Treasurer	5
Sarah McMahan	Business Management	Council Member	4 months
Marsha Majors	President/CEO	Council Member	3 months

Please provide the following information for all Finance/Audit Committee members:

Name	Occupation	Role	# of Years on Governing Council
Jim Nettle	Technician	President	11
Rachel Query	Office Manager	Secretary/Treasurer	5
Bob McMahan	Retired Finance	Committee Member	5
Lorraine Chavez	Patient Care Coordinator	Committee member	1

Please provide a copy of your most recent Open Meetings Act Resolution.

Describe the Governing Council's role in the school's strategic planning process.

Describe the Governing Council's process of evaluating the principal/Director. (No More than 1 Page)

Open Meetings Act: See Attachment D

Strategic Planning Process

During the June 26, 2017 Governing Council Meeting, I presented a year in review of our student data over the past school year, which informed the direction for the following year. The Governing Council members discussed the value in having our high school students teaching our younger students about physics and aerodynamics through the design and construction of remote-controlled race cars. They also discussed the resulting increase in our science scores as evidenced by SBA and ACT scores. Additional conversation included the positive impact that our school community offers to our families and students by providing an inclusive learning environment wherein our older students can help our younger students experience the fun and exciting activities that makes them hungry to learn more. Overall, the K-12 learning environment has provided a meaningful vehicle for our students to grow a deeper connection as a school family within the community. The overall positive effect has resulted in a strong sense of community within our school—the older students thrive on being looked up to by the younger students; the younger students think it's awesome to be mentored by the high schoolers. As we determined the next steps moving forward, I provided an outline of the strategic plan. Based on our student data, it was determined that it was appropriate to continue our deep dive into the expansion of our K-12 STEM focus. Our students are thriving on the hands-on learning experiences that our newly constructed greenhouse provides. Additionally, the success of our Virtual Reality project has sparked an increased interest in our students seeking out and implementing cutting-edge technology wherever possible. We will be expanding into the arena of coding, wherein some of our high school students will be teaching coding skills to our elementary students in an after school Coding Club. Our hope is that we will continue to close the achievement gap in all academic areas as more of our students reach proficiency levels.

Evaluating the principal/Director

The Governing Council evaluates the Executive Director/Principal twice per academic school year—mid-year; end of year. The evaluation discussion takes place during Closed Session, in accordance with NM State Statute. The Executive Director/Principal presents evidence that progress toward goals are being met. Goals from HOUSSE are determined based on the school's Mission Specific goals. During each of the evaluation sessions, Governing Council members determine if adequate progress is being met, based on the presented evidence. In the mid-year evaluation session, from that evidence presented, the Governing Council members determine whether or not to offer an extended contract to the Executive Director/Principal for the following school year. During the end-of-year evaluation session, the Executive Director/Principal presents a year in review of student data, which informs the direction for the following school year. During this time, the Executive Director/Principal along with the Governing Council members, set forth the strategic plan for the following school year.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the El Camino Real Academy Charter School and hereby certify that: the attached petition in support of the El Camino Real Academy Charter School renewing its charter was circulated to all employees of the El Camino Real Academy Charter School. There are 45 persons employed by the El Camino Real Academy Charter School. The petition contains the signatures of 45 employees, which represents 100 percent of the employees employed by the El Camino Real Academy Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Paym Greene, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this 2nd day of October 2017.

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the El Camino Real Academy Charter School and certify that: the attached petition in support of the El Camino Real Academy Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 180 households which represents 91 percent of the households whose children were enrolled in the El Camino Real Academy Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Paym Greene, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief. _____

Subscribed and sworn to before me this 2nd day of October 2017.

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

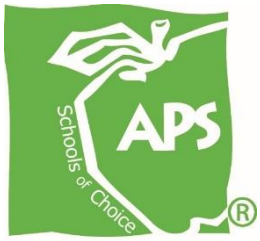
Provide a copy of the building E Occupancy certificate. **See Attachment E**

Also please provide a description of your facility including lease, lease purchase agreement including long-term plans to comply with state statute of being in a public building.

El Camino Real Academy is currently in a 30 year NMPED approved lease purchase agreement. The lease purchase agreement was approved by NM PED on May 18, 2012 and the property will be fully paid off by 2042. This NM PED approved lease purchase agreement means that ECRA is in compliance with statute requiring charter schools to be in a publically owned facility.

In 2012 we applied and received property tax exemption as a school from Bernalillo County.

The facility is located on 11.5 acres and has three buildings totaling approximately 61000 sq ft.



Part C—Self-Study

(Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. Use no more than two pages to respond to the following statements:

- Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.
- What main strategies will be implemented to address these priorities?
- How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?
- Reflect on the academic performance of your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?
- Describe how your governing body has been involved in monitoring academic performance and in strategic planning for the next five years.

Our academic priorities over the next five years are to increase reading and math proficiencies. Based on PARCC and SBA data over the past four years, our reading and math scores have remained low. To focus on math and reading we will fully implement IXL, a computer-based reading and math intervention program. STEM has been added to our school, giving our students hands-on learning that will allow them to experience meaningful and relevant life applications as they learn and understand practical and direct correlations to their learning and how it connects to their surrounding world. We believe that this will impact reading and math scores in PARCC and SBA.

In order to increase academic skills and challenge student performance, teachers will analyze and triangulate data based on NWEA scores, PARCC data, and classroom assessments. Through this data analysis, students who are not achieving expected growth and proficiency will be placed on an Academic Improvement Plan (AIP). The AIP will address specific targeted skill deficits and an action plan that is specific to those skill deficits. The AIP will be reviewed with student and parents, and all parties will commit to working together to support the individual student in reaching his/her academic goals. This is a more personalized education approach for students who are struggling academically, as it provides a vehicle that supports an individual student's targeted skill deficits, while creating a partnership of support for the student.

Additionally, all students will utilize IXL, which is a computer-based program that addresses specific skill deficits in both reading and math, as well as challenging students who are at proficiency levels. This program is web-based, and can be accessed through any computer device, including Smartphones and iPads. We will support the social and emotional needs of our students through school-wide implementation of MindUP curriculum. As students develop an awareness of their emotions, they will learn different strategies and actions that can be taken in order to mitigate uncontrolled responses to current and perceived situations. Our overarching strategy incorporates building and developing more meaningful relationships with our students,

while encouraging each student to do his/her very best to meet his/her full potential. In essence, we will become cheerleaders and encouragers for each one of our students, while challenging them academically. The power that teachers have to encourage and challenge their students is immensely strong. Making those critical connections to the individual lives of their students will provide a relevant and rigorous platform to build upon in guiding and encouraging each student to rise up to the challenge and excel in academics and social-emotional growth.

We are implementing STEM through vertical articulation. All teachers will go through training during the course of this current school year. We have planned several hands-on workshops that will train all teachers in skills and strategies that incorporate STEM activities into their daily learning plans. The beginning steps include simple STEM kits that provide an easy integration of activities into the day. We have also changed the structure of our week in order to provide a more cohesive learning environment wherein Monday through Thursday focuses on academics with a 50-minute music program for our K-2 students twice each week. Every Friday we have electives for our secondary students, while our elementary students engage in PE, Art, and Keyboarding, as well as collaborative project-based learning activities. Additionally, many of our high school students are TAs in the elementary classrooms, serving as role-models and tutors for the younger students.

Our lowest performing students are provided opportunities to attend after school tutoring in order to provide an extra boost of support. Additionally, every Friday we have 50-90 minute blocks of time that provide additional opportunities of targeted support for all of our students. Throughout the week, students who have an IEP have the ability to receive additional support in our Student Services Center. We have also engaged in a relationship with RAMP (Ready to Achieve Mentoring Program), a high-tech, career-focused mentoring program for youth who are at-risk of becoming involved with the juvenile justice system. Students participate in weekly career preparation-focused group meetings that also includes peer-supported goal setting and exploration of careers in science, technology, engineering, and math (STEM). Students meet regularly one-on-one with a mentor to develop and implement an Individualized Mentoring Plan (IMP). While in RAMP, students have the opportunity to assess and explore their own career interests; develop a plan and set goals for their transition; create a resource map of their community's high-tech industries; gain workplace soft skills; build resume-writing and interviewing skills; interact with employers and experience a variety of work settings; give and receive peer support; take advantage of group and personal leadership opportunities; design and build a high-tech-related team project. In order to further meet the needs of our English Learner population, we ensure that all of our teachers are trained and certified in Guided Language Acquisition and Development (GLAD) strategies. This training provides visual and hands-on strategies that are beneficial for our EL population, as well as all of our student population. All of our students are economically disadvantaged, which qualifies us to provide free breakfast and lunch to all of our students. We have a parent liaison who interacts with our school social worker in order to connect our families with outside services. We also contract with outside agencies to provide family counseling on our campus. Additionally, we have partnered with Roadrunner Foodbank, which provides free food to our families each month, as well as weekend food backpacks for some of our families.

During the June 26, 2017 Governing Council Meeting, I presented a year in review of our student data over the past school year, which informed the direction for the following year. The Governing Council members discussed the value in having our high school students teaching our younger students about physics and aerodynamics through the design and construction of remote-controlled race cars. They also discussed the resulting increase in our science scores as evidenced by SBA and ACT scores. Additional conversation included the positive impact that our school community offers to our families and students by providing an inclusive learning environment wherein our older students can help our younger students experience the fun and exciting activities that makes them hungry to learn more. Overall, the K-12 learning environment has provided a meaningful vehicle for our students to grow a deeper connection as a school family within the community. The overall positive effect has resulted in a strong sense of community within our school—the

older students thrive on being looked up to by the younger students; the younger students think it's awesome to be mentored by the high schoolers. As we determined the next steps moving forward, I provided an outline of the strategic plan. Based on our student data, it was determined that it was appropriate to continue our deep dive into the expansion of our K-12 STEM focus. Our students are thriving on the hands-on learning experiences that our newly constructed greenhouse provides. Additionally, the success of our Virtual Reality project has sparked an increased interest in our students seeking out and implementing cutting-edge technology wherever possible. We will be expanding into the arena of coding, wherein some of our high school students will be teaching coding skills to our elementary students in an after school Coding Club. Our hope is that we will continue to close the achievement gap in all academic areas as more of our students reach proficiency levels.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

Provide At-Least Two Mission-Specific Indicators/Goals.

1. Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, Spring) using the NWEA MAP short-cycle assessment. The cohort group will achieve national student growth targets during the Winter or Spring Assessment cycle, in Math as demonstrated through meeting the individual student growth targets in Mathematics as set during the fall testing cycle by NWEA MAP short cycle assessment.
 - 85% or more= Exceeds Standard
 - 70% -84%=Meets Standard
 - 50%-69%=Working to meet Standard
 - >49% = Does not meet Standard

2. Students who have attended ECRA for one full academic year are considered a cohort group. All students are assessed three times each academic year (Fall, Winter, Spring) using the NWEA MAP short-cycle assessment. The cohort group will achieve national student growth targets during the Winter or Spring Assessment cycle in Reading, as demonstrated through meeting the individual student growth targets in Reading as set during the fall testing cycle by NWEA MAP short cycle assessment.
 - 85% or more= Exceeds Standard
 - 70% -84%=Meets Standards
 - 50%-69%= Working to meet Standard
 - >49% = Does not meet Standard

3. K-8 teachers will incorporate mindfulness practices, utilizing the MindUP curriculum, helping students to become aware of their emotions and practice breathing and calming techniques that will increase awareness of their own emotional state. When a student is feeling emotionally elevated, that student will be given opportunities to de-escalate and problem-solve those social and emotional issues with an appropriate staff member in order to be able to be restored back to the classroom by successfully working through and resolving those emotional issues.

Through the process of fostering social-emotional awareness, written office referrals for Tier 1 and Tier 2 in grades K-8 will decrease school-wide by 10% from the end of one academic year to the end of the following academic year. At the end of the 2016-17 academic school year, there were 422 Tier 1 and Tier 2 referrals in grades K-8. During the 2017-18 academic school year, Tier 1 and Tier2 referrals will be reduced by at least 10%, totaling no more than 380 referrals by the end of the 2017-18 academic school year in grades K-8.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

Goal 1 & 2. *Rationale:*

In order to increase academic skills and challenge student performance, teachers will analyze and triangulate data based on NWEA scores, PARCC data, and classroom assessments. Through this data analysis, students who are not achieving expected growth and proficiency will be placed on an Academic Improvement Plan (AIP). The AIP will address specific targeted skill deficits and an action plan that is specific to those skill deficits. The AIP will be reviewed with student and parents, and all parties will commit to working together to

support the individual student in reaching his/her academic goals This is a more personalized education approach for students who are struggling academically, as it provides a vehicle that supports an individual student's targeted skill deficits, while creating a partnership of support for the student.

Additionally, all students will utilize IXL, which is a computer-based program that addresses specific skill deficits in both reading and math, as well as challenging students who are at proficiency levels. This program is web-based, and can be accessed through any computer device, including Smartphones and iPads.

Goal 3. Rationale:

We will support the social and emotional needs of our students through school-wide implementation of MindUP curriculum. As students develop an awareness of their emotions, they will learn different strategies and actions that can be taken in order to mitigate uncontrolled responses to current and perceived situations. Our overarching strategy incorporates building and developing more meaningful relationships with our students, while encouraging each student to do his/her very best to meet his/her full potential. In essence, we will become cheerleaders and encouragers for each one of our students, while challenging them academically. The power that teachers have to encourage and challenge their students is immensely strong. Making those critical connections to the individual lives of their students will provide a relevant and rigorous platform to build upon in guiding and encouraging each student to rise up to the challenge and excel in academics and social-emotional growth.

A. Amendment Requests – Material Changes to the Current Charter

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. Per the APS Procedural Directive schools shall apply for an amendment to its original approved charter for approval by the APS Board of Education for the following:

- Increase the total number of grades provided
- Increase in the total number of students served in each grade
- Change in location and or/facilities, even if that change in location is planned to meet New Mexico Adequacy Standards for Educational Buildings
- Any change in operations, management, ideology or practices from the original contract.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

****An approved charter application is a contract between the charter school and the chartering authority.*** (22-8B-9 [A] NMSA 1978)

****Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.*** (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Thanks to NMPEC and to NACSA for allowing APS CMSD to use their forms/ideas in conjunction with our own to create this document. Below is a "glossary of terms" that is included in the NMPED/PEC renewal form that you may find helpful.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The APS CMSD will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms:**

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract.

Please note: The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified.

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?
<p>Exceeds Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 95% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 90% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> The school does not surpass the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 80% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the standard if it fails to meet any of the standards set forth above.</p>

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and APS may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;

- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.