**neweagle**

**New Mexico Public Education Commission**

**2014 New Charter School Application Kit**

**Part C. Application & Rubric**

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**Part C. Application**

**Application Cover Sheet**

**School Information:**

Name of Proposed Charter School:

School Address (if known):

School Location (City/Town):

School District within which your school will be located:

Grades to be served:

Projected Enrollment Cap:

**Contact Information:**

Primary Contact Person:

Address:

City:  State:  Zip:

Daytime Tel:  Fax:

Alternate Tel:  E-Mail:

Secondary Contact Person:

Address:

City:  State:  Zip:

Daytime Tel:  Fax:

Alternate Tel:  E-Mail:

Founder (if different from above):

Address:

City:  State:  Zip:

Daytime Tel:  Fax:

Alternate Tel:  E-Mail:

Founder (if different from above):

Address:

City:  State:  Zip:

Daytime Tel:  Fax:

Alternate Tel:  E-Mail:

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**Directions**: Please answer each and every prompt, as appropriate, where indicated in red below. Use the rubrics following the prompts to guide your answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget—cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the innovation in your charter school proposal whenever possible. Charter Schools are in existence for this reason.

**Please note**: *The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive an “Exceeds “ or “Meets” score as indicated in the scoring of the rubrics as set forth below.*

# Academics

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | Number of Students | Grade Levels | Student/Teacher Ratio |
| Year 1 |  |  |  |
| Year 2 |  |  |  |
| Year 3 |  |  |  |
| Year 4 |  |  |  |
| Year 5 |  |  |  |
| At Capacity (Enrollment Cap) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Included | Meets—3 | Partially Meets - 2 | Not included |
| A. School  Size | The applicant provides all of the required information. |  |  | The application does not provide the required information. |
|  | Satisfied | | Not Satisfied | |

B. Mission. Note: The School shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary).

|  |
| --- |
| B. State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what does your school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about your school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outputs rather than inputs. |

*Please provide your Mission statement here*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| B. School Mission | The mission statement incorporates **all** three questions above and therefore **meets or exceeds** the expectation by providing a **clear, cohesive, comprehensive, reasonable, and innovative** purpose for the school. | The mission statement answers most of the the three questions above and therefore **meets** the expectation at an appropriate level by providing a **clear and reasonable** purpose for the school. | The mission statement does not adequately address the three questions above and therefore **partially meets** expectations. | The mission statement is **inadequate or incomplete.**  --OR--  The application **does not respond** to this prompt. |
| Comments: | | | | | |

C. Indicators/Goal(s) Related to the School’s Mission. The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the school mission. Mission-specific indicators/goals MUST BE provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these 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.

Mission-specific indicators/goals put into the 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.”

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.

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.

|  |
| --- |
| C.(1) Mission-Specific Indicators/goals *Required*  Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:   * First, ensure that the annual indicators/goals 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 indicators/goals. 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.” NOTE: **Please see examples in the glossary or in Part A of this application**. |

*Goal/Indicator 1 related to School’s Mission:*

*Goal/Indicator 2 related to School’s Mission:*

*Other Mission-Specific Goals/indicators, if appropriate:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—12 | Meets—9 | Partially Meets - 2 | Does Not Meet- 1 |
| C.(1) Goal(s) Related to the School’s Mission | The applicant includes **all key elements** in the indicators/goals provided. As such, the indicators/goals reflect the implementation of the school’s mission, are in SMART format, and include measures and metrics for assessing the progress toward achievement of each goal/indicator. | The applicant includes **most of the key elements** in the indicators/goals provided. As such, the indicators/goals may somewhat reflect the implementation of the school’s mission, contain most elements of the SMART format, and attempt to include measures and metrics for assessing the progress toward achievement of each goal/indicator. | The applicant includes **some or a limited amount of the key elements** in the indicators/goals. As such, what is provided may not reflect implementation of the school’s mission, may not be written in SMART format, and/or the measures and metrics provided are unclear. | The applicant’s response to the indicators/goals are **inadequate or incomplete.**  --OR--  The applicant **does not state** indicators/goals. |
| Comments: | | | | | |

C.(2) Provide a clear, comprehensive, cohesive, and reasonable rationale for the indicators/goals developed. In that rationale, offer a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above. It is best to use an assessment developed by experts outside of the school (i.e. Discovery short cycle assessment) rather than using grades provided by teachers in the classroom.

*Rationale for Goal/Indicator 1:*

*Rationale for Goal/Indicator 2:*

*Rationale for Other Indicators/goals, if appropriate:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet- 1 |
| C.(2) Rationale for Goal(s) Related to School’s Mission | The school provides a **clear, comprehensive, cohesive, and reasonable rationale**, for their goal/indicators as related to their mission. The school provides a **detailed plan**, and specific methods of assessment to be used annually for the indicators/goals listed above. | The school provides a **clear and reasonable** rationale for their goal/indicators as related to their mission. The school provides **a plan**, and methods of assessment for the indicators/goals listed above. | The school provides a **general rationale** for its indicators/goals as related to their mission. The school provides a **limited plan**, and may or may not offer general methods of assessment for the indicators/goals listed above. | The school provides an **inadequate or incomplete** rationale for indicators/goals as related to their mission.  --OR--  The application **does not provide** a rationale for indicators/goals as related to their mission. The school provides an incomplete and inadequate plan and methods of assessment for the indicators/goals listed above. |
| Comments: | | | | | |

## D. Curriculum, Instructional Program, Student Performance Standards.

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| --- |
| D.(1) Provide a description of a curriculum and instructional program with the potential to raise the achievement of the intended student population. The description provided must be research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly align with the Common Core State Standards, New Mexico Content Standards, and the school’s mission.  --OR--  Provide and describe a clear, comprehensive, and reasonable timeline and plan for the development of the curriculum and instructional program including the identification of responsible staff and deadlines (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe here). |

*Curriculum, Instructional Program, student performance standards OR Timeline for Development Process*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Ranking | | | | |
| Satisfied | | Not Satisfied | | |
| Exceeds—4 | Meets—3 | | Partially Meets - 2 | Does Not Meet—1 |
| D.(1) Academic Program & Curriculum | The description provided has the potential to raise the achievement of the intended student population. What is provided **is research-based,** **clear, comprehensive, cohesive, reasonable, and innovative, and** **clearly** aligns with CCSS, NM Content Standards, and the school’s mission.  **--OR--**  If not fully developed, the applicant has provided and described a **clear, comprehensive, and reasonable timeline** **and plan** for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission. | The description provided is **clear and reasonable** and mostly aligns with CCSS, NM Content Standards, and the school’s mission.  **--OR—**  If not fully developed, the applicant has provided a **clear timeline and plan** for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission. | | The description provided is **limited** and **does not** support **or partially** supports CCSS, NM Content Standards, and the school’s mission.  **--OR—**  If not fully developed, the applicant has provided a **limited timeline and plan** for its development, including **limited identification** of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission. | The description OR the timeline iprovided is **incomplete or inadequate**.  --OR--  The application **does not respond** to this prompt. |
| Comments: | | | | | |

|  |
| --- |
| D.(2) Substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. (Required if a curriculum program is provided) |

*Research/Data*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| D. (2) Research/Data | The applicant **provides clearly defined research** **and data** to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. | The applicant **provides research and data** to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. | The applicant provides **some research and data** that **appears** to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. | The school provided **incomplete or inadequate** research or data.  --OR--  The application does not respond to this prompt. |
| Comments: | | | | |

|  |
| --- |
| D.(3) Provide a **clear, comprehensive, and reasonable** Scope and Sequence that **clearly** aligns with the description of the curriculum and instructional program and is aligned with the school’s mission.  Insert Course Scope and Sequence as Appendix A. (Required if a curriculum and academic program are provided) |

*Scope and Sequence*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| D.(3) Scope and Sequence | The school provides a **clear, comprehensive, and reasonable** Scope and Sequence that **clearly** aligns with the description of the curriculum and instructional program and is aligned with the school’s mission. | The school provides a **clear and reasonable** Scope and Sequence that **aligns** with the description of the curriculum and instructional program and school mission. | The school provides **a limited** Scope and Sequence that **partially** **aligns or does not** align with the description of the curriculum and instructional program or mission. | The school provided an **incomplete and inadequate** Scope and Sequence.  --OR--  The application **does not provide** a description of the school’s Scope and Sequence. |
| Comments: | | | | |

## E. Graduation Requirements.

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| --- |
| E.(1) Identify your school’s proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link: <http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.  If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities. |

*Graduation Requirements*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(1) (2) Graduation Requirements /Graduation Waiver If Necessary – *High Schools Only* | *Only applicable for high school proposals*  High school graduation requirements are clearly articulated and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained. |  |  | *Only applicable for high school proposals*  The application does not address graduation requirements. |
| Comments: | | | | |

## F. Instruction.

|  |
| --- |
| F.(1) Provide a **clear, comprehensive, and cohesive** overview of the instructional strategies and methods to be implemented that **clearly** support and align with your school’s mission, curriculum, instructional program and performance standards. |

*Instructional Strategies and Methods*

|  |
| --- |
| F.(2) Provide a **clear, comprehensive and cohesive** explanation of how the proposed methods/strategies are effective with the target student population. |

*Effectiveness*

|  |
| --- |
| F.(3) Provide a **clear and comprehensive** description of how instruction will be differentiated based on identified student needs and provide **specific** examples. |

*Differentiated Instruction*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| F(1) Strategies/Methods | The school provides a **clear, comprehen-sive, and cohesive** overview of the instructional strategies and methods to be implemented that **clearly** support and align with the school’s mission, curriculum, instructional program, and performance standards. | The school provides a **clear** overview of the instructional strategies and methods to be implemented that **adequately** support and align with the school’s mission, curriculum, instructional program, and performance standards.. | The school provides a **limited** overview of the instructional strategies and methods to be implemented that **partially or do not** support and align with the school’s mission, curriculum, instructional program, and performance standards. | The school’s overview of instructional strategies and methods is **incomplete or inadequate.**  --OR--  The application **does not address** instructional strategies. |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| F.(2) Effectiveness | The school provides a **clear, comprehensive and cohesive** explanation of how the proposed methods/strategies are effective with the target student population. | The school provides a **clear** explanation of how the proposed methods/strategies are effective with the target student population. | The school provides a **limited** explanation of how the proposed methods/strategies are effective with the target student population. | The school provides an **inadequate and/or incomplete** explanation of how the proposed methods/strategies are effective with the target student population.  --OR--  The school does not address the prompt. |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| F.(3) Differentiated Instruction | The school provides a **clear and comprehensive** description of how instruction will be differentiated based on identified student needs and **specific** examples are provided. | The school provides a **clear** description of how instruction will be differentiated based on identified student needs and at least one **specific** example is provided. | The school provides a **limited** description of how instruction will be differentiated based on identified student needs and **no examples or inadequate examples** are provided. | The school provides an **incomplete and/or inadequate** description of how instruction will be differentiated.  --OR--  The application does not address differentiated instruction. |
| Comments: | | | | |

G. Special Populations. This includes those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

**G.(1) Special Education.**

|  |
| --- |
| G.(1)(a) Provide a **clear, cohesive, and comprehensive** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ in special populations access to the general education curriculum. |

*Access to Services*

|  |
| --- |
| G.(1)(b) Provide a **clear, cohesive, and comprehensive** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. |

*IEP Monitoring*

|  |
| --- |
| G.(1)(c) If applicable, provide a **clear, cohesive and comprehensive** plan for graduating students with special education needs that complies with federal and state regulations. (high schools only) |

*Graduation*

|  |
| --- |
| G.(1)(d) Provides a **clear, cohesive and comprehensive** plan that addresses how the school will provide ancillary staff support for special need students |

*Address Staffing Needs*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G.(1)(a) – (d)  Special Education | The school provides a **clear, cohesive, and comprehensive** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum. | The school provides a **clear** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum. | The school provides a **limited** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum. | The school provides an **incomplete and/or inadequate** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.  --OR--  The application **does not address** Special Education. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school provides a **clear, cohesive, and comprehensive** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The school provides a **clear** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The school provides a **limited** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The school provides an **incomplete and/or inadequate** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.  --OR--  The application **does not address** the regular evaluation and monitoring of students with special needs. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| *High Schools Only*  The school provides a **clear, cohesive and comprehensive** plan for graduating students with special education needs that complies with federal and state regulations. | *High Schools Only*  The school provides a **clear** plan for graduating students with special education needs that complies with federal and state regulations. | *High Schools Only*  The school provides a **limited** plan for graduating students with special education needs. | *High Schools Only*  The school provides an **incomplete and/or inadequate** plan for graduating students with special education needs.  --OR--  The application **does not address** graduating students with special education needs. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school provides a **clear, cohesive and comprehensive** plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan **fully** addresses how the school will provide ancillary staff support. | The school provides a **clear** plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan **adequately** addresses how the school will provide ancillary staff support. | The school provides a **limited** plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan **does not or minimally** addresses how the school will provide ancillary staff support. | The school provides an **incomplete and/or inadequate** plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services.  --OR--  The application **did not address** budgeting, staffing, and ancillary services. |
| Comments: | | | | |

**G.(2) Students with Section 504 Accommodation Plans.**

|  |
| --- |
| H.(2) Provide a **clear, comprehensive, and cohesive** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. |

*Monitoring 504*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G.(2) Students  with Section 504 Plans | The school provides a **clear, comprehensive, and cohesive** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. | The school provides a **clear** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. | The school provides a **limited** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. | The school provides an **incomplete and/or inadequate** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.  --OR--  The application **does not address** Section 504 Plans. |
| Comments: | | | | |

**G.(3) English Language Learner (ELLs):**

|  |
| --- |
| G.(3)(a) Provide a **clear, comprehensive, and cohesive** explanation of how English language learners will be identified. |

*Identifying ELL*

|  |
| --- |
| G.(3)(b) Provide a **clear, comprehensive, and cohesive** explanation of how the school will provide services/supports to identified students. |

*Services*

|  |
| --- |
| G.(3)(c) Provide a **clear, comprehensive, and cohesive** description of how instruction will be differentiated or sheltered based on identified ELL student needs. Please include relevant examples. |

*Differentiated Instruction*

|  |
| --- |
| G.(3)(d) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners. |

*Monitoring*

|  |
| --- |
| G.(3)(e) Provides a **clear, comprehensive, and cohesive** description of how the school will budget and staff to meet the needs of ELLs. |

*Staffing*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G. (3)(a)-(e)  English Language Learners (ELLs) | The school provides a **clear, comprehensive, and cohesive** explanation of how English language learners will be identified. | The school provides a **clear** explanation of how English language learners will be identified. | The school provides a **limited** explanation of how English language learners will be identified. | The school provides an **inadequate and/or incomplete** explanation of how English language learners will be identified.  --OR--  The application **does not address** the identification of English Language Learners. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school provides a **clear, comprehensive, and cohesive** explanation of how the school will provide services/supports to identified students. | The school provides a **clear** explanation of how the school will provide services/supports to identified students. | The school provides a **limited** explanation of how the school will provide services/supports to identified students. | The school provides an **inadequate and/or incomplete** explanation of how the school will provide services/supports to identified students.  --OR--  The application **does not address** how the school will provide services/supports to identified students. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school provides a **clear, comprehensive, and cohesive** description of how instruction will be differentiated or sheltered based on identified student needs.  **Relevant** **examples** are provided. | The school provides a **clear** description of how instruction will be differentiated based on identified student needs. **Example**s are provided. | The school provides a **limited** description of how instruction will be differentiated based on identified student needs, **Limited or inadequate examples** are provided. | The school provides an **incomplete or inadequate** description of how instruction will be differentiated based on identified student needs.  --OR--  The application **does not address** differentiated or sheltered instruction for English Language Learners. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school provides a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners. | The school provides a **clear** plan to regularly evaluate and monitor the progress of English language learners. | The school provides a **limited** plan to evaluate and monitor the progress of English language learners. | The school provides an **incomplete and/or inadequate** plan to evaluate and monitor the progress of English Language Learners.  --OR--  The application **does not address** evaluating and monitoring the progress of English language learners. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school provides a **clear, comprehensive, and cohesive** description of how it will budget and staff itself to meet the needs of ELLs. | The school provides a **clear,** description of how it will budget and staff itself to meet the needs of ELLs. | The school provides a **limited** description of how it will budget and staff itself to meet the needs of ELLs. | The school provides an **incomplete and/or inadequate** description of how it will budget and staff itself to meet the needs of ELL students.  --OR--  The budgeting and staffing **does not meet** the needs of ELLs. |
| Comments: | | | | |

H. Assessment and Accountability.A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the school’s student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

**Note:** Be aware that all New Mexico public schools including charter schools are subject to the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards.

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| H.(1) Provide a **clear, comprehensive, and cohesive plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Please provide **clear** evidence that the school has considered the common core standards, the state-mandated PARCC and SBA, the school’s targeted student population, and how the assessments will be used to inform instruction. |

*Use of Assessments*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| H.(1) Use of Assessments | The school provides a **clear, comprehensive and cohesive plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. **Clear** evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided. | The school provides a **clear** plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. **Some** evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided. | The school provides a **limited** plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. **Limited or no** evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided. | The school provides an **incomplete and/or inadequate** assessment plan.  --OR--  The application **did not address** plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment. |
| Comments: | | | | |

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| H. (2) Provides a **clear, comprehensive and cohesive** description ofthe corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **complete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided. |

*Individual and School-Wide Corrective Action*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| H.(2) Individual and School-wide Corrective Action | The school provides a **clear, comprehensive and cohesive** description ofthe corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **complete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided. | The school provides a **clear** description ofthe corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. An **adequate** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided. | The school provides a **limited** description ofthe corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **limited or incomplete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided. | The school provides an **inadequate or incomplete** response for corrective actions.  --OR--  The application **does not address** corrective actions. |
| Comments: | | | | |

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| H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to parents, the school’s Governing Body, the school’s Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question. |

*Reporting on Progress*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| H.(3) Reporting on Progress | The school provides a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to parents, the school’s Governing Body, the school’s Authorizer, and the broader community. | The school provides a **clear** plan that explains how student assessment and progress will be appropriately communicated to parents and the school’s Governing Body. | The school provided a **limited** plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body. | The school provides an **inadequate or incomplete** plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body.  --OR--  The application **does not address** the communication of student assessment and progress. |
| **Comments:** | | | | |

# Organization

## A. Governing Body Creation/Capacity.

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| A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with your school’s administration). Provide comprehensive “bylaws” or specifically explain how your governing body will develop its governing documents or “bylaws” if not submitted with application. If complete, attach governing documents as Appendix B. |

*Governance Description*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| A.(1) Governance Description | The school incorporates **all** key components of their governance structure, **specifically** outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application. | The school incorporates **most of the** key components of their governance structure **adequately** outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application. | The school incorporates **some of the** key components of their governance structure **partially** outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application | The school provides an **incomplete or inadequate** outline of their governance structure.  --OR--  The application **does not address** the governance structure. |
| Comments: | | | | |

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| A.(2) Provide a **compelling and relevant list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that your **membership reflects (or will reflect)** the diverse experiences and skills necessary to oversee all aspects of the school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school’s compliance with legal obligations). |

*Description of Prospective Governance Expertise*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A.(2) Description of Prospective  Governance Expertise | The school provides a **compelling and relevant list** of all GB members and **describes their experience, skills, and qualifications.** **Membership reflects (or will reflect)** the diverse experiences and skills necessary to oversee all aspects of the school. | The school provides a list of all GB members along with a description of their experience, skills, and qualifications. **Most of the membership appears to reflect (or will reflect)** the diverse skills necessary to oversee all aspects of the school. | The school provides a list of GB members. However, the GB **membership description appears to lack appropriate** and diverse experiences and skills necessary to oversee all aspects of the school. | The school provides an **inadequate or incomplete** list of GB members; or the provided list fails to include descriptions of the members’ experience, skills, and qualifications.  --OR--  The application **does not address** the description of the GB members and their experience, skills, and qualifications. |
| Comments: | | | | |

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| A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how future governing body members will be selected as vacancies arise.  Enumerate the qualifications desired for members that will assure your school’s governance is competent to operate a public school. |

*Selection of Members*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| A.(3) Selection of Members | The school provides a **clear and appropriate process or plan** for se-lecting new GB members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. The school **fully** enumerates the qualifications desired for members and those qualifications **clearly demonstrate** how the school’s governance will be **well qualified** to operate a public school. | The school provides a **clear process or plan** for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The school **somewhat** enumerates the qualifications desired for members and those qualifications **demonstrate** how the school’s governance will be **adequately qualified** to operate a public school. | The school provides a **limited process or plan** for selecting new GB members, but skill sets are not identified.  The school provides a **limited enumeration** of the qualifications desired for members and those qualifications not **clearly demonstrating** **whether or not the** school’s governance is qualified enough to operate a public school. | The school provides an **inadequate or incomplete** **process or plan** for for selecting new GB members.  --OR--  The application **does not address** the process for selecting new GB members. |
| Comments: | | | | |

## B. Governing Body Training and Evaluation.

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| B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for Governing Body training that complies with state requirements, including the Open Meetings Act, and is **completely supported** by the budget you propose. |

*Governance Training*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| B.(1) Governance Training | The school provides a **clear, comprehen-sive, and cohesive plan** for GB training that complies with state requirements and is **completely supported** by the budget. | The school provides a **clear plan** for GB training that complies with state requirements and is supported by the budget. | The school provides a plan for GB training but it is **not clear if it complies** with state requirements and/or support in the budget is **unclear**. | The school provides an **inadequate or incomplete plan** for GB training.  --OR--  The application **does not address** the training of GB members. |
| Comments: | | | | |

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| B.(2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body’s effectiveness and focuses on continuous improvement. |

*Governance Evaluation*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| B.(2) Governance Evaluation | The school provides a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the GB that reflects that body’s effectiveness and focuses on continuous improvement. | The school provides a **clear plan** for an annual self-evaluation of the GB that reflects that body’s effectiveness. | The school provides a **limited plan** for an annual self-evaluation of the GB. | The school provides an **inadequate or incomplete plan** for an annual self-evaluation of the GB.  --OR--  The application **does not address** the self-evaluation of GB members. |
| Comments: | | | | |

## C. Leadership and Management.

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| C.(1) Describe how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that your school is successfully meeting its mission and providing a quality education. |

*Monitoring*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—12 | Meets—9 | Partially Meets - 2 | Does Not Meet—1 |
| C(1) Monitoring | The school’s descriptions of how the Governing Body will monitor outcomes **clearly demonstrate** an understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission, and able to **manage and sustain a quality school.** | The school’s descriptions of how the Governing Body will monitor outcomes **adequately demonstrate** its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, **to ensure** the school is meeting its mission. | The school’s descriptions of how the Governing Body will monitor outcomes **demonstrates a limited** understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, **to help** the school meet its mission. | The school’s descriptions of how the Governing Body will monitor outcomes is **inadequate or incomplete**.  --OR--  The school **does not address** the prompt. |
| Comments: | | | | |

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| C.(2) Identify and provide a **clear, comprehensive, and cohesive** description of the leadership characteristics and qualifications for the head administrator needed to run your school. In your description, take **into account the mission of the school**. Accordingly, include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator.  If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running your school and delivering its unique mission.  Finally, provide **evidence of a clear plan** to both hire and subsequently evaluate a highly- qualified administrator. |

*Head Administrator Selection*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| C.(2) Head Administrator Selection | The school provides a **clear, comprehensive, and cohesive** description of the desired or, if selected, the head administrator’s leadership characteristics and qualifications and **takes into account the mission of the school**. The school provides **evidence of a clear plan** to hire and evaluate a highly- qualified administrator. | The school provides a **clear** description of the desired, or, if selected, the head administrator’s leadership characteristics and qualifications and **may or may not clearly take into account the mission of the school**. The school provided **evidence of a plan** to hire and evaluate a highly-qualified administrator. | The school provides a **limited** description of the desired, or, if selected, the head administrator’s qualifications. The school provided **some evidence** of a plan to hire and evaluate an administrator. | The school provides an **inadequate or incomplete** description of the head administrator’s qualifications, and the plan to hire and evaluate an administrator.  --OR--  The application provides **no plan** to address the head administrator’s qualifications and the hiring and evaluating of an administrator. |
| Comments: | | | | |

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| C.(3) Describe how the governing body will convey and delineate the roles and responsibilities of your school’s head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C. |

*Head Administrator Evaluation*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| C.(3) Head Administrator Evaluation | The school describes a **clear and comprehensive plan** for how the governing body will convey and delineate the roles and responsibilities of the school’s head administrator and **provides a detailed job description** for the head administrator that includes a **comprehensive list** of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C. | The school **describes a clear plan** for how the governing body will convey and delineate the roles and responsibilities of the school’s head administrator and **provides an adequate job description** for the head administrator that includes **a list** of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C. | The school describes a **limited plan** for how the governing body will convey and delineate the roles and responsibilities of the school’s head administrator and provides a **limited job description** for the head administrator that **may or may not include a list** of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C. | The school provides an **inadequate or incomplete** plan to hire and evaluate an administrator.  --OR--  The application provides **no plan** to hire and evaluate an administrator. |
| Comments: | | | | |

## D. Organizational Structure of the School.

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| D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. |

*Organizational Structure*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| D.(1)Organizational Structure | The school provides a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **align structures with the mission of the school** and demonstrate a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. | The school provides a **clear** organizational chart and narrative that demonstrate an **adequate** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. | The school provides a **limited** organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. | The school provides an **inadequate or incomplete** organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.  --OR--  The application **does not include** an organizational chart and supporting narrative. |
| Comments: | | | | |

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| D.(2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and then **appropriate** reporting lines that are consistent with the organizational chart. Attach staff job descriptions as Appendix D. |

*Job Descriptions*

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| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| D.(2) Job Descriptions | The school provides **clear, comprehensive, and cohesive** job descriptions for all key staff, including qualifications and **clear, appropriate** reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D. | The school provides **clear** job descriptions for most of the key staff, including **clear** reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D. | The school provides **limited** job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D. | The school provides **inadequate or incomplete** job descriptions for key staff.]  --OR--  The application **does not address** job descriptions for key staff. |
| Comments: | | | | |



*Staff Evaluation*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the school’s staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum.  Accordingly, ensure that your plan is clearly aligned with the budget, projected enrollment, and implementation schedule. |  |  |  | |



*Staffing Plan*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| D.(3a and b Staffing Plan Need and Alignment | The school provides a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of staffing needs and appears **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum. | The school provides a **clear** staffing plan that **appears adequate** to support effective and timely implementation of the academic program/ curriculum. | The school provides a **limited** staffing plan to support adequate implementation of the academic program/ curriculum. | The school provides a staffing plan that is **inadequate or, incomplete.**  --OR—  The application **does not provide** a staffing plan. |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The school’s staffing plan is **clearly** aligned with the budget, projected enrollment, and implementation schedule. | The school’s staffing plan is **clear** and complete and **generally appears** to be aligned with the budget. | The school’s staffing plan **is adequate and partially** aligned with the budget. | The school’s staffing plan is **inadequate or incomplete** and does not align with the budget.  --OR--  The application **does not provide** a staffing plan. |
| Comments: | | | | |

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| D.(4) Provide a calendar and schedule (length of school day and school year including total number of days/hours of instruction) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/ curriculum. Describe in detail how this schedule supports your school’s educational program and how the calendar is optimal for achieving high outcomes for your target student population. |

*School Day/Year*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| D.(5) School Day/Year | The school provides a calendar and schedule that **completely comply** with **all** state re-quirements and en-sure **effective, suc-cessful** implementa-tion of the educational program/ curricu-lum. The school provides a **detailed description** of how the calendar optimally supports high achieving outcomes for the target student population. | The school provides a calendar and schedule that comply with **most** state requirements and are sufficient to ensure **successful** implementation of the educational program/ curriculum. The school provides **some detail** regarding how the calendar supports high achieving outcomes for the target student population. | The school provides a calendar and schedule that comply with **some** state requirements. The school provides **few details** regarding how the calendar supports the target student population. | The school provides an **incomplete or inadequate** calendar and schedule that may or may not comply with state requirements.  --OR--  The application **does not address** a school calendar and schedule. |
| Comments: | | | | |

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| D.(5) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission, and performance goals. Ensure that the the plan is supported by the budget. |

*Professional Development Plan*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| D.(6) Professional Development Plan | The school provides a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. The plan is **completely** supported by the budget. | The school provides a **clear plan** for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. The plan is **mostly** supported by the budget. | The school provides a **limited** plan for Professional Development that meets state requirements **and appears** **to be somewhat** supported by the budget. | The school provides an **inadequate or incomplete** Professional Development Plan.  --OR--  The application **does not address** a Professional Development Plan. |
| Comments: | | | | |

## E. Employees.

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| E.(1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Please offer a **complete and appropriate explaination of** how you will address employees’ recognized representatives. |

*Employer/Employee Relationship*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Ranking | | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(1) Employer/Employee Relationship | The school **clearly describes** the employer/employee relationship and provides **clear terms** of employment for all classes of employees. The school **completely and appropriately explains** how it will address employees’ recognized representatives. | The school **describes** the employer/employee relationship and provides the **terms** of employment for all classes of employees. The school **explains** how it will address employees’ recognized representative. | The school provides a **limited** description of the terms of employment for all classes of employees **and may or may not address** how the school will address employees’ recognized representatives. | The school’s description of the employer/employee relationship is **incomplete or inadequate**.  --OR--  The application **does not address** the relationship between the employer and the employee. |
| Comments: | | | | |

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| --- |
| E.(2) Provide a **clear, comprehensive, and cohesive** set of governing body personnel policies and procedures **that are aligned** with the stated employer/employee relationship, and comply with all applicable state and federal statutes and regulations (attach as Appendix E). **OR** If you plan do develop those governing body personnel policies and procedures later, state how and when they will be developed and how you will ensure that they comply with applicable federal and state statutes and regulations. |

*Personnel Policies*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(2)Personnel Policies | The school provides a **clear, comprehensive, and cohesive** set of personnel policies and procedures **that are aligned** with the stated employer / employee relation-ship, and comply with all applicable state and federal regulations (attached as Appendix E).  —OR—  The school provides a **clear, comprehensive, and cohesive plan** that states how and when personnel poli-cies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations. | The school provides a **clear** set of personnel policies and procedures that **mostly complies** with all applicable state and federal regulations (attached as Appendix E).  —OR—  The school provides a **clear plan** that states how and when personnel policies will be developed and how it will ensure that they comply with **most of the** applicable federal and state statutes and regulations. | The school provides a **limited** set of personnel policies and procedures that **somewhat comply** with all applicable state and federal regulations (attached as Appendix E).  —OR—  The school provides a **plan** that states how and when personnel policies will be developed and how it will ensure that they comply with **some of** applicable federal and state statutes and regulations. | The school provides an **incomplete or inadequate** set of personnel policies and procedures.  --OR--  The application **does not address** personnel policies and procedures or plans to develop the policies. |
| Comments: | | | | |

|  |
| --- |
| E.(3) Provide a staff discipline process that is **clear, comprehensive, and cohesive** and that is aligned with the stated employer/employee relationship, and follows an appropriate route ensuring due process. |

*Staff Discipline Process*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(3) Staff Discipline Process | The school provides a staff discipline process that is **clear, comprehensive, and cohesive** and aligned with stated employer/employee relationship, and follows an appropriate route that ensures due process. | The school provides a staff discipline process that is **clear** and follows an appropriate route that ensures due process. | The school provides a **limited** staff discipline process that partially follows an appropriate route that ensures due process. | The school provides an **inadequate or incomplete** staff discipline process.  --OR--  The application **does not address** a staff discipline process. |
| Comments: | | | | |

|  |
| --- |
| E.(4) Provide a **clear, comprehensive, and cohesive** employee grievance process that is aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines. |

*Grievance Process*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(4) Grievance Process | The school provides a **clear, comprehensive, and cohesive** employee grievance process that is **completely aligned** with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines. | The school provides a **clear** employee grievance process that **mostly aligns** with the stated employer/employee grievance process, and includes provisions for appropriate protections and appeals, time frames, and that follows legal guidelines. | The school provides an employee grievance process that **partially** follows appropriate legal guidelines. | The school provides an **inadequate or incomplete** employee grievance process.  --OR--  The application **does not address** the school’s employee grievance process. |
| Comments: | | | | |

## F. Community/Parent/Employee Involvement in Governance.

|  |
| --- |
| F.(1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how **parental involvement will help to advance** the school’s mission.  Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student. |

*Community Involvement*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| F.(1) Community involvement. | The school provides a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how **parental involvement will help to advance** the school’s mission. | The school provides a **clear** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. | The school provides a **limited** plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school. | The school provides an **inadequate and incomplete** plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school.  --OR--  The application **does not address** community involvement. |
| Comments: | | | | |

|  |
| --- |
| F.(2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB. |

*Complaint Resolution*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| F(.2) Complaint Resolution | The school provides a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB. | The school provides a **clear** plan to receive and process concerns and complaints from the community and parents. The plan is **somewhat** transparent, fair, accessible to the community, and assures a timely and meaningful response from the school administration or the GB. | The school provides a **limited** plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the school administration or the GB. | The school provides an **inadequate or incomplete** plan to address community and parent complaints.  --OR--  The school **does not address** complaint resolution. |
| Comments: | | | | |

## G. Student Policies.

|  |
| --- |
| G.(1) Provide and attach as Appendix F, **clear, comprehensive, and cohesive** Student Discipline Policies (6.11.2 NMAC) that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a **detailed explanation** of how it will take into account the rights of students with disabilities. |

*Student Discipline Policy*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G.(1) Student Discipline Policy | The school provides **clear, comprehensive, and cohesive** Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a **detailed explanation** of how it will take into account the rights of students with disabilities. | The school provides a **clear** Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules .  The school provides **an explanation** of how it will take into account the rights of students with disabilities. | The school provides **limited** Student Discipline Policies that **partially** comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. | The school provides **incomplete or inadequate** Student Discipline Policies set forth in the Public Education Department rules.  --OR--  The application **does not address** student discipline policies. |
| Comments: | | | | |

|  |
| --- |
| G.(2) Provide a **clear, comprehensive, and cohesive** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. Ensure that the plan is consistent with the Students’ Rights and Responsibilities rules. |

*Alternative Placements*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G.(2)Alternative Placements | The school provides a **clear, comprehensive, and cohesive** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students’ Rights and Responsibilities rules. | The school provides a **clear** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students’ Rights and Responsibilities rules. | The school provides a **limited** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is **somewhat consistent** with the Students’ Rights and Responsibilities rules. | The school provides an **inadequate or incomplete** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled.  --OR—  The application **does not address** alternative placement of students. |
| Comments: | | | | |

## H. Student Recruitment and Enrollment.

|  |
| --- |
| H.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are **reasonable.** Ensure that the outreach/ marketing plan is supported by the budget. |

*Student Recruitment*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| H.(1) Student Recruitment | The school provides a **clear, comprehen-sive, and cohesive** outreach and recruit-ment plan that en-sures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enroll-ment timelines pre-sented are **reason-able.** The outreach/ marketing plan is **completely supported** by the budget. | The school provides a **clear** outreach and recruitment plan that ensures equal access to the school. **Adequate** recruitment /enrollment timelines are presented. The outreach/ marketing plan **appears to be supported** by the budget. | The school provides a **limited** recruitment plan for ensuring equal access to the school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is **partially supported** by the budget. | The school provides an **inadequate or incomplete** outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the school. The outreach / marketing plan does not appear to be supported by the budget.  --OR--  The school **does not address** student recruitment. |
| Comments: | | | | |

|  |
| --- |
| H.(2) Provide a **complete, comprehensive, and cohesive** description of your lottery process and procedures that comply with state statutes, and **support equal access** to the school (include how you will maintain a wait list). Please provide tentative timeframes or dates.  . |

*Lottery Process*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| H.(2) Lottery Process | The school provides a **complete, comprehensive, and cohesive** description of its lottery procedures that comply with state statutes, and **support equal access** to the school. Tentative dates are provided. | The school provides a **clear** description of its lottery procedures that comply with state statutes. Tentative dates are provided **for the most part**. | The school provides a **general** description of lottery procedures that comply with state statutes. **Some** tentative dates are provided. | The school provides an **inadequate or incomplete** description of its lottery procedures or what is provided does not comply with state statues.  --OR--  The school **does not address** the lottery process. |
| Comments: | | | | |



*Enrollment Process*



## I. Legal Compliance.

|  |
| --- |
| I.(1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011) and all other applicable laws). Provide a sample disclosure statement of any real or potential conflict of interest. |

*Conflict Of Interest*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| I.(1) Conflict of Interest | The school provides a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to meet the requirements of the law. The school provides a sample disclosure statement of any real or potential conflict of interest. | The school provides a **clear** Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law. | The school provides a **limited** Conflict of Interest Policy. However, the school’s response **may raise questions or concerns** about understanding or capacity regarding the requirements of the law. | The school provides a Conflict of Interest Policy that is **inadequate or incomplete** or does not meet the requirements of the law.  --OR--  The application **does not address** a Conflict of Interest Policy. |
| Comments: | | | | |

|  |
| --- |
| I.(2) Provide a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted in advance, quorums, executive or closed session procedures, minutes, etc. (NMSA 1978 Section 10-15-1 to 4), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc. (NMSA 1978 Section 14-2-1 to 12) that meets the requirements of the laws. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>. |

*Transparency*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| I(2) Transparency | The school provides a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted 24 hours in advance, quorums, executive or closed session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws. | The school provides a **clear** explanation that demonstrates an **adequate understanding of and capacity to** how it will comply with the Open Meetings Act and most of its parts (agendas posted 24 hours in advance, quorums, executive- or closed-session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws. | The school provides a **general** explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. **However, the school’s response may raise questions or concerns about understanding or capacity** regarding all components and requirements of the law. | The school provides an **incomplete or inadequate** explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.  --OR--  The school **does not address** how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. |
| Comments: | | | | |

## J. Evidence of Partnership/Contractor relationship. (If Applicable.)

|  |
| --- |
| J.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instrucational staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the school. |

*Third Party Relationships*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| J.(1). Third Party Relationships | *If Applicable*  The school indicates that there is /are third party relation-ship(s), and the school provides a **clear,comprehensive, and cohesive** des-cription of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a **complete under-standing** of the legal implication of the relationship to the school. | *If Applicable*  The school indicates that there is /are third party relationship(s), and the school provides a **clear** description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates **knowledge** of the legal implication of the relationship to the school. | *If Applicable*  The school indicates that there is /are third party relationship(s), and the school provides **some** information about the relationships and how it/they will support the school. The school may or may not indicate a **limited knowledge** of the legal implication of the relationship to the school. | *If Applicable*  The school’s response is **inadequate or incomplete.**  --OR—  The school indicates that there is /are third party relationship(s), but the application **does not address** the relationship. |
| Comments: | | | | |

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| --- |
| J.(2) If applicable, provide and attach as Appendix H, a proposed, **signed, clear, formal** agreement between the school and each third party relationship **OR** memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| J.(2) Proposed Agreement | *If Applicable*  The school indicates that there is /are third party relationship(s), and it provides a proposed, **signed, clear, formal** agreement between the school and each third party relationship **OR** memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides. | *If Applicable*  The school indicates that there is /are third party relationship(s), and it provides a **proposed, signed formal** agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities **OR** the school provides **some** formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted. | *If Applicable*  The school offer and **limited** proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) **OR** signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may **be general**. | *If Applicable*  The school provides an **inadequate or incomplete** response  --OR--  **Does not address** the prompt. |
| Comments: | | | | |

## K. Waivers.

|  |  |  |  |
| --- | --- | --- | --- |
| K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. Ensure that the rationale **clearly demonstrates** how requested waivers **align with the school’s proposed autonomy, its mission, and the educational program and curriculum**.For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver\_requests.html. | | | |
| NMSA 1978 § 22-8B-5(C) Waiver | Requested? | | Description of how waiver will support school’s plan. |
|  | yes | no |  |
| Individual class load |  |  | Insert |
| Teaching load |  |  | Insert |
| Length of school day |  |  | Insert |
| Staffing pattern |  |  | Insert |
| Subject areas |  |  | Insert |
| Purchase of instructional materials |  |  | Insert |
| Evaluation standards for school personnel |  |  | Insert |
| School principal duties |  |  | Insert |
| Drivers education |  |  | Insert |

|  |  |
| --- | --- |
| K.(2) *Only for schools seeking local district authorization.*  Provide a list of Authorizer policies for which a waiver is requested (see NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code), including a rationale for why the wavier is being requested. Ensure that the **rationale clearly demonstrates how requested waivers align with the school’s proposed autonomy, mission and educational program/curriculum.** (If you require additional space, attach as an Appendix.) | |
| Discretionary Waiver(s) Sought. | Description of how waiver will support school’s plan. |
| Insert | Insert |
| Insert | Insert |
| Insert | Insert |
| Insert | Insert |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—3 | Meets—2 | Partially Meets—1 | Does Not Meet—0 |
| K.(1)(2) Waivers | The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. The rationale **clearly demonstrates** how requested waivers **align with the school’s proposed autonomy, its mission, and the educational program and curriculum**. | The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. | The school provides a **limited** list of statutes or state rules for which a waiver is requested. | The application suggests that waivers from statutes or state rules will be used, but the school fails **to identify the waivers** in III.K.(1) and (2).  Or, the application **does not** address waivers. |
| Exceeds—3 | Meets—2 | Partially Meets—1 | Does Not Meet—0 |
| *Only for schools seeking local district authorization.*  The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the wavier is being requested. The **rationale clearly demonstrates how requested waivers align with the school’s proposed autonomy, mission and educational program/curriculum.** | *Only for schools seeking local district authorization.*  The school provides a list of Authorizer policies for which a waiver is requested, including a **general statement is provided for why the wavier is being requested.** | *Only for schools seeking local district authorization.*  The school provides a list of Authorizer policies for which a waiver is requested. | *Only for schools seeking local district authorization.*  The school provides and **inadequate or incomplete** list.  The school **does not provide** a list of Authorizer policies for which a waiver is requested. |
| Comments: | | | | |

## L. Transportation and Food.

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| --- |
| L.(1) *If Applicable, s*tate how your school plans to offer transportation to its students. Provides **a clear description** of how student transportation needs will be met that is supported by the proposed budget.  For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>. |

*Transportation*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| L.(1)Transportation | *If Applicable*  The school states that it plans to offer transportation to its students. The school provides **a clear description** of how student transportation needs will be met that is supported by the proposed budget. | *If Applicable*  The school states that it plans to offer transportation to its students. The school provides **an adequate description** of how student transportation needs will be met that appears to be supported by the budget. | *If Applicable*  The school states that it plans to offer transportation to its students. Only a **limited description** of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget. | *If Applicable*  The school states that it plans to offer transportation to its students. The school provides an **inadequate or incomplete** description of how student transportation needs will be met.  --OR--  The school **does not state** whether or not it plans to offer transportation to its students. |
| Comments: | | | | |

|  |
| --- |
| L.(2) *If Applicable* Provide a plan to offer food services to students (i.e, contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget. |

*Food Services*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| L.(2)Food Services | *If Applicable*  The school plans to offer food services to its students.  The school provides a **clear description** of how food services will be provided that is supported by the proposed budget. | *If Applicable*  The school plans to offer food services to its students.  The school provides **an adequate description** of how food services will be provided that appears to be supported by the proposed budget. | *If Applicable*  The school plans to offer food services to its students. Only a **limited description** of how food services will be provided is included OR the school has not fully addressed food services in the budget. | *If Applicable*  The school plans to offer food services to its students.  The school provides an **inadequate or incomplete** response of how food services will be provided.  --OR--  The school plans to offer food services to its students but **provides no other information.** |
| Comments: | | | | |

## M. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 25th, 2014**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

<http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf>.

|  |
| --- |
| M.(1) Describe in detail the charter school’s projected facility needs and the desired school environment. **Complete, submit, and attach as Appendix I,** the Facilities Master Plan Ed / Spec Checklist to the Public Schools Facilities Authority (PSFA) for review and approval, and attach the **approved form** as Appendix “J.” |

*Projected Facility Needs*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| M.(1) Projected Facility Needs | The school has clearly and comprehensively described its projected facility needs and desired school environment. The school **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the **approved form** as Appendix “J.” | The school has described its projected facility needs and desired school environment. The school provides evidence from PFSA that it has **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the **review process has not been completed, the plan has received PSFA’s tentative approval**. | The school has provided a limited description of its projected facility needs and desired school environment. The school has **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the **review and approval process has not been completed**. | The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has **not yet submitted it to PSFA for review and approval.**  --OR--  The school **does not address** the Facilities Master Plan Ed / Spec checklist, i.e. has not attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J. |
| Comments: | | | | |

|  |
| --- |
| M.(2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the school’s opening. |

*Facility Plan*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| M.(2) Facility Plan | The school provides evidence that it has researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. The evidence includes a **clear plan** to prepare the facility/property in time for the school’s opening. | The school provides evidence that it has researched potential facilities/properties and **made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location**. | The school provides evidence that it has done **some research** on potential facilities/properties in the desired geographic location. | The school **does not provide** evidence that it has researched or begun a search for an appropriate facility/property.  --OR--  The application **does not address** the school’s facility needs. |
| Comments: | | | | |

|  |
| --- |
| M.(3) Provide a **description** of the school’s potential capital outlay needs, including projected requests for capital outlay assistance that are reasonable and sufficient to support the school program. Recognizing that facility needs may change in the future, provide **a reasonable projection** for facility maintenance, repair, and equipment needs. |

*Projected Facility Costs*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| M.(3) Projected Facility Costs | The school provided a **thorough description** of the school’s potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided **a reasonable projection** for facility maintenance, repair, and equipment needs. | The school provided a **description** of the school’s potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided **adequate estimates** for facility maintenance, repair, and equipment needs. | The school provided a **limited description** of the school’s potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the school program. | The school provides only an **incomplete or inadequate** description of the potential capital outlay needs.  --OR--  The application **does not address** the school’s capital outlay needs and potential costs. |
| Comments: | | | | |

# Finance

## Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the budget.

|  |
| --- |
| A.(1) Provide, and attach as Appendix J, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding. |
| A.(2) Provide, and attach as Appendix K, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the school’s mission and aligns with the school’s five- year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the school (consider your growth plan, including staffing, facilities, educational program, mission etc.). |
| A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school’s mission, educational program, staffing, and facility. The budget narrative demonstrates the school’s thorough understanding of the budget and of budgeting. |

*Budget Narrative*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| A(1)910B5  Worksheet | The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet **clearly demonstrates understanding of and capacity to implement** New Mexico public school funding. | The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The **worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement** New Mexico public school funding. | The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet **contains some errors that may raise questions about understanding of and capacity to implement** New Mexico public school funding. | The school provides an **incomplete or inadequate** 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan.  --OR--  The application **does not include** a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. |
|  | Exceeds—12 | Meets—9 | Partially Meets - 2 | Does Not Meet—1 |
| A(2) 5-Year Budget Plan | The school provides a five-year budget that **clearly supports** the school’s mission and aligns with the school’s five- year growth plan, including staffing, facilities, educational program, and services. The draft budget **clearly demonstrates** the financial capacity and long-term sustainability of the school. | The school provides a five-year budget that **appears to support** the school’s mission and the school’s five- year growth plan, including staffing, facilities, educational program and services. The draft budget **adequately demonstrates** the financial capacity and long-term sustainability of the school. | The school provides a five-year budget that **generally supports** the school’s five- year growth plan. However, the draft budget **may raise some questions** about the financial capacity or the long-term sustainability of the school. | The school provides an **inadequate or incomplete** five-year budget.  --OR--  The application does not include a 5-year budget. |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A(3) Budget Narrative | The school provides a **clear, comprehensive, cohesive, and reasonable budget narrative** that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school’s mission, educational program, staffing, and facility. The budget narrative demonstrates the school’s **thorough understanding** of the budget and of budgeting. | The school provides a **clear budget narrative** with **some meaningful detail** that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the school’s mission, educational program, staffing and facility. The budget narrative demonstrates the school’s **general understanding** of the budget and of budgeting. | The school provides a **limited budget narrative** that explains some basic assumptions, how those were determined, and identifies some priorities. The budget **narrative may raise some questions** about the school’s understanding of the budget and of budgeting. | The school provides an incomplete or inadequate budget narrative.  --OR--  The application does not provide a budget narrative. |
| Comments: | | | | |

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| --- |
| A.(4)(a) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.  (b) Provide a narrative description of how your school will modify the budget when there are students with special education needs currently attending the school, but under the funding formula the school will only receive additional funding during the next school year.  (c) Provide a narrative description of how your school will address the budget in the event that the school has budgeted for more students, based on early enrollment, than actually enroll in the school at the beginning of the school year. |

*Strategies for Budget Control*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A(4) Strategies for Budget Control | The school provides a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully. | The school provides a **description** of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide **some** evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a **general capacity** to manage the budget successfully. | The school provides a **limited** description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are **too general** to determine if they are viable or realistic. | The school provides an **inadequate or incomplete** description of budget adjustments.  --OR--  The application **does not address** strategies for budgeting control. |
| Comments: | | | | |

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| A.(5) Provide, and attach as Appendix L, a **clear, comprehensive, and cohesive** proposed salary schedule for all staff, including teachers, administrators, and other salaried / hourly staff that complies with state requirements. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A(5) Salary Schedule (Appendix) | The school provides a **clear, comprehensive, and cohesive** proposed salary schedule for **all key staff**, including teachers, administrators, and other salaried / hourly staff that complies with state requirements. | The school provides a **clear** proposed salary schedule for **most key staff,** including teachers and administrators, that complies with state requirements. | The school provides a **limited** salary schedule for **some** key staff, including teachers and administrators, that complies with state requirements. | The school provides an **incomplete or inadequate** proposed salary schedule for key staff.  --OR--  The application **does not provide** a proposed salary schedule for key staff. |
| Comments: | | | | |

## B. Financial Policies, Oversight, Compliance, and Sustainability

|  |
| --- |
| B.(1) Provide a **clear, comprehensive, and cohesive** set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls **demonstrate capacity** to appropriately manage public funds. |

*Financial Policies*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| B(1)(2) Financial Policies and Internal Controls | The school provides a **clear, comprehensive, and cohesive** set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls **demonstrate capacity** to appropriately manage public funds. | The school provides a set of **clear** financial policies and internal controls that comply with requirements and financial best practices. The policies and controls **appear to demonstrate capacity** to appropriately manage public funds. | The school provides a **limited description** of financial policies and internal controls that comply with requirements. The policies and controls suggest **some capacity** to manage public funds. | The school provides **incomplete or inadequate** financial policies and internal controls.  --OR--  The application **does not address** financial policies and internal controls. |
| Comments: | | | | |

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| --- |
| B.(2) Provide a description of the internal control procedures your school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to your school’s procedures. |

*Internal Control*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| B.(2) Financial Policies and Internal Controls | The school provides a **clear, comprehensive, and cohesive** description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the school’s procedures. | The school provides a **clear** description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the school’s procedures. | The school provides a **limited description** of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the school’s procedures. | The school provides **incomplete or inadequate** financial policies and internal controls.  --OR--  The application **does not address** financial policies and internal controls. |
| Comments: | | | | |

|  |
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| B.(3) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. |

*Financial Personnel*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 | |
| B.(3) Financial Personnel | The school identifies the appropriate staff to perform financial tasks, and the staff positions are **completely supported** in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are **clearly provided.** | The school identifies the appropriate staff to perform financial tasks, and the staff positions are **adequately supported** in the organizational structure/chart and in the budget. The school **provides some** qualifications and responsibilities for those positions. | The school **generally** identifies the appropriate staff to perform financial tasks. | | The school’s provides an **inadequate or incomplete** description of staff necessary and appropriate to perform financial tasks.  --OR--  The application **does not address** identification of appropriate financial personnel for the school. |
| Comments: | | | | | |

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| B.(4) Provide a **clear, comprehensive, and cohesive description**: of how the Governing Body will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and explain how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting. |

*Financial Oversight*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 | |
| B.(4) Financial Oversight | The school provides a **clear, comprehensive, and cohesive description**: of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting. | The school provides a **clear description** of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an **adequate** understanding of the required GB oversight and financial reporting. | The school provides a **limited description** of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the school’s overall governance & management. Stated financial controls demonstrate **some** understanding of the required GB oversight and financial reporting. | | The school provides an **incomplete or inadequate** description of how the GB will provide fiscal oversight and of the state-required audit and finance committees.  --OR--  The application **does not provide** a clear plan for financial oversight. |
| Comments: | | | | | |

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| --- |
| B.(5) Provide a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school’s capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Please ensure that you consider the sustainability of the school in your description. |

*School Sustainability*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 | |
| B.(5) School Sustainability | The school provides a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school’s capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school’s **thoughtful consideration** of school sustainability. | The school provides a **clear description** of long-range goals and strategies that will help build the school’s capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school’s **adequate consideration** of school sustainability. | The school provides a **general description** of long-range goals and strategies that will help build the school’s capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a **limited understanding** of long-range planning and school sustainability. | | The school provided an **inadequate or incomplete** description of long-range goals and strategies that will help build the school’s capacity and ensure the school’s sustainability.  --OR--  The application **provides no information** regarding the long-term sustainability of the school. |

# Evidence of Support

## A. Outreach Activities.

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| --- |
| A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to ensure that all students have an equal opportunity to enroll. Provide clear descriptions of outreach activities demonstrating that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll. |

*Outreach Activities*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Ranking | | | | |
| Satisfied | | Not Satisfied | | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 | |
| A. Outreach Activities | The school provides **clear, comprehensive, and cohesive** evidence that it has developed an effective and thoughtful outreach program. There is **sound** evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll. | The school provides **clear** evidence that it has developed an adequate outreach program. There is **adequate** evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. | The school provides **general** evidence that it has developed an outreach program. There is **some** evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. | | The school provides **inadequate or incomplete** evidence that it has developed an outreach program.  --OR--  The application **does not provide** a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach. |
| Comments: | | | | | |

## B. Community Support.

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| --- |
| B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.) |

*Evidence of Support*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 | |
| B. Evidence of Support | The school provides **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population. | The school provides **adequate** quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population. | The school provides **limited** measurable evidence of support for the school among residents in the targeted community or student population. | | The school provides **inadequate or incomplete** evidence of community or student support for the proposed school.  --OR--  The application **does not provide** evidence that there is community and student support for the proposed school. |
| Comments: | | | | | |

## C. Community Relationships

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| --- |
| C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school’s operations, as described in Section III.J(1) of this application.)  Letters or other documentation of support are provided. |







*Community Relationships*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| C. Community Relationships  Optional evidence of support. | The school clearly demonstrates that it has developed **meaningful, strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school’s operations, as described in Section III.J(1) of this application.)  **Robust letters or other documentation** of support are provided. | The school demonstrates that it has developed **adequate** networking relationships or resource agreements with local community agencies, groups, or individuals.  **Letters or other documentation** of support are provided. | The school provides **limited** descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.  Letters or other documentation of **support are not provided**. | The school provides **inadequate or incomplete** evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals.  --OR--  The application **does not address** the school’s networking relationships or other agreements with local community agencies, groups, or individuals. |
| Comments: | | | | |

## D. Uniqueness and Innovation.

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| --- |
| E. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling need for the proposed school’s educational program. |

*Uniqueness of Proposed School*

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| --- | --- | --- | --- | --- | --- |
|  | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 | |
| D. Uniqueness of Proposed School | The school provides **clear evidence** of the **uniqueness, innovation** and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program. | The school provides **adequate evidence** of the **significant** contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program. | The school provides **unclear or general** descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is **limited or weak**. | | The school provides **inadequate or incomplete** evidence of the uniqueness, innovation, or significant contribution of its educational program to public education.  --OR--  The application **does not address** the uniqueness or innovation of the proposed school’s educational program. |
| Comments: | | | | | |

## E. Letters of Support.

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| E. ***Optional***. Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.) |

*Letters of Support*

# Appendices and Attachments

|  |  |  |
| --- | --- | --- |
| Appendix Number | Appendix Description (\* indicates required appendix) | Attached (Check if Yes) |
| A | \*Course Scope and Sequence |  |
| B | Governing Documents |  |
| C | \*Head Administrator job description |  |
| D | \*Job Descriptions (of licensed and certified staff) |  |
| E | Governing Body Personnel Policies |  |
| F | \*Student Discipline Policy |  |
| G | \*Conflict of Interest Policy/Disclosure Statement |  |
| H | Proposed contract or agreement with partner or contractor (Required if you have one) |  |
| I | \*PSFA-approved projected facility plan documentation |  |
| J | \*910B5 SEG Computation Revenue Estimate |  |
| K | \*5-year budget plan |  |
| L | \*Proposed salary schedule for licensed staff |  |
| Waivers | Other Waivers |  |
| Founders | Names and descriptions of qualifications/experience |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ranking | | | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| Appendices | The school provides all of the required appendices. |  | The school provides most of the significant appendices | The school does not provide the most significant appendices.  --OR--  The application does not include all of the required appendices. |