



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Altura Preparatory Academy

School Name: Altura Preparatory School

School Address: 8650 Alameda Blvd NE, Albuquerque, NM 87122

Head Administrator: Meaghan Hindman; Lissa Hines

Business Manager: Justine Vigil

Authorized Grade Levels: K-5

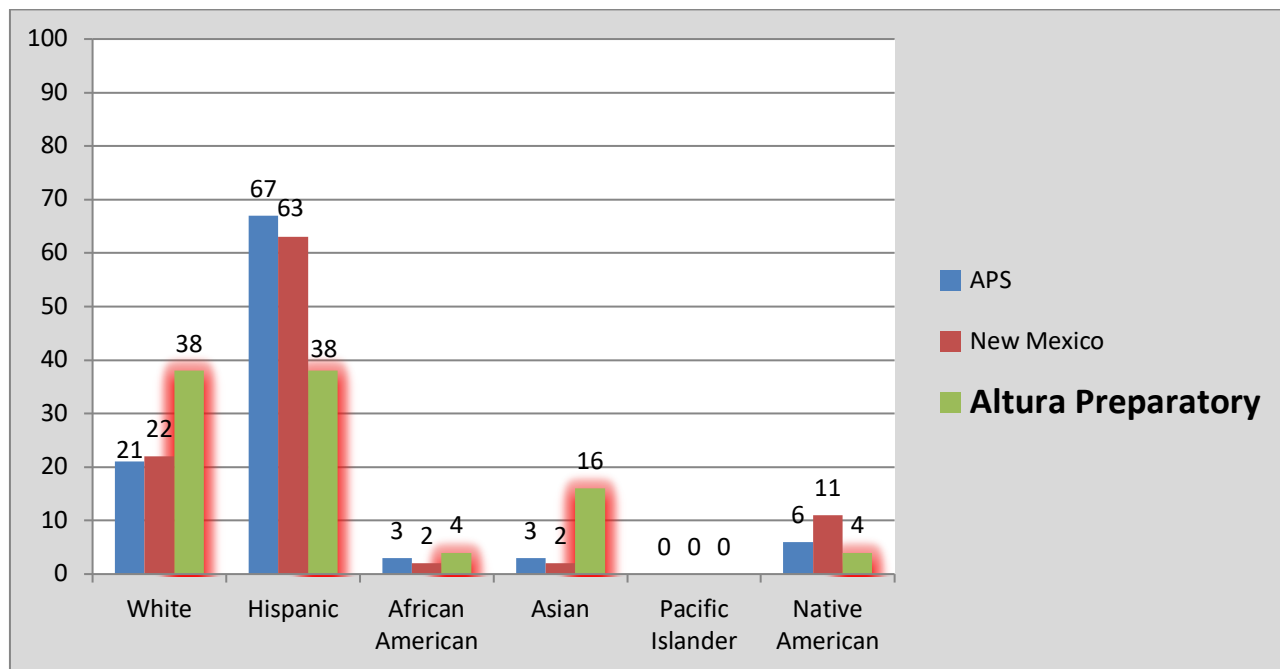
Authorized Enrollment Cap: 369

Current Enrollment: 174

Contract Term: 2018 – 2023

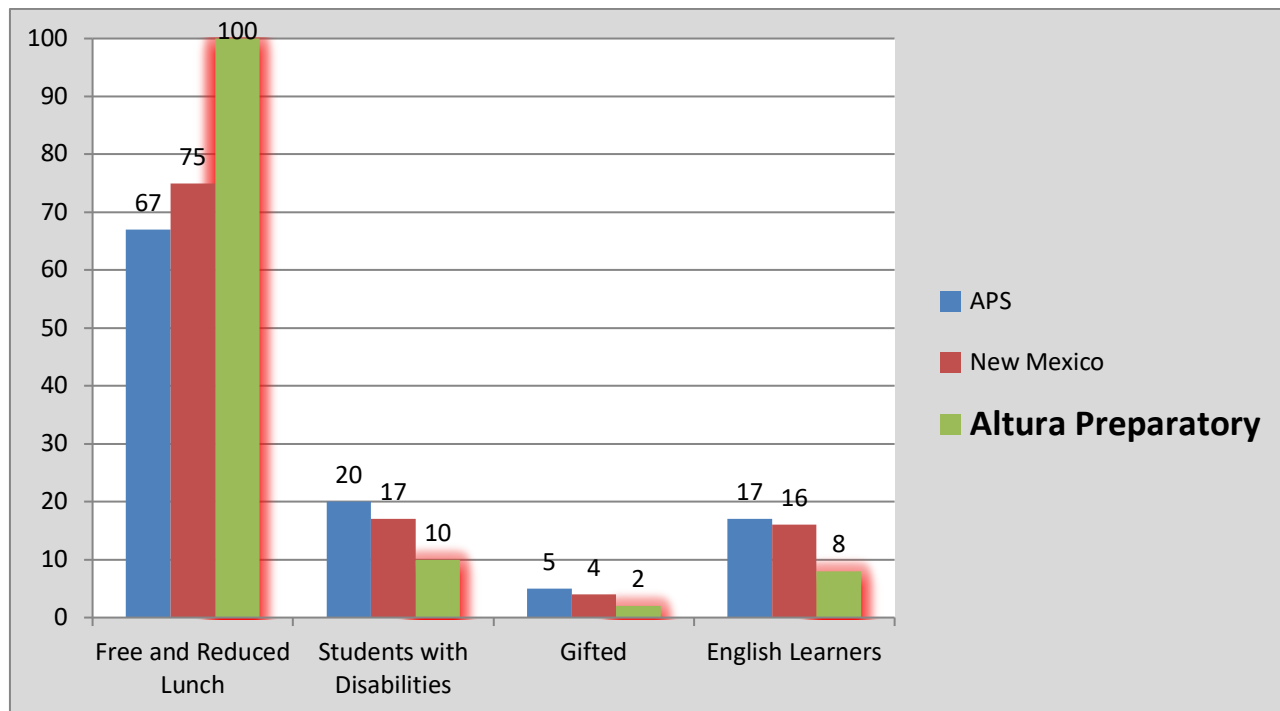
Mission: Altura Preparatory School will prepare students from all backgrounds with the academic skills and personal character to become agents for change, ready to reach high levels of success in middle school, high school, and post-secondary pursuits.

Enrollment by Race/Ethnicity



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: 5/7/2021

Virtual Site Visit Participants

School: Meaghan Hindman: Co-director; Lissa Hines: Co-director

PED: Corina Chavez, Missy Brown, Melissa Sanchez & Missy Wauneka

Response to COVID Pandemic

[Altura Prep](#) currently serves 134 students in grades K-4. Altura Prep's focus throughout the 2020-21 school year has been to have students in-person to the extent possible. They started the school year virtually, brought students receiving SPED services into the building in small groups beginning Aug 18, utilized a hybrid learning model in October and November 2020, moved back to virtual instruction until January, went back to a hybrid model on Jan 19, then moved into full re-entry on March 30, 2021. Currently, 170 out of 177 students attend school in person. No cases of COVID have been reported within the school. 1 bus driver tested positive, but no students or teachers were infected.

Teaching, Learning, and Assessment

During virtual learning, Altura maintained structure by mirroring the in-person school day schedule. Students wore uniforms and logged in for morning meditation each day and had separate Zoom links for each subject area. Teachers tried to balance the amount of time spent on Zoom with paper packets, breaks, and work that students and families could do flexibly, on their own schedules. Hybrid learning utilized an AABB schedule, where students did virtual learning 2 days per week and did asynchronous work two other days out of the week. This required a lot of planning ahead and preparing materials well in advance, to deliver to families each week. To maximize social distancing, students stayed put in their classrooms while teachers moved from classroom to classroom using a teaching cart. The school created a centralized workspace for teachers to work and collaborate outside of classrooms.

Altura Prep teachers receive professional development each year on things like structured literacy. This year, due to the amount of pre-planning and resource collection needed for hybrid and virtual learning, the school has allowed teachers with more open lesson planning time on Fridays.

Altura Prep heavily utilizes differentiated small group instruction. The school uses [Reading Horizons](#), Sight Word assessments, [Istation](#) and teacher-created assessments to identify students' skill levels, creates small groups accordingly, and provides accelerated skill-development for students based on their needs. The school continued with SEL and STEAM instruction throughout all phases of instruction. To the extent possible, the STEAM teacher selected activities that would be accessible to students at home and that didn't require extensive materials.

Student and Family Support and Engagement

Altura Prep aims to be responsive and communicative with families. Leading up to the first day of school, all families received regular newsletters from the school, sharing information about re-entry. After the first day of school, Altura Prep primarily utilized the [Class Tag](#) app for communication, which includes text messaging capabilities. Homeroom teachers communicated with families at least on a weekly basis. Additionally, families could see students' assignments and grades in Google Classroom and received students' monthly IStation scores.

During hybrid instruction, Altura provided families with high quality, flexible learning tasks that they could do on their own schedules during asynchronous learning days. Examples of this included the way work packets were designed with student examples and detailed cover sheets with instructions and teaching parents how to guide their students through discovery-based learning assignments.

All Altura Prep students start each day with morning meditation and have been doing yoga for physical education. The small school size has contributed to strong relationships between families and the school. The school has done food

distribution all year and has helped families get school supplies, tech devices, and resources, including doing home visits to help families get set up with technology and dropping off supplies.

Performance Framework Indicators (school-specific questions)

2a-c. Audit Findings FY20

2020-001 (Previously 2019-002) Purchasing (Other Noncompliance)

The school changed business managers in July 2019 and has put procedures in place to ensure all purchases are reconciled to a purchase order.

2020-002 Capital Assets (Other Matters)

The school sold two assets in the process of moving to a new facility and did not send notice to the State Auditor. The school has a process in place to add any new fixed assets to the fixed asset schedule, preventing anything from being overlooked in the future.

4c. Is the school meeting teacher and other staff credentialing requirements?

One of Altura's teachers is currently showing up as a long-term sub, even though she should have a 2-year alternative Level 1 License. CSD and Altura will need to follow up to determine what is causing this reporting error.

5d. Is the school handling information appropriately?

CSD reminded Altura Prep to submit reports to the Department of Health portal by 10am each Monday.

Mission-Specific Goals:

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standard

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.



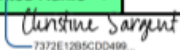

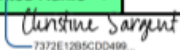

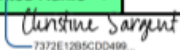
Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.

Altura Prep	2020-2021
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	Unable to Review COVID
Indicator 2 Subgroup Performance	Unable to Review COVID
Indicator 3 Mission Specific Goals	Not Applicable
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Does Not Meet Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES
Indicator 5d School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

Altura Prep	2018-2019	2019-2020
Category I. Academic Performance Framework		
<u>Indicator 1</u> Components of School Accountability System	53.89 (Spotlight)	
<u>Indicator 2</u> Subgroup Performance	Pending	
<u>Indicator 3</u> Mission Specific Goals	Not Applicable	
Category II. Organizational Performance Framework		
<u>Indicator 1a</u> Educational Program: mission and educational program of approved charter agency	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 1b</u> Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Working to Meet Standard	Working to Meet Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Not Applicable	Does Not Meet Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Not Applicable	Working to Meet Standard
<u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Not Applicable	Not Applicable
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest regulations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Working to Meet Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting employee criminal history	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 5a</u> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 5b</u> School Environment: complying with transportation requirements	Not Applicable	Meets (or Exceeds) Standard
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>Indicator 5d</u> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Financial Performance Framework		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

Appendix B: Assurances

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>NEW MEXICO Public Education Department</p> </div> <div style="text-align: center;"> <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Charter School Name: Altura Prep</p> </div> <p style="margin-top: 10px;">In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <div style="background-color: #90EE90; height: 15px; margin-top: 10px;"></div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: <ul style="list-style-type: none"> ✓ Providing services per individual IEP, ✓ Maintaining both direct service and ancillary support logs, ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders. <input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students: <ul style="list-style-type: none"> ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents. <input checked="" type="checkbox"/> The school complies with federal and state grant program requirements. <input checked="" type="checkbox"/> The school meets Governance and reporting requirements: <ul style="list-style-type: none"> ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator. ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2. ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B). <input checked="" type="checkbox"/> The school protects the rights of all students: <ul style="list-style-type: none"> ✓ School meets all Culturally & Linguistically Responsive Framework requirements. ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1. ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1. ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12) ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline. ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17 ✓ School updates Next Step Plans annually for all high school students. <input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1. <input checked="" type="checkbox"/> The school protects employee rights: <ul style="list-style-type: none"> ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms. ✓ School has an employee handbook that includes discipline and grievance policies. ✓ School has a salary schedule that complies with minimum teacher salaries. ✓ School has a documented mentorship program for first year Level One teachers. ✓ School obtains legally compliant background checks per NMSA § 22-10A-5. <input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2. <input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school complies with health and safety requirements: <ul style="list-style-type: none"> ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21. ✓ The school maintains immunization records, including a master immunization log. ✓ All staff complete training on reporting child abuse and neglect. ✓ The school has a Diabetes Management plan. <input checked="" type="checkbox"/> The school handles information appropriately: <ul style="list-style-type: none"> ✓ School completes all STARS reporting requirements on time. ✓ School follows proper security procedures, including keeping student files locked. ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines. ✓ School maintains a procedure for the transfer of cumulative files. <div style="background-color: #90EE90; height: 15px; margin-top: 10px;"></div> <p style="margin-top: 10px;">By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.</p> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">School Leader Printed Name</td> <td colspan="3">Lissa Hines and Meaghan Hindman</td> </tr> <tr> <td>Signature</td> <td style="width: 40%;"></td> <td style="width: 20%;">Date</td> <td style="width: 10%;">6/30/2021</td> </tr> </table> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Board Chair Printed Name</td> <td colspan="3">Christine Sargent</td> </tr> <tr> <td>Signature</td> <td style="width: 40%;"></td> <td style="width: 20%;">Date</td> <td style="width: 10%;">6/30/2021</td> </tr> </table> </div>	School Leader Printed Name	Lissa Hines and Meaghan Hindman			Signature		Date	6/30/2021	Board Chair Printed Name	Christine Sargent			Signature		Date	6/30/2021
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