



New Mexico Public Education Commission

2015 New Charter School Application Kit Part C. Application & Rubric



School Information:Name of Proposed Charter School: Entrepreneurship Leadership High School

School Address (if known): _____

School Location (City/Town): AlbuquerqueSchool District within which your school will be located: Albuquerque Public SchoolsGrades to be served: 9-12Projected Enrollment Cap: 350**Contact Information:**Primary Contact Person: Tony MonfiletoAddress: 1505 Florida NECity: Albuquerque State: NM Zip: 87110Daytime Tel: 505-573-4024 Fax: _____Alternate Tel: _____ E-Mail: tmonfo@gmail.comSecondary Contact Person: Moises PadillaAddress: 7426 Palm Lane SWCity: Albuquerque State: NM Zip: 87121Daytime Tel: 505-681-0284 Fax: _____Alternate Tel: _____ E-Mail: mpadill3@yahoo.com

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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school you will not answer questions about graduation), 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 “Exceeds” or “Meets” score as indicated in the scoring rubric 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	75	9	1:25
Year 2	150	9-10	1:21
Year 3	225	9-11	1:20
Year 4	300	9-12	1:20
Year 5	350	9-12	1:21
At Capacity (Enrollment Cap)	350	9-12	1:21

	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.

B. The mission of Entrepreneurship Leadership High School (ELHS) is to prepare academically underserved students for entrepreneurial careers that reflect the values and needs of the

Westside and South Valley Communities through collaboration with entrepreneurs and an emphasis on social, emotional and intellectual growth.

	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 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.**

C. (1A) Indicator #1: Student Exhibitions

By the end of the Full Academic Year Entrepreneurship Leadership High School Students will demonstrate mastery of the designated learning outcomes in the Exhibitions as measured by the corresponding performance assessment criteria. The Exhibitions are the final projects for each project. Students will successfully complete 6 Exhibitions per year which address the core subject areas required for graduation.

Note: “Mastery” is defined as “meeting expectations” or “exceeding expectations.” The “designated learning outcomes” will be defined in the project documentation for each project, and are aligned to state standards and common core. The “performance assessment criteria” for the Exhibitions will be reviewed and approved by the director of the school.

Exceeds Standards	90% of students surpassed the targets of its mission specific goal.
Meets Standards	75% - 89% of students met the targets of its mission specific goal.

Does Not Meet Standards	60% - 74% of students met the targets of its mission specific goal.
Falls Far Below	Less than 60% of students did not meet the targets of its mission specific goal.

C. (1B) Indicator #2: Development Asset Checklist

By the end of the school year, students enrolled for a Full Academic Year at Entrepreneurship Leadership High School Students will show growth as measured by the Developmental Asset Checklist or maintain a score of 37 or better.

Note: The total possible score on the Developmental Asset Checklist is 40 points.

Exceeds Standards	75% of students surpassed the targets of its mission specific goal will grow by at least 4 points OR maintain a score of 37 or better.
Meets Standards	75% of students surpassed the targets of its mission specific goal will grow by at least 3 points OR maintain a score of 37 or better.
Does Not meet Standards	75% of students surpassed the targets of its mission specific goal will grow by at least 2 points OR maintain a score of 37 or better.
Falls Far Below Standards	The school did not meet the standards set forth above.

C.(1C) Indicator 3: Short Cycle Assessment Reading

SHORT CYCLE ASSESSMENT READING: Short Cycle Assessment data (STARS 360) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students grades 9-12.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students in grades 9-12 will demonstrate academic growth in Reading as measured by three short cycle assessments using STARS grade level assessment. "One year's growth" will be defined as the projected score for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above benchmark".

Exceeds Standards	The school surpasses the target of this indicator if: 85% or more of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at "at or above benchmark" on the winter or spring short-cycle assessment.
Meets Standards	The school meets the target of this indicator if:

	75 - 84% of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "at or above benchmark" on the winter or spring short-cycle assessment.
Does Not meet Standards	The school does not meet the target of this indicator if: 65-74% of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "at or above benchmark" on the winter or spring short-cycle assessment.
Falls Far Below Standards	The school falls far below the target of this indicator if: Less than 64% of identified students more than one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "at or above benchmark" on the winter or spring short-cycle assessment.

Indicator 4: Short Cycle Assessment –Math

SHORT CYCLE ASSESSMENT MATH: Short Cycle Assessment data (STARS 360) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students grades 9 -12.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students in grades 9 - 12 will demonstrate academic growth in Math as measured by three short cycle assessments using STARS grade level assessment. "One year's growth" will be defined as the projected score for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above benchmark".

Exceeds Standards	The school surpasses the target of this indicator if: 85% or more of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at "at or above benchmark" on the winter or spring short-cycle assessment.
Meets Standards	The school meets the target of this indicator if: 75 - 84% of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results

	OR The student tests “at or above benchmark” on the winter or spring short-cycle assessment.
Does Not meet Standards	The school does not meet the target of this indicator if: 65-74% of identified students made more than one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests “at or above benchmark” on the winter or spring short-cycle assessment.
Falls Far Below Standards	The school falls far below the target of this indicator if: Less than 64% of identified students more than one year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests “at or above benchmark” on the winter or spring short-cycle assessment.

	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.

C. (2A)

Rational for Indicator #1: Student Exhibitions:

By the end of the Full Academic Year Entrepreneurship Leadership High School Students will demonstrate mastery of the designated learning outcomes in the Exhibitions as measured by the corresponding performance assessment criteria. The Exhibitions are the final projects for each project. Students will successfully complete 6 Exhibitions per year which address the core subject areas required for graduation.

Project-Based Learning

As far back as the early 1900s, John Dewey supported the "learning by doing" approach to education, which is the essential element of Project-Based Learning (PBL). PBL is viewed as a model for classroom activity that shifts away from teacher-centered instruction and emphasizes student-centered projects. This model helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real-world issues. The methods used in PBL and the specific skills developed, including the ability to think critically, analyze and solve complex, real-world problems; to find, evaluate, and use appropriate learning resources; to work cooperatively, demonstrate effective communication skills, and use content knowledge and intellectual skills to become continual learners. In the classroom, PBL gives teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner in the school and beyond. The model further allows teachers the opportunity to build relationships among colleagues and with those in the larger community.

PBL captures students' interests and stimulates serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Advocates assert that project-based learning helps prepare students for the thinking and collaboration skills required in the workplace.

PBL creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically. Typical projects present a problem to solve i.e. (create a solution to meet the needs of a small charter school, organize a network event to showcase the best of school exhibitions ("shark tank" feel where students are pitching for some need), start up mobile coffee truck business for South Valley of Albuquerque, select a vendor and negotiate a purchase of equipment for a state of the art conference room, launch a social enterprise - profit-making and serves community need, launch a company. Although projects are the primary vehicle for instruction in project-based learning, projects vary greatly in the depth of the questions explored, the clarity of the learning goals, the content and structure of the activities, and the guidance from the teacher.

Industry Partnerships

Entrepreneurship Leadership High School (ELHS) founders and 25 Entrepreneurial and Education sector leaders from Albuquerque convened to collaborate on the design of the school. Together they concluded that creating a mobile food service and developing a social entrepreneurship project are two projects that pose real-life challenges and that the students should delve into during the first year of school. Entrepreneurship Leadership High School took these two areas of focus and created a framework for two corresponding projects. The emerging framework for the two projects is described in Section D. Curriculum, Instructional Programs, and Student Performances. Designing a project that addresses creating a small business and utilizing a business to solve social problems naturally lends itself to differentiated instruction. By design, it is student-centered, student-driven and gives space for teachers to meet the needs of students in a variety of ways. PBL also allows for effective differentiation in assessment through daily management and instruction practices.

Project-based teaching has never been widespread in mainstream public schooling because teachers have little training or experience in the approach. PBL is discouraged in the mainstream schools because of the time demands of projects, the collaboration time needed, the lack of depth knowledge, the stress of high-stakes tests, and the lack of school support. These roadblocks discourage many teachers from venturing into the kinds of collaborative student investigations that form the foundation of project-based learning. Because teachers tend to find this approach difficult to implement with low-performing students, it is less likely to be embraced in high-poverty schools, which could increase rather than lessen existing inequities. Fortunately, Entrepreneurship Leadership High School will support PBL through professional development, the curriculum, and partnerships within the entrepreneurial sector. The collaboration between the school's Entrepreneurship Coach and entrepreneurial sector partners will be key to developing successful and relevant entrepreneurial projects. These industry partners see the target student population as valuable assets for New Mexico's future.

Academic Success

New Mexico is not showing significant growth in the area of Math. This is an indication that schools' practices are failing to maximize student learning. Having students follow scripted educational programs is ineffective. Studies are needed to highlight schools that are creating success for all students. One such study was conducted between two case-study schools in Britain by Jo Boaler. The study compared student mathematics achievement in two similar British secondary schools, one using traditional instruction and the other using project-based instruction. After three years, students in the project-based learning school significantly outperformed the traditional instruction school students in mathematics skills as well as conceptual and applied knowledge. In fact, in the project-based-learning school, three times as many students passed the national exam (Boaler, 2002). Beyond academic outcomes, the Boaler study found that experience with projects reduced student math anxiety and resulted in more positive attitudes toward math. Boaler also found positive effects on equity: The link between performance and student economic level disappeared in the project-based school and increased in the traditional school (Boaler, 2002).

Teacher and Curriculum Development

Marx, Blumenfeld, Krajcik, and Soloway (1997) documented several challenges teachers face in implementing projects. Among these are the length of class periods and the pressure to cover curriculum topics. At ELHS there are no “class periods” because the classes are integrated into the projects, allowing selected disciplines to be embedded within the project. Because teaching inquiry-based projects takes more time than teacher-centered instruction, its use raises the perennial question of breadth versus depth. Breadth of understanding is an expression of the ability to operate across disciplinary boundaries with standards drawn from different disciplines. Depth of understanding is the mastery of knowledge. Breadth and Depth of understanding together contribute to the independence of thought. In order to achieve this dual outcome, teachers will need skills in managing multiple activities and multiple learning levels simultaneously. The skill of differentiation will be addressed through professional development for all teachers including licensed Special Education and TESOL certified personnel in the classroom at Entrepreneurship Leadership High School.

To use project-based learning effectively, teachers must fully understand the concepts embedded in their projects and be able to model thinking and problem-solving strategies effectively (Blumenfeld et al., 1991). Worthwhile projects require challenging questions that can support collaboration, as well as methods of measuring the intended learning outcomes. Collaboration with our entrepreneurship sector partners will define what is important and essential, allowing teachers to create meaningful learning outcomes. PBL learning will transfer into a string of activities with carefully designed tasks, skilled teachers, and school conditions that support projects.

Strategies for Success

Entrepreneurship Leadership High School’s Entrepreneur sector partners and Principal are aware of the potential challenges involved in implementing PBL. They are prepared to address these challenges through (a) strong school support, (b) access to well-developed projects, and (c) a collaborative culture for teachers and students, in order to ensure student success.

(a) Entrepreneurship Leadership High School will be supported as a member of the Leadership High School Network (LHSN) within the New Mexico Center for School Leadership (the Center). The New Mexico Center for School Leadership is creating a four-school network in New Mexico prioritize equity and strive to provide disenfranchised communities with high quality education. LHSN schools partner with leaders in New Mexico’s most vibrant industries, creating a network of complimentary schools that provide a unique learning platform for growth. As a member of the LHSN, Entrepreneurship Leadership High School will benefit from a pipeline of talent that will drive improvement and partnerships that can propel the institutional development and practice of the LHSN members. Also, the Center envisions that the LHSN will broaden the learning opportunities for students through collaboration on curriculum, assessments and projects.

Health Leadership High School, opened in 2013 is the second school; Technology Leadership High School will open in August 2015 and Entrepreneurship Leadership High School is slated to open August 2016. The foundation of these schools lies in a foundation of Positive Youth Development practice and the strong intersection of student support, community engagement and learning-by-doing.

(b) Access to well-developed projects will be achieved through a continuous close collaboration with ELHS Entrepreneurship industry partners. While the ELHS Principal will be directly involved

with the entrepreneurship sector partners, the school's Entrepreneurship Coach will serve as the communication link between the sector partners and teachers about the development of real-world projects. The advantage of having dedicated industry experts guiding the projects is that the Entrepreneurship Coach can infuse the school's project-based learning practice with industry-relevant criteria, expectations and processes. Students' learning in these projects will be evaluated at public exhibitions by sector leaders, community members, educators, and other partners utilizing performance-based rubrics. The evaluation process allows ELHS to continuously improve the relevancy and complexity of its projects.

(c) A collaborative culture is an intricate, sophisticated and unique blend of many attributes including, work environment, learning environment, visionary leadership, opportunities for collaboration, active industry partnerships, outside resources and well trained ELHS staff. Implementing these multi-dimensional collaborations with purpose and focus will enable student success in the classroom. Modeling for the students how purposeful collaboration works in the real world will influence how the students collaborate in the classroom and the work place. ELHS will feature helpful, trusting, and open staff relationships. The industry partners will contribute knowledge, innovation and real-world experience that only the industry can provide. ELHS has support and commitment from the following Entrepreneurial leaders in Albuquerque: Southwest Creations, Partnership for Community Action, McCune Foundation, CNM STEMulus, Armatus Consulting, First Choice Community Health Care, Sandia Labs, Santa Fe Economic Development, CABQ-ED (City of ABQ Economic Development), New Mexico Center for School Leadership, among others. This unique collaboration with our Entrepreneurial Partners gives the students the opportunity to seek guidance from and interact with industry experts. Additionally, the ELHS will add value by supporting innovation and improvement of successful instructional and school development practices. Observations, discussions, summits, project tuning and assessing student mastery through performance-based rubrics are areas of potential collaboration across schools in the LHSN.

COMMUNITY IMPACT:--

Entrepreneurship Leadership High School is committed to serving disenfranchised students and families in order to create lasting impact in New Mexico. High school students from low-income families drop out of school at six times the rate of their peers, and only 9 percent of low-income teens are employed, according to a 2011 Harvard University study. For every 100 low-income students who start high school, only 65 will receive high school diplomas, and only 45 of those enroll in college. New Mexico has the 3rd highest percentage of High School Drop Outs in the country. Economically disadvantaged students drop out at a rate of 58% per year in New Mexico (US Department of Education NCES 2014-391). The national recession has had a tangible effect on the Albuquerque economy, disproportionately affecting young workers. The Brookings Institution is generating an economic study of youth employment of the nation's 100 largest cities that will be released in June 2014. The report found that while 43.8 percent of Albuquerque's 16 to 19 year-olds were employed in 2000, only 19.5 percent had jobs in 2012. Among 20 to 24 year-old workers, 69.7 percent had jobs in 2000. By 2012, the employment rate declined to 59.0 percent. The report documented that 15 percent of Albuquerque's young people are "disconnected" – they don't work, they are not in school and they have less than an associate degree – and 6,600 of these youth don't have a high school diploma. Among all 100

cities studied, The Brookings Institution found that 16 through 19 year-olds are employed at the lowest rate, 26 percent, since World War II (Quigley, Albuquerque Journal March, 2014.)

Entrepreneurship Leadership High School wants to change these statistics. At ELHS, students will learn through Project-Based Learning with the expertise of the Entrepreneurship (Launch) Coach developing projects in collaboration with the entrepreneurship leaders. Entrepreneurial workplace opportunities and graduate degrees in the entrepreneurship sector can be an intimidating and foreign environments to low socio-economic status youth from the South Valley and Southwest Mesa. ELHS intends to create a pathway out of poverty through an educational platform that connects disenfranchised families and communities with high-growth employers. Research and experience show that it is possible to nurture successful high poverty schools in which collaboration and improvement can occur (Levine and Lezotte, 1990).

Effectively serving students in urban settings is critically important. For many of these students, schools provide the strongest, most enduring, and most systematic part of their educational world. When their schools are effective, children living in poverty can develop the skills, knowledge, and capacities needed to be successful in work and adulthood (Levine and Lezotte, 1990). When their schools are not effective, children must find learning outside of the schools, in hostile, often unsupportive environments. Making schools serve all students is key to giving these children the chance for a meaningful education.

Below are the largest employers in Albuquerque. Each of these employers requires the skills, attributes and knowledge that Entrepreneurship Leadership High School will teach. The italicized and bolded employers are collaborative partners of Entrepreneurship Leadership High School.

Largest employers	Number of employees
Kirtland AFB (Civilian)	17,125
University of New Mexico	15,835
Sandia National Laboratories	7,700
City of Albuquerque	6,940
Presbyterian	5,800
State of New Mexico	5,660
Lovelace Sandia Health System	5,400
Kirtland AFB (Military)	5,240
Intel Corporation	5,200

(Greater Albuquerque Chamber of Commerce, 2009)

In addition, EHLS will also partner with a variety of small-sized local business, as well as community based organizations, to identify understand the skills, attributes and knowledge that students need to learn.

Entrepreneurship Leadership High School will serve students who are between 14 and 24 years of age. The school will operate from 9:00 am to 9:00 pm. Roughly 1/3 of students will have dropped out of high and the remaining 2/3 of students will be in grades 9-12. We anticipate

that most students will be under-credited and off track to graduation and in need of a relevant highly personalized approach to learning. We expect performance levels of incoming students to reflect the performance levels and demographics common in those areas. Below is a comparison chart of the academic statistics of the Southwest/ and Northeast in Albuquerque. The statistics speak for themselves.

	Southwest – Rio Grande Cluster	Northeast – La Cueva Cluster
Math Proficiency	27.9%	73.3%
Reading Proficiency	46%	79%
Science Proficiency	31%	77%
English Language Learners	22.1%	4%
Special Education	17%	10%

(Albuquerque Instructional Management System, June 2015)

The percentage of students who will be under-credited and off-track to graduating or returning to school after dropping out could be as high as 80%. In 2012, 74% of New Mexico's High School seniors graduated in four years and Albuquerque High School Seniors graduated 65.1 percent in four years, according to state data. Still, that 74% graduation rate lagged behind most other states, ranking 44th among the 50 states and the District of Columbia, according to the study from Education Week. (Swedian, Albuquerque Journal, June, 2014)

We expect that many students will choose ELHS because it is able to accommodate them at any level of readiness (skills or credits earned). Also, many studies have documented the need for relevancy and purpose in the learning of at-risk students and we are committed to making school directly related to their future ambitions to work in the Entrepreneurial sector. The schools in the Leadership High School Network are committed to serve the youth in the community that have been lost or left behind in the traditional school system. ELHS will provide the best education to the students that need the alternative education the most and this will have an immense impact on the community. These students who would ordinarily drop out of our high schools will be reengaged in their education and marketable within the workforce.

Quality Assurance

Below is an example of how performance assessments will be evaluated in their effectiveness in measuring student mastery of learning outcomes. The Assessment Validation Checklist is one tool to cohesively assess project and assessment quality.

Assessment Validation Checklist

1 Alignment

- Is clearly aligned to specific content standards (or intended parts of content standards).

- Is aligned to 21st-century skills by including multiple modalities (if appropriate).
- Is aligned to appropriate depth of knowledge (DOK) to assess the standard. Identify and check Depth of Knowledge (DOK) levels assessed below.

DOK 1: recall; memorization; simple understanding of a word or phrase

(___most of assessment/ ___some of the assessment/ ___none of the assessment)

DOK 2: Covers level 1 plus: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts.

(___most of assessment/ ___some of the assessment/ ___none of the assessment)

DOK 3: Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. This requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.

(___most of assessment/ ___some of the assessment/ ___none of the assessment)

DOK 4: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

(___most of assessment/ ___some of the assessment/ ___none of the assessment)

- Assesses what is intended to be assessed—will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding provided (e.g., task broken into smaller steps: graphic organizer to preplan a response) does not change what is actually being assessed.
- The assessment is scheduled appropriately in the year, with enough teaching time provided to allow all students to successfully complete it.

Clarity and Focus

- Addresses an essential issue, big idea, or key concept or skill of the unit/course.
- Is linked to ongoing instruction (within a unit of study/course).
- Directions clearly indicate what the student is being asked to do.
- Includes what will be assessed individually by the student (even if it is a group task).

Student Engagement

- Provides for ownership and decision making, requiring the student to be actively engaged.
- Focuses on significant content and addresses authentic problems and issues from the world outside the classroom.

Criteria and Levels

- Rubric(s) or scoring guide(s) assess all intended parts of content standards.

- Exemplars or models illustrate expectations aligned to standards.

Fairness

- Is fair and unbiased in language and design.
- Rubric or scoring guide is clear.
- Material is familiar to students from identifiable cultural, gender, linguistic, and other groups.
- The task is free of stereotypes.
- All students have access to resources (e.g., Internet, calculators, spell check, etc.)
- Assessment conditions are the same for all students.
- The task can be reasonably completed under the specified conditions.
- Allows for accommodations for students with IEPs/504 plans

Adherence to Principles of Universal Design

- Instructions are free of wordiness and irrelevant information.
- Instructions are free of unusual words students may not understand.
- Format/layout conveys focus of expected tasks and products.
- Format clearly indicates what actual questions and prompts are.
- Questions are marked with graphic cues (bullets, numbers, etc.).
- Format is consistent.

Student Work Analysis

- Student work sample demonstrates proficiency/mastery of the assessed standards for the grade level and discipline.
- If assessment is a common assessment or used for high-stakes decisions, student work can be scored reliably by all scorers using scoring guide and information provided.

© 2012 Center for Collaborative Education. Adapted from Karin Hess (2009) Local Assessment Toolkit.

C. (2B)**Rational for Indicator #2: Development Asset Checklist**

By the end of the school year, 75% of Full Academic Year Entrepreneurship Leadership High School student will show growth as measured by at least three points or maintain a score of 37 or better.

Note: The total possible score on the Developmental Assets Checklist is 40 points.

Rationale: This goal directly relates to the school's mission through addressing the social, emotional and intellectual growth of all students.

Ongoing debates regarding how to support youth and increase academic rigor continue. Throughout this section, empirical data and theory will be presented to demonstrate the need for social emotional learning to be an integral part of a school's mindset to address academic progress and student engagement. Information from youth within New Mexico and the Westside and South Valley of Albuquerque will be presented as well as theoretical views to

substantiate the reason for creating a goal that focuses on the student as a whole person within their school, home and community. To correlate everything that was discussed in a way that can be put into action, the utilization of the Developmental Assets Profile (DAP) will be presented.

Risk Behaviors and Attitudes of New Mexico's High School Youth

Information taken from the Youth Risk and Resiliency Survey: (www.youthrisk.org)

The Youth Risk and Resiliency Survey (YRRS) is a joint publication of the New Mexico Department of Health (NMDOH) and the New Mexico Public Education Department (PED), with support and technical assistance from the University of New Mexico Prevention Research Center (UNM PRC), the Albuquerque Area Southwest Tribal Epidemiology Center, and the Division of Adolescent and School Health, Centers for Disease Control and Prevention (CDC-DASH).

The YRRS is conducted in New Mexico public high schools and middle schools in the fall semester of odd numbered years. The 2011 YRRS surveyed 16,635 New Mexico high school students. Overall 2011 findings show that New Mexico's high school students' at risk behaviors and attitudes average higher than the Nation in the following:

- ✓Rarely or never wearing a seatbelt
- ✓Carried a weapon on school property (although this decreased from 10.9 percent in 2003, it is still higher at 6.5 percent to 5.4 nationwide).
- ✓Persistent sadness or hopelessness
- ✓Attempted suicide
- ✓Current cigarette smoking
- ✓Binge drinking
- ✓Drinking and driving
- ✓Current cocaine use

The survey demonstrated a correlation between higher levels of protective factors in a student's life (connection to the adults in their community) to lower incidence of youth engaging in risk behavior. They state the following to substantiate this in their report.

"Risk behavior rates were associated with resiliency, or protective factors. Students with close relationships with their parents, teachers, peers, and adults in the community were less likely to engage in risk behaviors than other students. The risk behavior questions developed by the CDC have been augmented with questions about resiliency factors (also known as assets or protective factors). Resiliency factors are those characteristics that are thought to prevent young people from becoming involved in risk behaviors and to help them deal with related stressors that occur in their lives. These questions have to do with the relationships between youth and their parents or guardians, teachers, other adults, and peers; involvement in the school and the community; academic behaviors; and more" (Green & Fitzgerald, 2012).

The data from the YRRS is indicative of the need for increased support and services for

Albuquerque youth. The question then posed is how would we address increasing the protective factors or assets to decrease the level of risk behaviors our youth are exhibiting and self-reporting? This leads to the discussion of what the assets are. (Developmental Assets Profile (DAP)): Information taken from The Search Institute (www.search-institute.org).

In 1990, The Search Institute released a framework of 40 Developmental Assets,¹ which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Data collected from Search Institute surveys of more than 4 million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.

The Developmental Assets are:

- 1) I receive high levels of love and support from family members.
- 2) I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- 3) I know some nonparent adults I can go to for advice and support.
- 4) My neighbors encourage and support me.
- 5) My school provides a caring, encouraging environment.
- 6) My parent(s) or guardian(s) help me succeed in school.
- 7) I feel valued by adults in my community.
- 8) I am given useful roles in my community.
- 9) I serve in the community one hour or more each week.
- 10) I feel safe at home, at school, and in the neighborhood.
- 11) My family sets standards for appropriate conduct and monitors my whereabouts.
- 12) My school has clear rules and consequences for behavior.
- 13) Neighbors take responsibility for monitoring my behavior.
- 14) Parent(s) and other adults model positive, responsible behavior.
- 15) My best friends model responsible behavior.
- 16) My parent(s)/guardian(s) and teachers encourage me to do well.
- 17) I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18) I spend three hours or more each week in school or community sports clubs, or organizations.
- 19) I spend one or more hour each week in religious services or participating in spiritual activities.
- 20) I go out with friends with nothing special to do two or fewer nights each week.
- 21) I want to do well in school.
- 22) I am actively engaged in learning.
- 23) I do an hour or more of homework each school day.
- 24) I care about my school.
- 25) I read for pleasure three or more hours each week.

- 26) I believe it is really important to help other people.
- 27) I want to help promote equality and reduce world poverty and hunger.
- 28) I can stand up for what I believe.
- 29) I tell the truth even when it's not easy.
- 30) I can accept and take personal responsibility.
- 31) I believe it is important not to be sexually active or to use alcohol or other drugs.
- 32) I am good at planning ahead and making decisions.
- 33) I am good at making and keeping friends.
- 34) I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35) I can resist negative peer pressure and dangerous situations.
- 36) I try to resolve conflict nonviolently.
- 37) I believe I have control over many things that happen to me.
- 38) I feel good about myself.
- 39) I believe my life has a purpose.
- 40) I am optimistic about my future.¹

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

These 40 Developmental Assets are broken into two categories: External and Internal.

External Assets measure four key areas: Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time.

Internal Assets measure four key areas: Commitment to Learning, Positive Values, Social Competencies and Positive Identity

Developmental Assets contribute to a student from an individualized view as well as the greater system of the student within their home and their community. Studies regarding developmental assets find:

- Levels of developmental assets decline sharply for both females and males from grades 6 to 8 and begin to show recovery by grade 12. Throughout that process, females, on average, report higher overall asset levels than males.
- Almost all of these gender differences in assets are found in the area of internal assets, with females being more likely to experience the internal assets at all grade levels. Levels of external assets are roughly the same for both females and males in each grade.
- In the same way that assets tend to decline normatively during adolescence, this study also shows a steady increase in the levels of engagement in high-risk behaviors between grades 6 and 12 (Roehlkepartain et al, 2003).

The driving force behind Goal 2 is for Entrepreneurship Leadership High School to implement prevention interventions to increase these assets, especially after they are coming into a new school setting after demonstrating a drop in assets in 8th grade. To increase developmental

assets that lead to youth being able to create positive developmental relationships, we must examine the theories that support these interventions within the school setting.

Theoretical Exploration

Social and Emotional Learning (SEL)

SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Although SEL is not a program, many available programs provide instruction and opportunities to practice, apply, and be recognized for using SEL skills. Competence in the use of SEL skills is promoted in the context of safe and supportive school, family, and community learning environments in which children feel valued and respected and connected to and engaged in learning. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning as well (Elias et al., 1997, and CASEL, Safe and Sound, 2005).

The following information is taken from <http://casel.org>.

Why is SEL essential to the school and life success of all children and youth?

Our emotions and relationships affect how and what we learn and how we use what we learn in work, family, and community contexts. On the one hand, emotions can enable us to generate an active interest in learning and sustain our engagement in it. On the other hand, unmanaged stress and poor regulation of impulses interfere with attention and memory and contribute to behaviors disruptive to learning. Moreover, learning is an intrinsically social and interactive process: it takes place in collaboration with one's teachers, in the company of one's peers, and with the support of one's family. Hence, the abilities to recognize and manage emotions and establish and maintain positive relationships impact both preparation for learning and the ability to benefit from learning opportunities. Because safe, nurturing, well-managed learning environments are essential to the mastery of SEL skills, they too are essential to children's school and life success. SEL skills and the supportive learning environments in which they are taught contribute to the resiliency of all children—those without identified risks and those at-risk for or already exhibiting emotional or behavioral problems and in need of additional supports. Socially and emotionally competent children and youth are skilled in five core areas:

- They are self-aware. They are able to recognize their emotions, describe their interests and values, and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future.
- They are able to regulate their emotions. They are able to manage stress, control impulses, and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations.
- They are socially aware. They are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school, and

community resources.

- They have good relationship skills. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage, and resolve interpersonal conflict; and seek and provide help when needed.
- They demonstrate responsible decision-making at school, at home, and in the community. In making decisions, they consider ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various courses of action. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities

Although social and emotional learning (SEL) play an important role in influencing non-academic outcomes, SEL also has a critical role in improving children's academic performance and lifelong learning (Zins et al., 2004).

Resilience

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means, "bouncing back" from difficult experiences (www.apa.org).

Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. One example is the response of many Americans to the September 11, 2001 terrorist attacks and individuals' efforts to rebuild their lives.

Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone (www.apa.org).

The tie that binds measures of assets and theory into practice are through the study, building and fostering the developmental relationship. Based on the research, if the number of adolescent's assets can be increased, their level of developmental relationship will improve (www.search-institute.org).

Definition of Developmental Relationship according to the Search Institute

A developmental relationship is a close connection between a young person and an adult or between a young person and a peer that powerfully and positively shapes the young person's identity and helps the young person develop a thriving mindset. A thriving mindset can be summarized as the orientation not just to get by in life, but to flourish—not just to survive, but to thrive. Developmental relationships motivate young people to continually strive for deeper and broader knowledge, skill, experience, and

mastery while connecting them with opportunities and providing them with a trusted sense of connection, coaching, encouragement, and practical assistance.

Over the past two decades, researchers at Search Institute have shown that developmental relationships in young people's lives are important. The number and intensity of developmental relationships in young people's lives is linked to a range of positive educational outcomes. Relationships with caring adults and peers can increase student engagement and improve academic motivation. Students who experience developmental relationships:

- Get better grades,
- Have higher aspirations for the future,
- And participate in college-preparatory activities more frequently

By utilizing the Developmental Assets to better understand an individual student's needs, we can then implement social and emotional learning to increase the assets and expand their ability to establish and improve developmental relationships with others. We can create stronger students that grow and become capable leaders. By increasing our understanding of youth, their needs and their relationships; we can change students' lives at Entrepreneurship Leadership High School one at a time through collaboration with the school, staff, parents, community and business affiliates.

The Search Institute also discusses the possibilities of changing the lives of youth and fostering their academic, social and emotional growth to shape them into the leaders of tomorrow.

They state: An Analogy to Leadership Development

An analogy to the ways that the corporations, the military and other sectors develop leaders may help explain why the role of developmental relationships in education and youth development is neither fluff nor a distraction from what matters. In business, the military and other fields, conventional wisdom once held that leaders were born and not made, and that the capacity to lead was important but intangible. Since that time, however, researchers have shown that the quality and character of an organization's leaders can not only be assessed, but can be continuously improved. As a result, it is now standard practice for corporations and other organizations to invest significant time and resources in the "soft stuff" of leadership development. Search Institute's goal is to help those organizations come to regard developing relationships in the same way that corporations now approach developing leaders: as an endeavor that is fluid and complex, yet indispensable to achieving organizational objectives.

With all of the data, research and theory stating that we should invest in relationship building through social and emotional learning, the next step is to state how this would look within a school setting at ELHS.

Detailed Plan of Implementation of Goal

"Students don't care about what you can teach them until they know that you care about them" (www.search-institute.org).

Specific method of assessment: Developmental Assets Profile

- Pre assessment: As a part of all Advisories in ELHS, every student will complete a Developmental Assets Profile (DAP). This will provide a baseline of data regarding the number of assets of each student coming into 9th grade and can lead to planning levels of need of interventions and support.
- Post assessment: Upon either withdrawing from ELHS or the school year concluding, students will complete a Developmental Assets Profile. The data will be aggregated through the Search Institute and reports can be generated to determine the number of assets that have changed throughout the course of the student's time at ELHS.

How Will We Get There?

1. Advisory Model:

To increase Developmental Assets the utilization of an Advisory Model to increase social emotional development and 21st century skills will be used. The school's pillar of Student Support will collaborate with students, families, staff and community partners to increase assets. Collaboration with PBL, 21st century skills, Community Engagement and Service Learning will link directly with the assets as well.

2. Positive Youth Development and Experiential Educational Activities:

Utilizing Positive Youth Development and Experiential Education within Advisories will lead to promoting the expansion and increasing number of assets to occur. This will lead to developmental relationships that will allow students to engage in the academic curriculum and allow themselves to broaden their own educational possibilities.

3. Professional Development:

Use of Professional Development to enable teachers to utilize the Advisory Model to enrich the academic curriculum by teaching students the social emotional learning skills to allow for collaborative and team-building project based learning to occur. The need for adequate and professional development time for staff to do this type of work thoughtfully and completely will be in place with ELHS proposed calendar and directly supported through the Director of Student Support.

Conclusion

"Education is the most powerful weapon you can use to change the world." Nelson Mandela

In creating this goal of utilizing, addressing and increasing Developmental Assets for ELHS Students within an Advisory model, we can create the emotional supports necessary for optimal learning.

After reviewing data from the Youth Risk and Resiliency Survey (YRRS), the Developmental Assets Profile, and the theoretical standpoints of why this work is relevant and beneficial in a school setting, we must demonstrate how this would be implemented and measured. We state that if we are to provide students with an exemplary academic setting utilizing PBL and 21st Century Skills, we must also provide them an academic setting that incorporates the social and emotional learning into the curriculum that will enable them to become productive and

successful citizens. In teaching our youth with this goal and rationale built into the school, we are truly investing in them and in our own community and futures.

Rational for Indicators 3 and 4: Utilization of Short Cycle Assessment (STARS 360 for Reading and Math)

Reading Goal: *In order to show growth (the first phrase in each of the standards set forth below), 65% of FAY students in grades 9-12 will demonstrate academic growth in Reading as measured by three short cycle assessments using STARS grade level assessment. "One year's growth" will be defined as the projected score for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments OR Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above benchmark".*

Math Goal: *In order to show growth (the first phrase in each of the standards set forth below), 65% of FAY students in grades 9-12 will demonstrate academic growth in Math as measured by three short cycle assessments using STARS grade level assessment. "One year's growth" will be defined as the projected score for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments OR Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above benchmark".*

Rationale:

ELHS has selected the STARS 360 short cycle assessment to assess student performance in reading and math because it not only has the ability to measure proficiency, but it also has a growth model, meaning that it can capture student improvement. Based on the score a student receives the first time it takes the test, the test will generate annual growth benchmarks for that are customized for students that had the same score. STARS 360 is the only NM approved short cycle assessment that can measure growth in addition to performance. In this way, it provides a more accurate teacher assessment and assessment of actual student progress. This is even more important as ELHS targets students who have already or who are at risk for dropping out, and anticipates recruiting students who are performing below grade level.

Additionally, the tool is a research based tool based on empirical data. It has been around for over 20 years and is utilized nationwide. As a result, STARS 360 has a massive national data set used to calculate projected score targets for a year's growth for each student. This enables ELHS to compare its students to other students nationwide. Statewide comparisons are also available. In this way, STARS 360 can prepare ELHS students to be competitive nationwide.

In addition, the test is aligned to Common Core and NM standards. The test is also computer adaptive. It adjusts the difficulty of the questions based on how students are performing in real time. This lends itself to a shorter question set, and more importantly, to a more sophisticated analysis of how a student is performing. The test will allow for ELHS to administer the required 3 short-cycle assessments. It also allows for customized formative assessment, enabling ELHS to monitor progress on areas of particular interest in quickly and efficiently.

Lastly, the test has the ability to test reading and math, both of which are required skills for graduation and to become a successful entrepreneur.

	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.

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 New Mexico Common Core State Standards, and the school's mission.

If approved, the PEC recommends one semester's curriculum to be fully completed by the charter school during the planning year and approved before commencement of operations is approved.

D. (1) The educational philosophy of Entrepreneurship Leadership High School (ELHS) is one of mastery and applied learning with a focus on the Entrepreneurial sector. The future human capital needs of the entrepreneurial sector are rooted in curiosity, problem solving, healthy hustle, communication (presentations, writing, social media), adaptability, resilience, collaborative/networking, relationship building, risk taking, needs analysis / social responsibility and other attributes that are not easily quantified or taught. Through our entrepreneurial summits and in meetings with entrepreneurs in NM, we have found and established the following concepts that we believe are the basic foundation for the importance of

Entrepreneurial education:

1. Entrepreneurs are not "born"...they "become" through the experiences of their lives
2. Entrepreneurs have a great diversity of personal characteristics, the common one: being willing to take a risk.
3. Anyone can be an entrepreneur.
4. Entrepreneurial ventures are the major source of new jobs in the economy...for the owner and for new employees.
5. Entrepreneurship is NOT learned by reading a textbook and then taking a test to prove you are one.
6. Young people can build confidence in their abilities to become entrepreneurs in their future as a result of a variety of entrepreneurial activities provided throughout education.
7. Entrepreneurial education activities are a real-life vehicle for developing academic skills.
8. Entrepreneurs also focus on social value creation and, in that spirit, are willing to share their innovations and insights for others to replicate.
9. Entrepreneurs are found in every occupation or career cluster
10. Entrepreneurial education opportunities are important at all levels of education.
11. The definition of "Entrepreneurial success" varies with reaching the goals of the individual, from part-time income to fast-growing corporate structures.

If we think about the “profile of a graduate” for ELHS we know there is no textbook that will prepare young people for the future. Instead, we see that the attributes necessary can only be created through real life experiences, built with the insights of practitioners. Developing agile thinking happens by actually solving real-life problems that come directly from industry experts.

During a two-day summit, ELHS Leaders and the business and Entrepreneurial sector leaders examined steps that are pertinent in the Entrepreneurial industry. The consensus was to solve problems and develop entrepreneurial thinking using an entrepreneurial process framework. Through the summit, we identified a set of fundamentals that must be covered in any approach. We offer the following as a way to break down the basic activities necessary. Through our partnership we found it is useful to break the entrepreneurial process into five phases that will be utilized in all entrepreneurial project based activities:

1. **Idea Generation:** Take an idea to be a description of a need or problem coupled with a concept of possible solutions.
2. **Opportunity Evaluation:** Is the opportunity worth investing in, and what is the potential payoff?
3. **Planning:** How to capitalize on that evaluation by developing a strategy.
4. **Company formation/launch:** The entrepreneurial team will go through the process actually creating the venture.
5. **Execution/Growth:** we work toward creating the product or service, generating revenue and moving toward sustainability; the emphasis shifts from planning to execution.

The Entrepreneurial design process is based on “Learning-by-Doing”. ELHS goal is to understand how we will help young people experience these elements of entrepreneurship, through

project-based learning, to identify, understand and solve problems. If they see the process as a whole and develop the intellectual habits needed to engage throughout, then they will be adaptable and able to solve problems to move any process forward. The steps from the process will be embedded into the projects, providing students with experience in a variety of entrepreneurial endeavors with the intention that the students can make an informed decision about the sector or area of entrepreneurship they would like to pursue at the end of their 11th grade year. The learning in each classroom will result in an entrepreneurial-based project designed collaboratively with teachers the Entrepreneurial Coach, and entrepreneurial partners. Each project will incorporate the selected steps from the process framework and the corresponding standards.

Engaging in project-based learning within the Entrepreneurial process framework is the pathway to higher levels of student performance. ELHS is committed to a “mastery” based system where students demonstrate their learning through performance assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher professional development and industry partnerships are a central piece to a responsive and adaptable curriculum that keeps ELHS on the cutting edge of teaching and learning. Each performance assessment will be developed in collaboration with teachers and entrepreneurship professionals to ensure clarity of expectations for the student, alignment to content and performance standards, alignment to depth of knowledge to ensure appropriate rigor, and opportunities for student engagement.

As mentioned above, Entrepreneurial Leadership Team met with 25 Entrepreneurs and Business leaders in the industry for two days. This two-day entrepreneur summit enabled us to discuss the needs of the entrepreneur/business sector and enhance Entrepreneurship Leadership High School’s partnership with the 25 industry leaders. The summit resulted in the further articulation of the Entrepreneurial design process, future employee attributes, and a framework for two potential projects. The two examples of entrepreneurial project based learning projects referred to below emerged from the two-day summit with 25 Entrepreneurial leaders from the industry:

Example 1. Small Business Launch Development (Mobile food business)

Small businesses are the engines of job creation in the United States. According to [Entrepreneur Magazine](#) there are between 25 million and 27 million small businesses in the U.S. that account for 60 to 80 percent of all U.S. jobs. Franchises are putting entire coffee shops on bikes, building restaurants and bakeries into the back of mobile trucks. The challenge of creating a mobile food business is not only timely for our community and our country; it is also a perfect real-life opportunity for young people to learn about entrepreneurship. The skills, attributes and knowledge required to engage at each of the steps outlined above are ideal for young people to learn in a real-life context.

Below are examples of framing questions for the Entrepreneurial educational design framework. They are not intended to be all inclusive. Instead, they came from the brainstorming session held with the industry partners:

Generation

- “Can I use my experience knowledge and expertise to create and sell a new product?”
- “Is there a niche in the market that I can fill with my knowledge and experience?”

Opportunity Evaluation

- “Who makes up the market for this business? Where are your customers located?”
- “Can we compete? Is there sustainable competitive advantage?”
- “Do we have a team that can effectively capitalize of this opportunity?”

Planning

- “Who is our target customer? What is the product and how will the customer get them?”
- “Does the company need partnerships or other business relationships in order to enable the whole product for the target customer?”
- “What will be the company’s anticipated cost to produce its proposed product/service?”

Venture Formation

- “How many employees does the business have? What positions do they hold?”
- “What benefits do we offer our employees?”

Execution/Growth

- “Are we making money or creating capital?”
- “Who do we need to partner with to increase business?”

Example 2. Social Enterprise Development (A market for social good)

The social entrepreneur identifies and solves social problems on a large scale. Just as business entrepreneurs create and transform whole industries, social entrepreneurs act as the change agents for society. They seize opportunities others miss in order to improve systems, invent and disseminate new approaches and advance sustainable solutions that create social value. For example a social entrepreneur may sell socially and ethically conscious products produced by their community in a virtual or real environment. By purchasing these products from local producers, the social good benefits producers and consumers who live in the community. The focus on local economic development benefits the entire community. Below are five steps entrepreneurs take when they pursue a new venture (based on the Entrepreneurship High School Summit referred to earlier):

Idea Generation

- “Who is making or developing products in our community?”
- “What does the community need?”

Opportunity Evaluation

- Individually, what are you looking to gain from this endeavor?
- Are there already agencies working towards this goal? Is there a new niche that I can fill?

Planning

- What amount of time are you willing to commit?
- What should be the focus of the organization going forward?

Venture Formation

- Of the founder team, who is indispensable and what happens when one of the founder leaves the venture?

- How do you engage community members to help inform the work being done?

Execution/Growth

- How much management control are you willing to give away as you grow?
- How are the needs changing in the community and how do we adapt to meet them?

While the projects are hands on, they will be designed so that students learn the required skills and concepts outlined in the Common Core State Standards, through the lens of entrepreneurship. Teachers will use a mastery approach to assess students' progress, which requires students and teachers to be clear on the skills and concepts that are being taught and evaluated. Performance assessments will be used at the end of each trimester to evaluate student knowledge. Required learning content is provided in the scope and sequence (referenced in section) to show how classes, standards and learning outcomes will be incorporated into the projects for grade level core content.

Student Success

ELHS will prepare students to be proactive problem-solvers and out-of-the-box thinkers. The students will be motivated by relevant curriculum and seeing the tangible results of their work. The school staff will create the opportunity for all students to become entrepreneurial thinkers and entrepreneurs that reflect their passion. This component of the mission is achieved by giving students the choice to explore the relevant part of the Entrepreneurial Process Framework (the 5 step process listed above) by embedding steps from the framework into the projects design. The content standards of each subject will be aligned and taught through the lens of this framework. Students will be assessed using mastery grading through performance assessments to ensure the students are mastering skills and concepts rather than just earning grades. Development of these assessments will include depth of knowledge to ensure appropriate rigor. Students will see the importance of learning a skill or concept by actually demonstrating or utilizing it in their classes in the industry-related context, a must for students with multiple learning styles.

ELHS plans to be amongst the best high schools in the country at transitioning students to work and/or a postsecondary field of study in the entrepreneurial sector. ELHS will partner with business, political entities, non-profits and social entrepreneurship projects to provide meaningful and relevant learning experiences. A Curriculum Director with knowledge about the entrepreneurial sector will be on staff to work with school staff in ensuring the curriculum is aligned to current trends in the industry. This partnership will ensure that all students graduate with the skills and knowledge necessary for the entrepreneurship industry of the future. Students will have the opportunity to pursue dual enrollment classes at CNM and UNM, exploring their career options within the entrepreneurship sector, and obtaining business certificates prior to graduation. All students will be provided with the support needed to successfully transition to the path they choose. By caring for the students' intellectual, physical, emotional, and social wellbeing they will develop into young adults who will have a dynamic career.

As mentioned above, being wholly knowledgeable about each individual learner and utilizing mastery grading to personalize learning, the staff will better meet their individual needs. When students feel safe and supported in all ways; socially, emotionally, academically, they are more willing to take academic risk and meet high expectations. This gives them the confidence and

support to transition successfully to post-high school programs. Most often career and technical education is provided through high school career academies. In a traditional school, a focus such as business or entrepreneurship is taught by layering career-focused electives onto the basic core curriculum. Instead of taking an incremental approach to program development, Entrepreneurship Leadership High School plans to work in collaborative relationships with the community and business/entrepreneurship sector to re-engineer the school to make the entire day supremely relevant. The relevancy will prepare graduates to become leaders in entrepreneurship and leaders in their community. Below are differences between Entrepreneurial Leadership High and traditional academy schools

	Career Academy	Entrepreneurship Leadership High School
Career Preparation	I am able to plan for my future by taking classes that will introduce me to some of the career opportunities in the sector	My education prepares me to understand the complexity of the entire entrepreneurial sector and how any career contributes to the overall industry
Time Horizon	I am being introduced to current opportunities in the Entrepreneurial industry	My education prepares me for the career opportunities in the Entrepreneurial sector 5 – 10 years from now
Knowledge	I understand Math, Science and Humanities.	I understand Math, Science and Humanities through the lens of Entrepreneurship
Expertise	I can read, write, and compute at a high level which enables me to be excellent in my specialty	I can synthesize and analyze information through the lens of Entrepreneurial which allows me to solve problems and adapt to new circumstances in the sector
Community	I contribute to my well-being of my community by focusing on a career that is needed in my community	I am highly skilled and I understand why my profession is critical to the well - being of my community and I am able to build relationships with those who are in the community. I will use my community relationships that I build and give back to the community in ways that will impact the community positively.

Industry Relevant Skills, Attributes and Knowledge

Leaders in entrepreneurship and educators worked together to define the skills, attributes, and knowledge desired in graduates from the high school pursuing further education or employment in the entrepreneurship field.

These qualities in graduates of ELHS are important to define as the school designs meaningful intellectual real life work to engage students and prepare them for the entrepreneurial sector and professions. Newmann (2007) describes this type of work, “What is meaningful intellectual work? To define it more specifically, we analyzed the kinds of mastery demonstrated by successful adults who continually work with knowledge; for example, scientists, musicians, childcare workers, construction contractors, engineers, business entrepreneurs, repair technicians, teachers, lobbyists, and citizen activists. Adults in these diverse endeavors face a common set of intellectual challenges that can serve as guidelines for education that extends beyond basic skills to more complex academic work (p.2).”

Skills

Learning industry-relevant skills will allow students to work effectively and universal in the sector regardless of the area where they work. Curriculum designed by the school can encompass any/all of these skills regardless of the projects. The following definitions of skills, attributes, and knowledge derived from the professional discussion and brainstorming between ELHS Leaders and 25 entrepreneurial leaders in the two-day summit.

The following skills are ubiquitous and they allow students to work in Entrepreneurship

- **Resiliency.** The ability to weather the ups and downs of any venture since it never goes exactly the way the business plan described it.
- **Focus.** After setting a long term vision, knowing how to “laser focus” on the very next step to get closer to the ultimate goal
- **Patience.** Most [entrepreneurs](#) are not patient and focus only on what comes next, rather than where the venture needs to go.
- **Collaboration and Networking.** Only by learning to leverage employees, vendors, and other resources will an entrepreneur build a scalable venture. Entrepreneurs need to learn to network to meet the right people.
- **Communication Skills.** Every entrepreneur is a sales person whether they want to be or not. They are either selling their ideas, products or services to customers, investors or employees.

Example

Industry Skill:

Identify Relationships between Entrepreneurial sectors to analyze problems and create a solution.

Other projects that were explored included how students could create a model or solution to meet the needs of a small charter school. Students create student driven solutions, rules and regulations, risk management, improve school experience

Attributes

Attributes reflect the core ethos of the profession. These students will act in ways that represent the essence of what is best about the entrepreneur sector. These attributes underlie all aspects of the profession and provide the framing for a powerful culture of the school. The following attributes are deemed valuable in the entrepreneurial sector and will be included within student lessons:

Healthy Hustle: Being able to work with grit and understand the need for work.

Being able **to have integrity and do** the right thing at all times and in all circumstances,

Team work and Collaboration by working together inside and outside a group of colleagues with the purpose to create value by improving innovation
Resourcefulness/Adaptable during times of uncertainty and doubt and utilizing your resources for the benefit of your venture and customers
Community Consciousness and its importance to understanding your venture in the way it interacts with people you are working with and for.
Failing Forward by reshaping people and their perception of and response to failure and its importance in facilitating innovation and creativity.

Example

Attribute: Use strong ethics to create solutions for access to healthy foods.

Another project that was explored asked students to find ways to improve, develop and analyze, processes, markets and deliveries of local produce from Albuquerque's South Valley to restaurant and community members.

Knowledge

Knowledge is specific to the entrepreneurial process framework. Some knowledge may only exist in one area of the framework, however all framework components are critical to creating a base-line understanding of work in the entrepreneurial sector. Also, broad knowledge of the sector keeps options open for students as they select a career. This is not intended to be a comprehensive list; instead it reflects many of the ideas presented during the two-day event with Entrepreneurial sector professionals. This list of essential knowledge will grow deliberately as we develop the curriculum.

- **Understanding markets, how companies operate, how business gets done.**
- **Understanding how to accomplish things, to make things happen.**
- **Understanding meaningful amount of self-confidence and courage.**
- **Understanding the ethics and its role in creating morally conscious graduates.**
- **Understanding the complexity of the entrepreneurial process framework and all its complexities.**
- **Understanding the most innovative business and entrepreneurial development models**

Example

Knowledge: Research the benefits and need in your community for upstart businesses.

Project Example: Offer a business plan for any of the above mentioned projects, including market research, the business plan narrative and the financial statements.

After skills, attributes, and knowledge were defined, leaders from various areas in the entrepreneurial sector within the community developed the profile of a graduate from Entrepreneurship Leadership High School. The members of the group examined the knowledge, attributes, and skills needed for students graduating from Entrepreneurship Leadership High School. They found a common thread for those students in the entrepreneurial sector: imagination, forward-thinking, identifying different viewpoints, and understanding impact. To further understand these qualities, the facilitators of the session asked the entrepreneurship sector partners to describe an employee in the field who reflects these multi-faceted qualities. They described the following employee:

- Curious
- Problem solving
- Healthy hustle

- Communication Skills(presentations, writing, social media)
- Adaptability
- Resilience
- Collaborative/networking
- Relationship building
- Risk taking
- Needs analysis
- Social responsibility

A second common attribute, crucial to a graduate of ELHS, is leadership. Graduates are expected to demonstrate high leadership skills in their final exhibitions. These skills will be embedded into each course and measured by the 21st Century Collaboration and Communication Skills Rubric from the Buck Institute for Education. Examples are listed below:

1. Taking Responsibility for One's Own Learning and Performance

NOT YET QUALITY

- Student does not take responsibility for or does not complete his/her tasks within the group (e.g., does not make an effort to do high-quality, on-time work)
- Student is often off-task or disengaged (e.g., doesn't say much; isn't listening attentively; isn't doing related work)
- Student does not use feedback in a constructive way (e.g., becomes defensive, does not use feedback from others to improve his/her work or understandings)

QUALITY

- Student takes responsibility for and completes his/her tasks within the group (e.g., making an effort to do high quality, on-time work) Student is on-task and engaged in whatever the group is doing/discussing (e.g., is contributing relevant knowledge, opinions, and skills; is listening attentively to others)
- Student uses feedback in a constructive way (e.g., does not become defensive, uses feedback from others to improve his/her work or understandings)

2. Maximizing Group Task Performance

NOT YET QUALITY

- Student does not pay attention to the quality of the work and understanding of other members and of the group as a whole
- Student does not use discussion facilitation strategies for improving the effectiveness the group's task-related conversations (e.g., does not summarize comments, ask for clarification, build consensus)
- Student does not use project management strategies—when applicable—for improving the effectiveness of the group's work on the task (e.g., does not create timelines; identify or set goals; prioritize and allocate tasks; organize resource gathering; monitor progress; keep group on task)

QUALITY

- Student pays attention to the quality of the work and understanding of other members and of the group as a whole, taking action to improve it when appropriate (e.g., offering feedback/assistance to others)
- Student uses discussion facilitation strategies for improving the effectiveness the group's task- related conversations (e.g., summarizes comments, asks for clarification, builds consensus)

3. Managing Social Relations

NOT YET QUALITY

- Student generally does not show respect for the ideas, opinions, values and feelings of other group members (e.g., is rude, does not acknowledge what others have to say, uses putdowns) Student is generally not able to work well with diverse group members (e.g., withdraws, is uncooperative, causes conflict)
- Student does not actively encourage group cohesion (e.g., does not help manage/resolve conflict within the group; does not set a positive tone in words and actions)

QUALITY

- Student consistently shows respect for the ideas, opinions, values, and feelings of other group members (e.g., is polite, acknowledges what others have to say, offers only constructive criticism, no put-downs)
- Student works well with diverse group members; cooperates and does not cause conflict Student actively encourages group cohesion (e.g., by helping to manage/resolve conflict within the group or by setting a positive tone in words and actions)

4. Style of Presentation

NOT YET QUALITY

- Student does not choose the style of presentation most appropriate for its goals (e.g., is too informal or does not take it seriously)
- Student does not adjust wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., says too little or too much, or uses unfamiliar terms and concepts without explaining them)

QUALITY

- Student chooses the style of presentation most appropriate for its goals (e.g., to persuade, inform, explain, entertain)
- Student adjusts wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., does not say too little or too much, or use unfamiliar terms and concepts without explaining them)

5. Response to Questions (from audience or teacher)

NOT YET QUALITY

- Student does not have a response or the response is not precise or to the point of the question (e.g., too brief or long, or off topic)
- Student does not respond appropriately to questions that are unclear or problematic (e.g., is impolite in his/her response, gives an answer that shows the question was misunderstood, or tries to give an answer even though he or she does)

QUALITY

- Student's response is precise and to the point of the question (e.g., not too brief or long, or off topic)
- Student responds appropriately to questions that are unclear or problematic (e.g., politely asks clarifying questions, repeats or rephrases questions to be sure of understanding, explains that the question is beyond the scope of the project and would require more research)

The planning year for Entrepreneurship Leadership High School will be used to align the Common Core State Standards into the applied projects and an appropriate scope and sequence for each grade level and content area. Leaders of the school believe it is best to create an integrated approach to teaching and each trimester is focused on a project that includes parts of the entrepreneurship design framework. The ELHS principal in collaboration with the Health Leadership and Tech Leadership High School teams will develop the ELHS curriculum that will include alignment with the Common Core State Standards, the entrepreneurial industry standards, and building performance assessments for the courses to be taught. This will begin in August 2015 and continue through spring 2016. The development of the curriculum will include the following:

- The scope and sequence for skills and knowledge in the courses taught in each grade including the connections between courses based on project development
- Aligning the outcomes across all four grades
- Aligning depth of knowledge to ensure appropriate rigor
- Establishing the relationships of the skills and knowledge to the performance assessments
- Transition to college and/or work in the entrepreneurship field after high school

Timeline

During the planning year the ELHS leadership team will be working to visit schools in the entrepreneurial education sector. They will be working on researching, analyzing, and developing best practices around entrepreneurship pedagogy. Teachers will be hired and pd developed around best practices and will be working together to create professional development around the three pillars utilizing the center and partner schools. Below is the timeline that the school will use to plan the curriculum and prepare the teachers and school leaders to deliver it:

- August—Learning by Doing training with Tim Kubik (credentials of Tim Kubik explained in Organizational Development Section)
- September—Project design for two prototype projects that is aligned to the Common Core, continuous consultation from Tim Kubik

- October—Summit with Industry Experts to Critique and give feedback on the prototypes
- November—Incorporate feedback into project design
- December—Continued consultation with Tim Kubik
- January—Prototype for Project 1
- February—Prototype for Project 2
- March—Synthesize Feedback from prototypes
- April—Develop Projects 3, 4 and 5 with industry partners and align with the Common Core
- May—Develop Projects 6, 7 and 8 with industry partners and align with the Common Core
- June- July and August—Staff Development and Training

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(1) Academic Program & Curriculum	<p>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.</p> <p>--OR--</p> <p>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.</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>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.</p>	<p>The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>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.</p>	<p>The description OR the timeline provided is incomplete or inadequate.</p> <p>--OR--</p> <p>The application does not respond to this prompt.</p>
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)

:

Examples:

Project—Healthy Mobile Food Service

Project Task—Pitch to the Simons Foundation and Community Partners for Seed Money

Common Core Standard—Literacy Craft and Structure (Words and phrases set the tone and meaning in literature and how word choice evokes a sense of feeling)

Academic Preparation:

- Luis Rodriguez Always Running, to understand the language of culture to communicate with customers
- Rudolfo Anaya, Albuquerque, to understand the language of community context of the city
- Eric Schlosser, Fast Food Nation, understand the language of healthy versus unhealthy eating

Theoretical Frame for ELHS:

Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale.

Early education plays an important role in developing characteristics that are critical to become successful entrepreneurs. Self-confidence, autonomy, a strong work ethic, ambition, empathy, "are essential characteristics of an entrepreneur, giving them the drive and personal abilities to make their goals a reality. Entrepreneurship education is an effective tool for instilling these particular qualities in students. At ELHS we want to reduce apathy in participants and increase their motivation to achieve success, which plays a significant role in motivating people to become entrepreneurs. These educational exercises give students a greater sense of self-control and higher self-esteem, and when programs utilize hands-on, experiential learning techniques they can also increase innovative thinking skills.

This education has a real impact on the success of start-ups and business owners. Developing entrepreneurial competence in adolescence increases the likelihood that those individuals will be successful as adults, and one study found that developing entrepreneurial skills as a teenager is a greater determiner of progress than having a PhD or receiving support from friends and family. Furthermore, cultivating entrepreneurial skills in teens may also improve the likelihood that they successfully start multiple ventures.

National reports indicate that 47% of students drop out because they are bored, unmotivated and disengaged. These students encounter poor teaching, heavy reliance on lecture, drill and test preparation. These students become stuck in remedial courses and there is no plan to connect students to more challenging academic programs. The unchallenging curriculum is not connected to their lives and seems irrelevant to their future.

National reports indicate that 43% drop out because they are behind in credits because they have missed too many days of school. The stress in their household, the lack of support at home and lack of connection with adults at school disconnects them from their education. Misguiding peers often distract students who drop out. Unfortunately, the students find a connection through other means outside of school or home, and often on the streets.

National reports indicate that 35% of students drop out because they were failing classes and unprepared for high school. They had weak literacy skills, no organizational skills, no time management skills and low self-esteem due to the lack of these skills. Additionally, 32% of students leave school to work; this is especially true for immigrant students. Immigrant youth feel pressure to work to support themselves and their families. Children living in poverty are faced with tough choices related to supporting family and self.

Schools need to move away from excessive reliance on lecture and test preparation. Interactive strategies need to be in place such as, project-based learning, Socratic seminars, experiential learning, simulations, and presentations. Teachers need to make the class time a time of active learning and teachers must look for evidence of learning during this time.

Changing school culture is the most important thing that can be done to keep students in school. The school needs to build community, adopt rituals and practices that reinforce values and norms that promote achievement. We need to adopt alternative pathways to college and the workplace for the students who cannot fit into traditional school structures (The Silent Epidemic -Gates Foundation, Education Week, Pew Center on Public Policy).

High schools and employers can also improve curriculum alignment with the Common Core providing the framework. Employers already collaborate with colleges and high schools in providing internships and advice on curriculum, but the involvement is sometimes superficial and should be strengthened. Therefore at ELHS, we are collaborating with the schools in the Leadership High School Network, a component of the New Mexico Center for School Leadership.

A student will invest more in studying something in which they show real interest, and retain a greater portion of what they learn if they follow through on the topic instead of just touching on it superficially. The notion of using one's mind rather than gathering information is considered important because then the student is in no hurry to complete a course of study – learning is a continuous process, which the student can direct. These philosophies are used in alternative educational institutions today.

The experience of thousands of teachers across all grade levels and subjects confirm that PBL is an effective and satisfying way to learn. Why are so many educators across the United States

and around the world interested in this teaching method? The answer is in a combination of timeless reasons and recent developments:

- Today's students often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their minds, and provides real-world relevance for learning.
- After completing a project, students remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)
- In the 21st century workplace, success requires more than basic knowledge and skills. In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. (Finkelstein et al., 2010)
- The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of the 21st century competencies such as critical thinking, communication in a variety of media, and collaboration. PBL provides an effective way to address such standards.
- Modern technology – which students use so much in their lives – is a perfect fit with PBL. With technology, teachers and students can connect with experts, partners, and audiences around the world, and use tech tools to find resources and information, create products, and collaborate more effectively.
- PBL allows teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.
- Current models of PBL are not like some past examples of “doing projects” in which student learning outcomes were not clear. More rigorous and effective models of PBL have been refined and tested in recent years in a variety of settings, subjects, and grade levels.

Typically, schools develop curriculum without a meaningful infusion of ideas and standards from these work industries. Schools often teach lessons to cover the state standards, rather than using the standards to frame relevant learning (Hirota, 2005). However, what would happen if the education community and work community came together to develop curriculum and interpret the standards through the lens of the work industry?

Instructional program will achieve high outcomes for students by incorporating projects that are academically rigorous, so students face challenges that fully engage their minds. Academically rigorous projects lead students to master and apply content standards and knowledge central to one or more disciplines or content areas. Challenge students to use methods of inquiry central to one or more disciplines (for example, to think like an entrepreneur) Require students to develop higher-order thinking skills and habits of mind (for example, searching for evidence, taking different perspectives).

Entrepreneurship Leadership High School is created based on a connection between these communities.

This school envisions a process of bringing entrepreneurial sector leaders and educators together to develop curriculum focused on entrepreneurialism. ELHS educational community

will have the unique opportunity to ask guidance from and interact with the entrepreneurship partners. ELHS partners: Southwest Creations, Partnership for Community Action, NM McCune Foundation, CNM STEMulus, Armatus Consulting, First Choice Community Health Care, Sandia Labs, Santa Fe Economic Development, CABQ-ED (City of ABQ Economic Development), New Mexico Center for School Leadership and others will have an empirical impact on the students' learning.

These connections are examples that highlight the importance of providing young people with the right education and of getting young people to enter the job market or higher education with power skills. It is essential to be able to offer students education that helps the students in gaining the right set of skills required by the society and the companies behind the economic growth in society. The increasing importance of entrepreneurial initiatives as the drivers for growth in societies highlight the importance of development in the education domain and in ELHS education in particular.

While it is highly important to develop education on the macro level, it is of equal importance to ensure that, on the individual level, people find their true talents, motivation and passions. People achieve wonders, in particular when they are in the right place, at the right time and with the right education, passion and motivation. Supporting individuals to find their talent and passion is valuable, both for the individuals and for the society. In particular, it is a great benefit, for the individuals as well as for the society, if students have opportunities to truly explore their talents and passion at the age when they are making the selection and decisions on their future education and career.

The foundation of the schools in the Leadership High School Network is built upon a strong connection between schools, communities and learning-by-doing. These relationships should be strong and responsive to students (Eccles & J. Gootman, 2002). The model developed for these schools is based on three pillars of the school: 360 Degree Student Support, Learning by Doing, and Community Engagement. Infused throughout each pillar is the philosophy and practice of Positive Youth Development.

360 Degree Student Support (Pillar 1) This pillar is responsible for developing school culture. Specifically, it leads to the creative and critical thinking at the school through the entrepreneurial sector. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community based service providers who can support our students and families (immigration services, mentorship programs, etc.) Finally, this pillar ensures that Positive Youth Development practices are present in order to build a culture that has high academic expectations and is intellectually and emotionally safe for students. All young people need supports and opportunities to make a successful transition to adulthood. The focus of the positive youth development approach is to help youth acquire the knowledge and skills they need to become healthy and productive adults. PYD builds on young people's strengths and recognizes their unique contributions.

Learning-by-Doing (Pillar 2) This pillar is responsible for "Learning by Doing." We believe that engaging project-based learning is the pathway to student higher levels of student performance. Also, we are committed to a "Mastery" based system where students

demonstrate their learning through a variety of rigorous performance assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are the central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning

Community Engagement (Pillar 3) This pillar is responsible for creating relationships with external partners that are reciprocal in nature. Together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off - site programs are under this person’s purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

In this environment, the community and school are committed and responsible to each other. The work of the school and community is to follow one of the schools guiding principles, ‘our work is asset based.’ These partnerships function in a way in which they are accountable to each other. Noguera (2011) describes similar work with the BBA approach in Newark, “Such partnerships are designed to increase local support for schools and enhance the social capital of students and their families. The theory holds that such support will lead to greater accountability, better functioning schools, and higher levels of student achievement (p. 12).” Learning-by-doing real-world work assignments support learning in general but also teach students the important skill of applying one’s knowledge to problems at hand. In a normal school setting it is not possible to provide the students with so many opportunities to practice how to apply one’s knowledge. PBL paralleled to studies provides a unique way to really gain experience in applying knowledge.

At the same time the students engage in real-life project work, they also have the opportunity to strengthen their soft skills through the 3 pillars of learning. In combination, these different learning opportunities provide an amazing and up-to-date entrepreneurial world that could not be provided by school or the workplace alone. Traditionally, schools offer the students a very straightforward view of the world. The norm is that there is always one right answer to a given question and the students’ job is to know the right answer. In terms of the true needs in the working environment, this kind of straightforward, one-sided view is not very useful. The true needs in the work places are more on the lines of problem- solving, thinking outside the box and applying one’s knowledge in ever changing environments. ELHS aims to support latter type of learning and mindset. Participating in these projects teaches the students not only specific technical skills but also mindset of curiosity, exploration and trial and error.

The Community Collaboration Manual (The National Assembly, 1991) lists seven characteristics of successful collaborations: shared vision, skilled leadership, process orientation, cultural diversity, membership-driven agenda, multiple sector representatives, and accountability. Some common barriers to collaboration are differences in philosophies, organizational cultures, and operating practices. Research on the impact of community collaboration is ongoing. Two major programs that have been studied are full-service community-schools and the Annie E. Casey Foundation New Futures initiative. Some of the positive results found at full-service community-schools are improved reading and math performance, better attendance rates, a

decrease in suspension rates and a decrease in the dropout rate (Schargel & Smink, 2001, p. 201). (National Assembly, 2000).

The New Futures initiative did show some interim steps that may lead to improved outcomes: increased awareness about the problems of at-risk youth; initiating a dialogue among leaders and community representatives; development of rich school-based information systems; and demonstrated how to build strong relationship between public and private sectors by combining leadership and money (Schargel & Smink, 2001, p. 202).

The idea of providing an educational experience that is personalized, engaging, relevant, rigorous and non-traditional is not new in the field of education. There are schools successfully providing students and families with educational experiences that are not the comprehensive high school model all around the country and through a variety of programs. However, the common threads are that these schools value all learners, emotional and academic support for students, engage all learners in rigorous, relevant curriculum that students see a direct connection to their adult lives. Engaging all learners will be a priority for ELHS and providing students a relevant curriculum where they are focused on mastery of skills and concepts rather than grades will be important. When students are engaged, they stay in school and student achievement increases. Practices such as layered curriculum and differentiated instruction will provide students choice in how they show their mastery. In Rick Wormeli's book, *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*, he references research that shows that traditional grading does not generate interest in learners, does not provide meaningful measures and does not promote healthy academic risk taking, meaning that students do what is safe and easy rather than engage in challenging learning (Wormeli, 2006, p. 94).

Using the mastery approach, evaluated through performance assessments, allows students and teachers to engage in conversation and practices that are about building the students' capacity to fully participate in their post-secondary goals. This approach also allows for the development of depth of knowledge to ensure appropriate rigor. These conversations require that students are treated as individuals and that teachers are able to know their students well enough to personalize the teaching and learning within the classroom. A mastery approach supplemented with collaboration and collective learning will be critical to entrepreneurial professions, which requires that each individual be able to contribute their attributes in order to be successful and their learned ability to carry out a task.

The Coalition of Essential Schools (CES) is one network that emphasizes student-centered teaching and learning in small schools educating students from all different backgrounds. These schools follow the ten principals of essential schools, though they all have a different focus determined by the needs of their communities. The school's goals should be simple: that each student masters a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content. The ELHS intends to use

some of the best practices shared by these schools to ensure that the school culture is conducive to the rigorous, applied learning that in which our students will be engaged.

Several schools around the country are seeing great student success offering a relevant high school education program within similar frameworks.

Examples Include:

- Academy of Business and Entrepreneurship Charter School: In Lancaster, PA A new public school that provides students the academic, social, and business skills to become the next generation of leaders, entrepreneurs and inventors.
 - Programs of Colorado-based Junior Achievement reach more than 4 million students a year; in particular, its JA Be Entrepreneurial program focuses on challenging students to start their own entrepreneurial venture while still in high school.
- In places like Philadelphia, Lincoln, Neb., Portland, Ore., and Syracuse, N.Y., cities, schools and not-for-profit organizations are teaching entrepreneurial studies to kids well before they reach college age.

Additionally, these schools offer a variety of placement programs to support students' transition from high school to their chosen profession. To be successful in preparing students for a specific profession in the entrepreneurial sector by collaborating with community partners, such as; Intel, Sandia National Labs, State Energy Office, SAGE and others is a must. These partnerships have been developed with ELHS in 2014 and will be an ongoing conversation.

New research from the Network for Teaching Entrepreneurship (NFTE) argues that the benefits of teaching young people how to launch and run a business extend beyond developing the next generation of world-changing entrepreneurs.

NFTE has studied and shown that providing courses and curriculum in entrepreneurship studying more than 500,000 students, mostly from low-income middle schools and high schools, since the organization was founded in 1987. Recently, the nonprofit surveyed about 1,300 alumni of entrepreneurship programs—which include courses taught throughout the school year as well as summer camps and often culminate in business plan competitions.

The findings: Students who completed an Entrepreneurship curriculum were doing better at educational achievement than the population at large:

- 99 percent of alumni over the age of 25 have a high school diploma, compared with 85 percent of the larger population.
- The high school dropout rate for those who were engaged in an Entrepreneurship program between the ages of 16 and 19 was 1 percent, compared with a national average of 3.4 percent.

	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)

D. (3) Please see the proposed Course Scope and Sequence attached in **Appendix A**.

	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.

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.

E. (1) The 24 units will be distributed as follows:

- 4 units English
- 4 units math (one unit = or > than algebra 2)
- 3 units science (2 w/lab)
- 3.5 units in social science, which shall include United States history and geography, world history and geography, and government and economics, and .5 unit of New Mexico history
- 1 unit physical education
- 1 unit career cluster, workplace readiness or language other than English
- 7.5 units electives

**One of the above units must be honors, Advanced Placement, dual credit, or distance learning*

At the end of grades nine through eleven, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next-step plans and shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

In addition the ELHS students will earn the required credits and pass performance assessments required by the state. However, ELHS will require additional and unique expectations. For example, selected elective course offerings directly related to entrepreneurship will be required. The school will require a series of exhibitions for all grade levels that are designed backward from the transition to college and work. These exhibitions may include a portfolio of student work and growth in measureable skills that demonstrate that they are ready to transition to post-secondary education (including, SBAs, PARCC, ACT, EOC, SAT, etc.). The portfolio could also include a student's performance in dual enrollment classes, workplace internships, and community-based projects designed to serve a specific client. The school will work with the entrepreneurial sector, higher education partners and the network to create expectations for the exhibitions.

These high stakes, public assessments will be directly industry-related and require the students to showcase and demonstrate their cumulative and individual learning. Though exhibitions will take place regularly within each course via applied learning projects, these performance-based assessments are the highest stakes and could potentially keep a student from moving to the next grade or graduation. Specifics of these required exhibitions will be determined as the curriculum is aligned and all staff develops clear grade level expectations with the guidance of the Entrepreneurship Leadership Team, New Mexico Center for School Leadership, ACE

Leadership Director of Curriculum and Assessment, Health Leadership High School Principal and Tech Leadership High School Principal

The 9th, 10th and 11th grade end-of-year exhibition will take place at the end of the school year and will be a combination of a portfolio-type demonstration of learning as well as goal setting related to transition planning, reflection, projects completed, and other individual student data like standardized test scores or personal growth. The students will present their work to educators, family members, community members, peers, and professionals from the industry who will collectively determine if the student met expectations, according to the performance-based assessment rubric. Performance assessments are multistep assignments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills to create or refine an original product.

The 12th grade Final Exhibition will be a project-based task that requires students to work collaboratively as an entrepreneurial professional and focus on parts of the design cycle. Students will present a completed product in a public forum that demonstrates application and synthesis of skills and concepts learned throughout their high school experience and evaluated by educators, family members, community members, peers, and professionals from the sector. Therefore, instead of one or two exams to determine students' future, the student will demonstrate their knowledge through their final exhibition. This final exhibition is crucial to the students to demonstrate the knowledge, skills and attributes that have been learned.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only	<i>Only applicable for high school proposals</i> 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.			<i>Only applicable for high school proposals</i> 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.

F. (1) Based on the work and input from entrepreneurs, the educators developed the role of the teacher as a project manager. These teachers will collaborate to complete the same anchor project design and teaching. The “project managers” will coach the students in teams on specific projects within the overall anchor project. Students will work within a workshop model, where teachers deliver direct instruction to students within content seminars, send students off to work hands-on, and conclude with a whole-group debriefing lesson. The two anchor projects that have been chosen for year one are the healthy mobile food business and the social enterprise business, which are referenced in this charter in Section D. Curriculum, Instructional Programs, Student Performance Standards.

In general, teachers will utilize mini-lessons for the skills or concepts that need to be delivered, such that the majority of the students’ time is spent in activities that demand those skills and concepts while the teacher is supporting the learning of his/her students. The ideas of inquiry and applied project-based learning will be at the forefront of all lesson planning. This supports a more in-depth approach to student learning, which leads to more rigorous and relevant learning experiences and outcomes.

Teachers will be supported in differentiating their instruction by using Outcome Guides, so that they can reach each learner in a personalized manner. This will ensure that all students are engaging in their learning and building skills needed to move ahead. Layered curriculum will be one possible strategy to make differentiation effective in our classrooms. Project-Based Learning (PBL) naturally lends itself to differentiated instruction. By design, it is student-centered, student-driven and gives space for teachers to meet the needs of students in a variety of ways. PBL can allow for effective differentiation in assessment as well through daily management and instruction. For Example, heterogeneous grouping can be an effective way to differentiate in a project. Sometimes in a novel- or literature-based PBL project, it might be appropriate to differentiate by grouping into reading level. That way, we can take groups that need intensive work and ensure they are getting the instruction they need. Also, teamwork and collaboration occurs regularly in a PBL project by leveraging collaboration as much as content. However, there are times when individual instruction and practice may be needed. Students learn in teams, and they learn on their own. ELHS will make sure to balance both, so that we are demanding a 21st century collaborative environment while allowing time to meet students on an individual basis because some students learn better on their own, and others learn better in a team.

All units will be planned using the Understanding by Design format. This format will identify what students need to know, need to do and how the former will be assessed. This format will guide the teacher in detailed lesson planning that includes practicing applied experiences to ensure students are prepared for all assessments. Using Outcome Guides for each unit outlines the skills and concepts that the students need to know. The Outcome Guides also describe proficiency for each skill and concept being taught. This will allow teachers and students to target specific skills and concepts that are below proficiency as well as expanding on those that are exceeding proficiency. The Entrepreneurship Sector Coach will collaborate with teaching staff in the planning stages, as well as acting as a co-teacher to support the necessary connections and contexts for students to see the relevancy in their learning. Teachers will use

materials and applied learning experiences within their instruction, providing relevancy to the entrepreneurial sector in every class.

Leaders of ELHS believe it is best to create an integrated approach to teaching. Each trimester is focused on a project that includes parts of the Entrepreneurial design cycle. Our industry partners could recommend other anchor projects from the Entrepreneurial profession (i.e. national security, aeronautical device software). These projects will culminate in a high-quality performance assessment. These assessments are created with instruction aligned to Common Core Standards. The skills, knowledge, and attributes needed to be an effective member of the Entrepreneurial profession will be demonstrated, task designs will be created with valid rubrics (designed in collaboration with the Buck Institute for Education), and data analysis of student work with educators and professionals in the entrepreneurial sector.

Each trimester, the curriculum will incorporate parts of the Entrepreneurial Process Framework (e.g. Problem/Project, Engineering, Interface, Manufacturing, and Innovation), will be anchored in a new exemplar of best practice in the sector, and will culminate in a Performance Assessment. The Essential Questions would drive the curriculum in each field of study (i.e. Math, Language Arts, and Science) and projects created to reinforce understanding.

The following table is an example of how the delivery/planning structure could look:

Sample Unit Focus	Enduring Understanding and Essential Question(s)
Skills and Knowledge (aligned to state standards and benchmarks)	Outcome Guides written in student friendly language that describe the skills and concepts they are responsible for learning in this unit. Also included for each skill and concept will be a description of what it means to be meet or exceed standards. Students would use this document to track their learning as they move through the unit.
Assessment and Evidence of Mastery	Summative assessments, students will have to show they have mastered the skills and concepts in each unit. They must choose any of the assessment options prepared by their teacher; as their final assessment that allows them to demonstrate mastery of the skills and knowledge of the unit. Formative assessments will be given throughout the unit to ensure that every student is moving towards mastery and to reteach when needed. These could be 1:1 assessments, project based team assessments or individual project based assessments.
Lesson Planning	<ul style="list-style-type: none"> • Inquiry based experiences with a new skill or concept • Applied activities specific to practicing and learning new skills and concepts • Mini – lectures (no more than 20 minutes) • Entrepreneurial Site based observations virtually or in person • Direct conversation and learning with Entrepreneurial professionals facilitated by the teacher or Entrepreneurial Coach • Opportunities to review and re-teach skills or concepts students or a student is struggling with

Alignment with School Mission

The foundation of the schools in the Leadership High School Network is grounded strong connections between schools, communities and learning-by-doing. These relationships should be consistent and responsive to students (Eccles & J. Gootman, 2002). The model developed for these schools is based on a foundation of Positive Youth Development and three pillars of the school: 360 Degree Student Support, Learning-by-Doing, and Community Engagement.

360 Degree Student Support (Pillar 1)

This pillar is responsible for developing school culture. Specifically, it leads to the creative and critical thinking at the school through the entrepreneurial sector. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community based service providers who can support our students and families (immigration services, mentorship programs, etc.) Finally, this pillar ensures that Positive Youth Development practices are present in order to build a culture that has high academic expectations and is intellectually and emotionally safe for students. All young people need supports and opportunities to make a successful transition to adulthood. The focus of the positive youth development approach is to help youth acquire the knowledge and skills they need to become healthy and productive adults. PYD builds on young people's strengths and recognizes their unique contributions.

Learning-by-Doing (Pillar 2)

This pillar is responsible for "Learning by Doing." We believe that engaging project-based learning is the pathway to student higher levels of student performance. Also, we are committed to a "Mastery" based system where students demonstrate their learning through a variety of rigorous performance assessments as opposed to traditional "grading" which is concerned with coverage and seat time. Teacher development and industry partnerships are the central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning.

Community Engagement (Pillar 3)

This pillar is responsible for creating relationships with external partners that are reciprocal in nature. Together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off - site programs are under this person's purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a clear, comprehensive, 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.
Comments:				

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

F. (2) Through collegial relationships established by a project-based pedagogy, teachers are able to develop positive relationships with students, allowing them to use these relationships to personalize curriculum and differentiate instruction, resulting in increased student motivation and engagement. One way to gauge student achievement is through dropout rates. There is a great amount of research that suggests that teacher-student relationships, fostered specifically by small schools, can improve student achievement by reducing dropout rates. Research conducted by Wasley et al. (2000) stated that in a study comparing eight small schools to neighboring large 9 schools, they found that small schools were able to lower their dropout rate to 4.8% in comparison with 12.9% at neighboring schools. This result can be attributed to the lower rate of course failure in small schools that Wasley et al. (2000) found, which often accounts for higher dropout rates. Wasley and Lear (2001) also found students in small schools attended five more days of school per semester than students in nearby high schools. Increased school attendance can contribute to more opportunities for academic success and can help reduce the possibility of a student dropping out due to academic failure. Another argument could be that the relationships that are fostered in smaller learning environments provide the teacher support necessary to keep students in school. Through these relationships students feel known and cared for by teachers and therefore become more invested in their education. These relationships are difficult to develop in large schools and therefore students have fewer ties to keep them in school. Projects lend themselves to several other elements that contribute to the effectiveness of differentiation. The role of teachers as project managers is embedded in the ELHS proposed method of teaching. At ELHS, the art of teaching includes designing projects and all corresponding curriculum and assessment that drive a need to know, in an effort to engage and support every student.

Ranking				
← Satisfied		Not Satisfied →		
	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.
Comments:				

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

F. (3) Engaging all learners will be a priority for ELHS and providing students a relevant curriculum where they are focused on mastery of skills and concepts rather than on grades alone. When students are engaged, they stay in school and student achievement increases. Practices such as layered curriculum and differentiated instruction will provide students choice in how they show their mastery. In Rick Wormeli's book *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*, he references research that shows that traditional grading does not generate interest in learners, does not provide meaningful measures and does not promote healthy academic risk taking, meaning that students do what is safe and easy rather than engage in challenging learning (Wormeli, 2006, p. 94). Using the mastery approach allows students and teachers to engage in conversation and practices that are about building the students' capacity to fully participate in their post-secondary goals. These conversations require that students are treated as individuals and that teachers are able to know their students well enough to personalize the teaching and learning within the classroom. A mastery approach supplemented with collaboration and collective learning will be critical through collaborating with the Entrepreneurial Leaders and Sectors, which requires that each individual be able to contribute to the collective product in a professional, dynamic and well-informed manner.

In addition to providing substantive reading and math support for those students who need to build skills to grade level, ELHS will use strategies such as a mastery grading approach aligned to New Mexico standards for earning credit, layered curriculum to allow for differentiation of learning, and analysis of standards-based short cycle assessments to support students reaching the state standards.

These strategies allow for:

1. Deliberate communication to the students about what they are learning.
2. Deliberate communication to the students about what it looks like to have learned a specific skill or concept.
3. Additional time and place for individual students with adult support to work on standards they have not yet mastered such as, Interim School, focus groups, peer tutoring, or tutorial spaces.
4. Options for students to demonstrate mastery utilizing their dominant learning style.

Ranking				
← Satisfied		Not Satisfied →		
	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.

G. (1a) All requirements under IDEA 2004 and corresponding state regulations will be met by ELHS. Two of the most important obligations a school has to students who require special education services are that of a free, appropriate, public education in the least restrictive environment. ELHS will put into place best practices to ensure that students who are gifted or have a diagnosed disability are able to participate with their non-labeled peers to the fullest extent appropriate as determined by their IEP. Students who require the support of special education services will be served appropriately within the schools regular education classrooms to the extent it is appropriate for that student. The continuum of special education service will range from a monitoring level where students are monitored and supported minimally with minor modifications such as extended time on tests needed, to maximum services that might include 1:1 support via a full time educational assistant, resource teacher co-teaching in all or most classes, or direct instruction from a licensed special education teacher. Modified

curriculum will be developed in direct collaboration with special education staff for those students who require it. The student, the family, the general education teacher and the special education teacher will review the IEP annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the state standards and benchmarks as well as informed by data that documents where the student's skill levels are and how much they have improved. This data could be used as current diagnostics completed for a three-year reevaluation or an initial evaluation or short cycle assessments. Services and staff support will focus on building the student's skills as identified by the IEP team. Access to the general education classroom and curriculum will be provided while working towards the student's transition goals. The student's IEP will also serve as the student Next Step Plan.

ELHS will model its special education services model after the model successfully used at Amy Biehl High School (ABHS), ACE, Health and Tech Leadership High Schools. The service model has shown to be very successful with students with a wide range of needs and the ELHS Special Education Director will work with ACE, Health, and Tech Leadership High School, and other charters to ensure that best practices are in place to serve these students appropriately. There will be a scientifically based reading program that will be available for students who require reading support identified by their Lexile Score. In addition to modified curriculum and/or direct services by specially trained staff such as a special education teachers or TESOL endorsed teachers will be involved with the student's services as appropriate. Additionally, the Outcomes, mastery grading structure allows for Individual Education Program teams, or other support teams for ELL Special Education students or students with 504 plans, to identify what outcomes are appropriate for the student at that time, as well as what direct services and modified instruction the student will need to ensure that he/she is building skills and making progress towards IEP academic and transition goals and accessing the general education curriculum with non-disabled peers appropriately.

Another example of addressing individual needs for Special Education students is allowing a student to have an additional course in the third trimester to address missing skills or concepts such as addressing deficits in number sense. Other modifications could include, structured 1:1 tutorial spaces, co-teaching, alternative elective courses that address skill deficits or communication needs, accelerated language course to build bilingual skills, an ELL class that addresses English language acquisition, SIOP (sheltered instruction) training to support language skills in the general education classroom, and the use of Interim school to allow for extra time to master a skill or concept.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) 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.
Comments:				

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.

G. (1b) Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the IEP goals. The special education staff that work with the student will keep record of the student's academic performance measured on a regular basis and evaluate progress towards goals. The student, the general and special education staff, and the family will review the IEP and progress towards goals at least annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the state standards and benchmarks as well as informed by data that documents where the student's skill levels are and how much they have improved. This data could serve as current diagnostics completed for a three-year reevaluation or initial evaluation or performance assessments and short cycle assessments.

Ranking				
← Satisfied		Not Satisfied →		
G.(1)(b) 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.
Comments:				

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)

G. (1c) ELHS' project-based learning framework for curriculum will allow students receiving special education services to receive additional practice or extended learning, as needed, to address post-secondary, employment, independent living, community engagement and leisure activity transition goals and related IEP goals. The school will ensure that the transition coach on staff will work closely with the advisor, student and family to plan for and carry out the required experiences to transition the student successfully to life after high school. These experiences could include internships, dual credit, additional instruction and entrance exams needed to enter the student's program of choice. Because the family, student and advisor will meet four times a year in addition to the annual IEP meeting a focus on monitoring progress towards transition goals will be easy to accomplish. It is important for the school to graduate students who are ready to be successful after high school and we anticipate that some students receiving special education services may require an additional year or more beyond the expected 4-year graduation timeline. Plans for an additional year will be heavily focused on transition activities. All transition goals and activities will be formally updated annually at the student's IEP but progress will be documented on the Next Step Plan at each family meeting.

The transition coach will work with community agencies as appropriate to support the student's successful transition after graduating from high school.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(c) Special Education	<i>High Schools Only</i>	<i>High Schools Only</i>	<i>High Schools Only</i>	<i>High Schools Only</i>
	The school provides a clear, cohesive and comprehensive plan for graduating students with special education needs that complies with federal and state regulations.	The school provides a clear plan for graduating students with special education needs that complies with federal and state regulations.	The school provides a limited plan for graduating students with special education needs.	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.
Comments:				

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

G. (1d) ELHS will contract with appropriate agencies for diagnostic and other ancillary services unless or until there is enough services needed to add a staff member for these services. The school will work hard to recruit qualified teachers who are dually licensed in both regular and special education, but will ensure there are enough teachers with a special education license to support the needs of this special population. We will hire resource teachers to co-teach projects as well as facilitate pullout services as warranted by student needs. The school will budget for an educational assistant should the need for one arise, but most of the services will be provided by dually licensed teachers and resource teachers who are special education licensed. Additionally, the school will hire a transition coach to support the transition needs of students.

Ranking				
		Satisfied	Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2
				Does Not Meet—1
G.(1)(d) Special Education	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.

G. (2): Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the student academic goals. The advisory teacher will work with the student on an individual basis and will keep record of the student's academic performance measured on a regular basis, communicate with the teachers. The advisory teacher will follow-up with classroom teachers to ensure accommodations are appropriate and implemented. The school intends to ensure that 504 accommodations are available within the educational plan pursuant to federal and state regulations related to these populations. Incoming student 504 plans will be reviewed before students begin school to ensure that the supports and services are in place for each student on the first day of school.

The outline 504 process is as followed:

1. Student is referred to 504 Committee by parent or school staff. Parents are notified of referral.
2. Evaluation information is gathered.
3. 504 Conference is scheduled to determine eligibility.
4. Parents are notified in writing of the 504 Conference.
5. Parent and school staff concerns are documented during the 504 Conference.
6. 504 eligibility is determined by the summarization of evaluation/ assessment data provided by school and parents:
 - Does the committee find that the student has a physical or mental impairment?

- If the student has impairment; does the impairment substantially limit a major life activity?
- Does the committee have sufficient data to determine that the student has a disability under 504?

☐ A 504 Accommodation Plan is developed for eligible students.

☐ If a student is found to be non-eligible, a referral to the school Student Assistance Team may be appropriate.

ELHS will follow the State of NM SAT policies and procedure as required by the PED

Ranking				
← Satisfied		Not Satisfied →		
	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.

G. (3a) Students who indicate they speak another language other than English primarily at home and/or have not yet scored “Advanced” (proficient) on the New Mexico English Language Proficiency Assessment (NMELPA) will be given the assessment to assess progress and be provided the supports needed to develop English proficiency and meet the New Mexico standards according to federal and state requirements.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(a) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.
Comments:				

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

G. (3b) There will be a scientifically based reading program that will be available for students who require that level of reading support in addition to modified curriculum and/or direct services by specially trained staff such as TESOL/ELL endorsed teachers. All staff will be trained in sheltered instruction to ensure appropriate strategies and techniques are being used with the students. The Director of Curriculum will provide guidance using the Bilingual Multicultural Education Technical Assistance Manual from PED. The Director of Curriculum will facilitate the implementation of needed structures and strategies for students to support in obtaining English Language Proficiency, becoming bilingual and bi literate, developing high levels of academic attainment in core academic subjects, and meeting the same challenging state academic standards as all children are expected to meet. Additionally the Outcomes, mastery grading structure allows for ELL students to identify what outcomes are appropriate for the student at that time as well as what direct services and modified instruction the student will need to ensure that she is building skill and making progress towards academic goals.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(b) English Language Learners (ELLs)	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.
Comments:				

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.

G. (3c) All teachers will use sheltered instruction, differentiated instruction, and abide by all accommodations as outlined in 504s and IEPs. Project based instruction allows for differentiated instruction to be used in all projects. One example is through heterogeneous teamwork on projects. These groups allow students to not only emerge as productive members of a group, but enables students to learn from each other and use the strengths of each individual student to perform a task. In some cases, students may be grouped by ability level to ensure the teacher can provide intensive work with students as needed. Group work will be balanced with individual work to provide practice on skills that may be difficult for students to grasp. Each project will scaffold content and skills in a variety of ways and allows for students to grasp concepts at their appropriate time. Another example of addressing individual needs could be allowing a student to have an additional course in the third trimester to address missing skill or concepts whether that is learning the English language or addressing deficits in number sense. Other modifications could include, structured 1:1 tutorial spaces, co-teaching, alternative elective courses that address skill deficits or communication needs, accelerated language course to build bilingual skills, an ELL class that addresses English language acquisition, CALLA (Cognitive Academic Language Learning Approach) to support language skills in the general education classroom, and the use of Interim school to allow for extra time to master a skill or concept.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(c) English Language Learners (ELLs)	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. Examples 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.
Comments:				

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

G. (3d) All ELL students will work toward becoming proficient in English as measured by the Annual Measurable Achievement (AMAO) targets and the state assessment. Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the student academic goals. The advisory teacher will be endorsed in TESOL and work with the student on an individual basis and will keep record of the student's academic performance measured on a regular basis, communicate with the teachers. The advisory teacher will follow-up with classroom teachers to ensure accommodations are appropriate and implemented. The NMELPA test will be used as an indicator student progress is being made.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(d) English Language Learners (ELLs)	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.
Comments:				

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

G. (3e) In year one, as demonstrated in budget documents, there is one teacher who will be certified in TESOL. This increased each year of the budget. All staff will be trained in Sheltered Instruction and best practices will be shared at each professional development opportunity. The school will work hard to recruit qualified teachers who hold a bilingual or TESOL endorsement, but will ensure there are enough teachers with a TESOL endorsement to support the needs of this special population. We will hire resource teachers to co-teach projects as well as facilitate pullout services as warranted by student needs.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(e) English Language Learners (ELLs)	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.

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.

H. (1) Multiple measures of student assessment are critical in assessing students and preparing them for careers or post-secondary education in the Entrepreneurial sector. ELHS will utilize multiple measures of assessment to assess student knowledge and ensure students can demonstrate knowledge. With the emphasis on mastery and demonstrating knowledge, 'Learning by Doing' requires students to show their understanding of skills and standards. Students will be assessed through performance assessments that allow students to demonstrate they have learned higher order thinking skills necessary for success in the Entrepreneurial sector. These skills include the ability to analyze, synthesize and evaluate information. Performance assessments will demonstrate a deep level of understanding from students and be evaluated by educators and professionals in the Entrepreneurial field. Teachers and students will ensure high-quality performances through collaboration with the Buck Institute for Education and the use of "outcomes" created for each course using the state and common core standards to evaluate student work and progress towards meeting the benchmarks. This alignment will be based on the Common Core Standards and include College

and Career Readiness Standards. These course specific evaluations of “outcomes” will include evidence of application of concepts and skills via products and exhibitions designed to demonstrate the outcomes and are industry specific. These performance assessments will be also be used to measure the depth of knowledge and 21st Century Thinking Skills (communication, collaboration, and client-driven). These performance assessments will be high stakes, public, and evaluated by educators, community members, families, and Entrepreneurial professionals. Professional development and collaboration with teachers is a critical piece in the structure of ELHS to ensure performance assessments are reliable. The school will use data from an evaluation tool, such as Discovery Education Assessments, Standards Based Assessments and End of Course Exams to monitor student progress required by the state. These assessments will also be used to calibrate instruction through the Data based Inquiry process with school staff. The analysis of ACT Plan and New Mexico Standards Based Assessment (or PARCC) scores may also be used to compare student growth to national and state averages. By using a combination of “outcomes” based assessment and the standardized assessment data, school staff can better target skills and concepts that have not been mastered by individual students and provide the appropriate supports needed for mastery. Discovery Education will be used a universal screener and on-going progress monitoring throughout the school year. This assessment will identify students’ the first week of school for response to intervention. Finally, the school will require a series of exhibitions that are designed backward from the transition to college and work. For example, the exhibitions could include a portfolio of student work and growth in measureable skills that demonstrate that they are ready to transition to post-secondary education (SBAs, ACT Plan, EOC, etc.). The portfolio could also include a student’s performance in dual enrollment classes, workplace internships, and community-based projects designed to serve a specific client. We will work with our industry and higher education partners to create expectations for the exhibitions and performance assessments. All performance assessments will be given to 9th, 10th, 11th and 12th graders. These performance assessments will be tied to Common Core Standards at the appropriate grade level.

Ranking				
← Satisfied		Not Satisfied →		
	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:				

H. (2) Provides a **clear, comprehensive and cohesive** description of the 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.

H. (2) All teachers will monitor the academic achievement and progress towards goals of their advisory students. This data will be reviewed with the student and family each trimester. Students will develop a plan for growth and present the plan to their teacher and family members at the Family Conferences. The school principal will monitor school-wide levels of performance and work with the classroom teacher to implement a plan to increase academic achievement levels for students not obtaining growth as measured by mastery of performance

and short-cycle assessments. A school-wide Response to Intervention will allow for timely and tiered instructional interventions. Interim school will be used for students who need more time to master a skill or concept.

The Executive Directors, with support from Pillar Directors, will be responsible for overseeing overall school performance, student achievement and progress towards performance indicators. Executive Director will report to BOD on progress towards these goals on a monthly basis. Board committees, pillar directors and ED will work together to create action plans to address deficits and take corrective actions. In the event that action plans repeatedly fail, the board will seek outside support, and may take corrective staffing actions.

Ranking				
← Satisfied		Not Satisfied →		
	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 of the 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 of the 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 of the 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:				

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.

H. (3): Family meetings will occur at least twice a year (fall and spring) to report student achievement results to parents.

Student performance will remain as a standing agenda item at board meetings and the principal will be expected to report student achievement results on a regular basis.

All timelines and regulations will be met by the school to the authorizer to report student achievement data as required.

Additionally, aggregated student achievement results will be posted on the school's website. In addition, ELHS will share aggregated student progress with the community in various venues including recruitment events, town hall meetings, and to community based organizations on the Westside and in the South Valley.

The following formats will be utilized to increase communication to parents, the community, and the board.

Email - faculty/staff can communicate to the community via email

Phone Calls - faculty/staff can communicate to the community via the school telephone system, personal cell phones or home phone

Website – faculty and staff utilize the school's website (host to be determined) to post syllabuses, homework, announcements, important documents, etc.

School Grading Platform: grading platform (to be determined) on the web to post student grades. Parents can access grades via world wide web.

Report Cards & Progress Reports

Administrative Newsletters – administration posts important news for parents/students via occasional newsletter (print or digital)

•**Course Syllabi** – class syllabi will be distributed via print and digital

Student Handbook – the handbook is the rules and guidelines put forth and approved by the Westerly School Committee regarding student conduct

Faculty Handbook - the handbook is the rules and guidelines put forth and approved by the Westerly School Committee and the WTA regarding faculty conduct

Program of Studies – listing of all courses offered at ELHS and the pre-requisites for each course if necessary

Student performance will remain as a standing agenda item at board meetings and the principal will be expected to report student achievement results on a regular basis.

All timelines and regulations will be met by the school to the authorizer to report student achievement data as required.

Additionally, aggregated student achievement results will be posted on the school's website. In addition, ELHS will share aggregated student progress with the community in various venues including recruitment events, town hall meetings, and to community based organizations on the Westside and in the South Valley.

Ranking				
← Satisfied		Not Satisfied →		
	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.

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.

A. (1) Officers of the Governing Board shall include a President, Vice-President/Secretary, and Treasurer as more fully stated in the draft Board bylaws.

The responsibilities of the President shall include coordinating all orders and resolutions of the Board. The President shall execute contracts approved by a majority vote of the Board. The President shall further act as the liaison between the Board and the Principal. The President, along with the Principal, shall create agendas for Board meetings with the advice of the Executive Committee. Responsibilities of the Vice-President/Secretary include assuming all powers and duties of the President in the event of the resignation, absence, or incapacity of the President and keep full meeting minutes of the Board in accordance with the Open Meetings Act. The Vice President/Secretary shall act as the clerk thereof and provide copies of all meeting minutes to the public upon request.

The Vice President/Secretary shall assure that all meetings are properly noticed and agendas are duly made available to the public in accordance with the Open Meetings Act and the Governing Board's annually approved policy. The Treasurer shall assure the maintenance of the records for all revenues and expenditures of ELHS. The Board may accept on behalf of the school any contribution, gift, or bequest for the general or special purpose of the school. The Finance Director will report all gifts to the school in writing and assure such gifts are approved and used in accordance with applicable state and federal laws and regulations. The Treasurer oversees the finance functions including gifts to the school and will chair the Finance Committee of the Board.

Membership: The Governing Board will have from five to nine members and the terms will be overlapping to ensure continuity.

Terms:

Terms will be from one to three years and members can serve up to three consecutive terms or six years whichever is greater:

	Term Ends
Members 1 and 2	2016
Members 3 and 4	2017
Members 5 and 6	2018

Offices to be Created:

- President
- Vice President/Secretary
- Treasurer

Governing Board Structure:

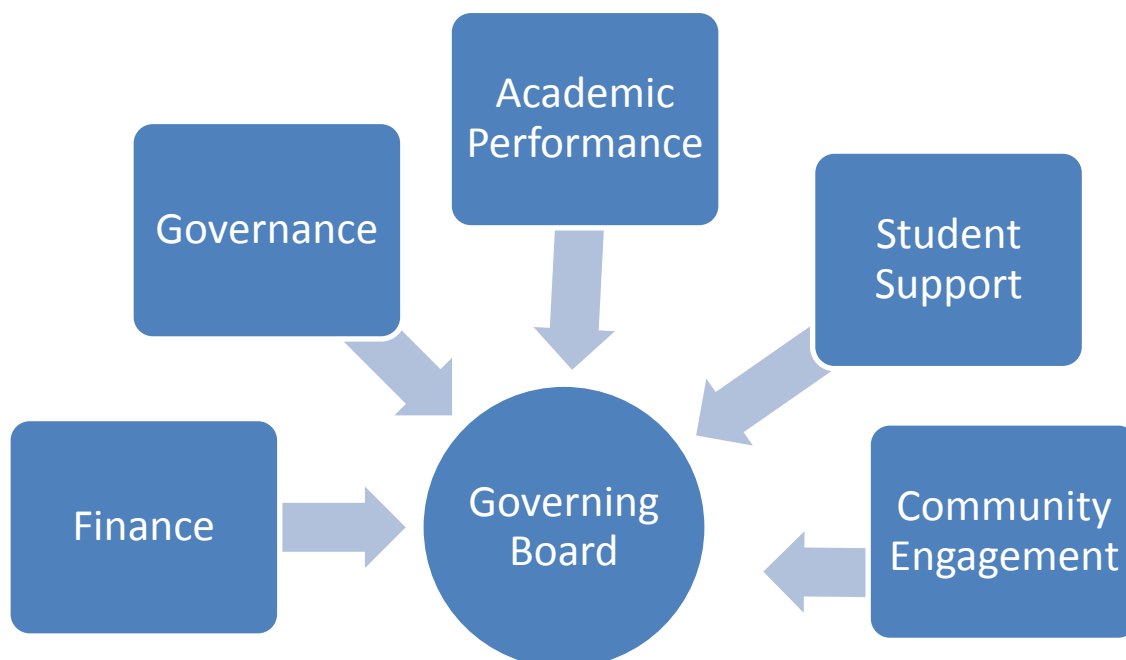
Officers of the Board shall include a President, Vice-President/Secretary, and Treasurer as more fully stated in the draft Board by-laws. The responsibilities of the President shall include coordinating all orders and resolutions of the Board. Committees report directly to the Board at its regular meeting. Committees are responsible for researching and recommending potential board policies and initiatives that align with their specific goals. Also, the committees retain oversight responsibilities for finance, academic performance and other areas that are within their responsibility. Along with oversight also comes responsibility to bring information and recommendations for future actions to the board.

The following process will be followed:



Committees:

Below is a description of the Board committee structure. The committees will likely meet monthly and focus on the essential areas of strategic planning, student performance (i.e. academic, and social and emotional), fiscal solvency, and compliance with state and federal laws and regulations. Also, each committee is structured with a Board member as chair and at preferably at least one community member who can bring a broader perspective to the deliberations. These additional community members also function as a Board recruitment strategy by creating a pipeline of members who know and understand the institution.



1. Finance Committee—will likely be chaired by the finance expert on the Board and the members of the Audit Committee as required by state statute. This committee cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures (i.e. separation of duties).
2. Governance—will likely be chaired by the attorney on the Board and complemented with members of the community. This committee ensures that the school is following all state laws and avoids conflicts of interest. This committee ensures compliance with federal and state laws. It also oversees policy development, including those affecting students and faculty. The Principal will participate on this committee.
3. Academic Performance—will likely be chaired by the education expert on the Board and composed of the Principal and other community leaders who can develop a sophisticated oversight of the academic performance of the school. Data gathering will focus on goals outlined in the charter.
4. Student Support—will likely be chaired by a board member who can provide oversight to student social-emotional development and other support structures at the school (i.e. School Based Health Center, student discipline policies, out of school time programs, and overall school culture). Key measurements for this committee are retention rates and Asset Development of students.
5. Community Engagement Committee—will be composed of the Director of the Community Engagement Center and community members. This Committee will guide strategy and implementation to effectively build reciprocal relationships with families, neighbors, community organizations and the entrepreneurial sector.

Grounds for Removal from Office:

The procedure for removal of Governing Board members will be outlined in the school's official bylaws. Grounds for removal include, but are not limited to, the following:

Attendance: Attendance at Governing Board meetings is mandatory. Missing two meetings in a row without prior Governing Board approval is grounds for immediate dismissal from the Board.

Conflict of Interest: Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in an economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed. Failure to provide prior notice of any conflict of interest is grounds for removal.

Professionalism/Character: Board members are expected to conduct themselves with the highest level of professionalism and character at all times. Any misconduct, unprofessionalism, or acts of moral turpitude are grounds for removal.

Board and Administrator Relationship: The Governing Board is solely responsible for hiring the Principal who is the lead administrator. All other staff members will be hired by the Principal. Ultimately the Board's role is to hold this individual accountable for implementing policies set forth by the Board. However, ELHS expects that the Board will be highly collaborative with the school leader to create a forward thinking adaptable organization that can accomplish its mission in a dynamic and changing public school and entrepreneurial sector professional environment.

Bylaws: The bylaws for ELHS have not yet been written. The Board Members intend to develop them by January 2016. This work will be done using the Tech and Health Leadership High School Board of Directors members and lead administrators as a resource. The Board will also complete a review of bylaws from other high functioning charter school boards to create bylaws that will ensure effective governance of the school. Please see **Appendix B** for an example of effective bylaws that may serve as a template for the ELHS Governing Board.

	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:				

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).

A. (2) See below names and bios of proposed board members.**Russell V. Combs, Entrepreneurial Expert**

Russell V. Combs is experienced in many aspects of business incubation best practices, including incubator management, entrepreneurship training, development of technology-based facilities and training programs, management of governmental programs supporting economic development, as well as business consulting in the private sector. He currently serves as Managing Director of the WESST Enterprise Center, Albuquerque, New Mexico and most recently finished his tenure as Executive Director of the Erie Technology Incubator at Gannon University Erie, PA. Previously he directed a regional multi-facilities business incubation project in Northern Virginia. His administrative experience has included direction of the Tech Ventures division for a community development non-profit corporation. This included management of a youth entrepreneurial development program, a technology-based business incubator, and four community technology centers. He has directed the administration and marketing of an Economic Development Zone initiative in rural New York, which included strategies of growth, business incubation, and expansion for over 65 businesses. The program was recognized globally for its successes as an “incubator-without-walls” project. He also served as the director of a Microenterprise, Entrepreneurial Assistance and ARC Second Stage Business Counseling Program, including a state-of-the-art computer lab focusing on workforce development and skill sets improvements. This initiative resulted in over 100 small business start-ups within a six-year period with a 94% success rate. Mr. Combs also was the architect and administered the formulation of a five-community human services and economic development initiative resulting in creation of five diverse programs that received special recognition from New York State Department of Youth and Department of Social Services, as well as New York Department of Economic Development for business retention and expansion strategies within the five communities. Mr. Combs has worked in the private sector as CEO and Senior Consultant of his own business that restructured failing companies. All businesses assisted remained in operation retaining over 1,000 jobs.

Mr. Combs received his Bachelor of Arts degree from Dayton Bible College, Dayton, Ohio, in 1972. Since graduating, he has continued his studies in Business Administration and Management, as well as Management/Labor Relations. He received his designation as a Credentialed Business Incubation Professional, awarded by the National Business Incubation Association, in 2009. He has served as President of the Virginia Business Incubation Association. He is active in the National Business Incubation Association, the Appalachian Regional Commission, and is a frequent presenter at their conferences as well as other state and regional incubation conferences. He was also a presenter at the International Business Incubator Conference in Hong Kong.

Edward Tabet-Cubero, Bilingual Education Expert

Edward Tabet-Cubero is a veteran bilingual educator who currently serves as Associate Director of Dual Language Education of New Mexico. DLeNM is a non-profit technical assistance that supports schools and policymakers in their efforts to provide emerging bilingual students with equal opportunities to learn by building upon their linguistic and cultural assets. With a BA and

MA Ed from New Mexico State University, Edward has promoted bilingual education across the US as a classroom teacher, award winning site administrator at the elementary and secondary levels, district office administrator, and university instructor. In 2014, Edward was selected as a WK Kellogg Leadership Fellow where he is applying his skills in collaboration with a leadership cohort across a variety of sectors to improve outcomes for families in New Mexico. In his role as Secretary for The NM Coalition for the Majority, Edward is frequently called on by legislators to share his expertise regarding educational policy focused on diverse student populations. His current focus is on the convergence of best practices in the education of emerging bilingual students, instructional leadership, and public policy.

Javier Martínez, Attorney and State Representative

Javier Martinez serves as Policy Director and General Counsel at the Partnership for Community Action (PCA), a community-based organization that works to build political and economic power in Albuquerque's South Valley. Javier is a product of Albuquerque's public schools and graduated from the University of New Mexico, becoming the first in his family to attend and graduate from college. In 2010 Javier graduated from the UNM School of Law. For the past 15 years, Javier has advocated on behalf of New Mexico's most vulnerable families. He has fought to ensure access to health care for all families regardless of immigration status, advocated for smart-growth development policies, pushed for permanent investments in early childhood education, and fought tirelessly to protect civil rights for all. Javier lives in Albuquerque's North Valley with his wife, Diana and their children Marisela and Camilo. Javier represents Albuquerque's House District 11 in the New Mexico State House of Representatives.

Taylor Chavez, Entrepreneur and Student

Taylor Chavez is the founder of Startup Teen, an organization dedicated to promoting entrepreneurial education and assisting teens with the mentorship and resources needed to get their ideas off the ground. In addition, she is the co-founder of Teeniors, a startup enabling tech-savvy teens to assist senior citizens with their technology needs. Taylor, a junior in high school, is passionate about entrepreneurship and organized the first ever Startup Weekend exclusively for Teens. In 2014, she received the Hautepreneurs, Haute Honors Award as Teen Rising Star Youth and spoke at TEDxABQ in 2013.

Jessica Aranda, Program Director for Social Enterprise Business

Jessica Aranda is the Program Director for Southwest Creations Collaborative (SCC) is a 21-year-old women-driven contract manufacturing social enterprise with a mission to alleviate poverty and build economic opportunity across generations. Using a holistic and family-centered approach, SCC provides dignified employment while also improving access to education for youth and adults. They produce high quality sewn soft goods and hand-crafted products while providing kitting, assembly, and packaging services. Jessica oversees SCC's college readiness, family engagement, early childhood development, employability, and leadership work including, *Hacia la Universidad* or *Toward the University*, SCC's proven K-12 college readiness strategy which engages and inspires whole families in navigating the pipeline to college. *Hacia la Universidad* has achieved a **98% high school graduation rate and 86% college attendance rate** and is growing under Jessica's leadership to serve New Mexico families' urgent educational needs.

Previously, Jessica served as the Executive Director of a grassroots civil and workers' rights organization in Chicago where her team opened the first workers' center in the Midwest. An accomplished strategic planner and popular educator, she has extensive experience in cutting edge economic development, grassroots movement building, legislative advocacy, curricula building, and leadership development. She is currently working toward a Master's degree in Contemplative Education and in 2014 was selected as a fellow in the W.K. Kellogg Foundation's Community Leadership Network.

Daniel O. Trujillo, CPA, CFE, CGFM, CGMA

Daniel Trujillo has been doing state and local government audits for various entities including New Mexico school's in his time as an auditor. Daniel is a CPA licensed in New Mexico and has sat on governing council of a local charter school between 2010 and 2013. Daniel also is a Certified Governmental Financial Manager and Certified Fraud Examiner. Daniel has experience planning, performing and evaluating audits and continuously seeks continuing education to stay up to date with changing requirements and regulations. Daniel currently sits on the Board of Directors for the UNM Alumni Association and is a member of their finance committee.

Daniel Trujillo earned his BBA and also his MACCT from the University of New Mexico; Robert O. Anderson School of Management. He is a member of the AICPA, NMSCPA, ACFE and the AGA.

Ranking				
← Satisfied		Not Satisfied →		
	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:				

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.

A. (3) The Governance Committee of the board will be responsible for coordinating recruitment and selection of new board members. The committee structure will provide the process by which new members are recruited. Each board member chairs a sub-committee where they have specific expertise (e.g. banking experience and the Audit Committee) and includes public members. These public members represent the pool of board prospects to serve in the future; by participating in these sub-committees they become familiar with the mission of the school and the board's roles and responsibilities. Committee members should serve for at least three months prior to assuming the role of a departing board member.

Board expertise is vital to the long-term viability of the institution. They are the holders of the mission and are responsible for guiding the institution through its development. Each must have executive level experience and specific technical knowledge critical to steward the organization:

1. Finance—Banking, accounting, or other finance expertise that provides a vantage point on evaluating the internal controls and the long-term fiscal capacity of the school.
2. Governance—Board development, regulatory compliance, policy development, and strategic planning that moves the institution toward long-term viability.
3. Academic Performance—Balancing the innovative assessment practices of the school with the standardized evaluation process required by the state is necessary in order for the school to maintain its mission and be compliant with state accountability requirements.
4. Student Support—Guiding the school through creation of a student support platform that can account for the social, emotional, physical and environmental challenges presented by the community. Also, brokering important relationships that yield services for families and students.
5. Community Engagement—Stewarding the development of the Community Engagement Center (CEC) of the school. A dynamic CEC is vital to the long-term dynamism of the school by ensuring that it is able to create reciprocal relationships with employers, families and community agencies.

Ranking				
← Satisfied		Not Satisfied →		
	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 selecting 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 selecting new GB members. --OR-- The application does not address the process for selecting new GB members.
Comments:				

B. Governing Body Training and Evaluation.

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.

B (1) Governance Training: Governing Board Training is required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC "all governing body members of charter schools shall attend at least 5 hours of training at least annually . . . " Training is provided at the New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS.

The NM Coalition for Charter Schools training has been sanctioned by the Public Education Department and it complies with the NM 5-hour board training requirements. The 2015 training by the NM Coalition for Charter Schools will take place on October 30 and 31, 2015 and the ELHS board members are all going to attend. ELHS has budgeted for this conference and other board development costs in its annual operating budget

In addition, ELHS Leadership has a relationship with Frank Lopez of Engage New Mexico, a NM based consulting organization that provides board development assistance. Mr. Lopez has

agreed to provide board development training to ELHS as a volunteer. Mr. Lopez is an expert on board development.

Lastly, the Principal and ELHS Board of Directors will identify additional trainers as needs arise. The ELHS Board and Principal have strong networks of support and anticipate that many of these trainings will be provided as in-kind contributions.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) Governance Training	The school provides a clear, comprehensive, 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:				

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.

B. (2) Governance Evaluation: Evaluations of Governing Board effectiveness will be done annually. There are multiple assessment tools recommended in the "Creating an Effective Charter School Governing Board Guidebook" that was published in 2000 by the US Charter Schools organization. Examples include:

1. Board Self-Assessment Questionnaire
2. Self-Assessment for Nonprofit Governing Boards
3. Charter School Board of Directors Self-Assessment Template
4. Board Development Assessment Tool
5. Visionary Board Leadership Assessment

The Governing Board will determine which assessment is most applicable during the spring of 2016. Choosing the most appropriate assessment tool will be a consensus decision of the Board and based on a deeper understanding of each other's skills and talents. Evaluations will be conducted every year at the annual retreat.

Ongoing board Trainings to be conducted by the Center for School Leadership, Engage New Mexico and other entities will be designed around areas where the board scores lower on the assessment tool, as well as challenging areas identified in meetings and/or by board members

throughout the year. Board input on training areas will be solicited regularly. All board trainings will be documented in the board minutes.

Ranking				
← Satisfied		Not Satisfied →		
	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.

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.

C. (1) The Governing Board at ELHS will meet monthly to consider operational, financial, and academic outcomes of the school. The various board committees (including an Executive, Finance, and Academic committee) will also meet each month. Committees will include at least one board member with expertise in the particular area as well as outside community members who have expertise and want to serve as volunteers.

At the monthly full board meetings, committee chairs will provide reports to the board on organizational, finance and academic outcomes for ELHS. Committee reports will be a standing item on the board agenda to ensure that any issues are addressed promptly. If actions need to be taken, the Committees will make recommendations to the board for votes. Although the board will have the power to take action on any issues it chooses, the committees are tasked with oversight in these areas and most recommendations for new policies or strategic directions will come from their work. Copies of committee reports and board discussions will be kept on file and in board minutes.

	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 description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The school does not address the prompt.
Comments:				

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.

C. (2) The Principal/Executive Director of ELHS will be administratively certified and act as the instructional leader of the school. The principal will have extensive supervision, management and teaching experience. In addition, the Principal will understand the local community and its entrepreneurial needs and demonstrate a commitment to at risk youth. In addition, the Principal will be able to cultivate diverse relationships in the community to benefit the schools and help implement the three pillars (student support, project based learning and community engagement).

Moises Padilla has been selected as the Principal for ELHS. His qualifications and background follow:

Moises Padilla was born, raised and currently resides within walking distance of the permanent location for ELHS, and he has a deep understanding of the community. Moises has worked in four schools and has over a decade of experience working to build a strength-based approach in schools that support at-risk children and their families in the target community. Most recently, Moises worked with incarcerated youth at Foothill High School located in the Youth Diagnostic and Development Center. Prior to that, Moises was the Dean of Students at Jimmy Carter Middle School. Prior to that he worked in Administration as the Dean of Students of Atrisco Heritage Academy, a school that is 93% Hispanic with 83% of kids below the poverty line. Moises was part of the team that developed and implemented Atrisco Heritage's Freshman Academy, a community school within the High School, to prepare the youth for HS. Moises also served as the Instructional Council Chair, Grade Level Team Leader, and the Content Area Chair Person for Social Studies at Polk Middle School.

Moises was selected as a prestigious Kellogg Foundation Fellow where he is receiving leadership coaching and support to further develop his community based approach. He is currently the President of the Board of the Partnership for Community Action and a board member at South Valley Prep Charter Middle School. Moises understands the value of community partnerships and works closely with community agencies and nonprofits to advance his goal of developing classrooms and school cultures that foster self-confidence, esteem, and academic success for all students.

Moises is currently enrolled in the Highland University Education and Administration License Program and he will have his license prior to the opening of ELHS. Moises has a Master's Degree in Language, Literacy and Socio Cultural Studies with an emphasis in Educational Thought and Socio Cultural Studies from the University of New Mexico. In addition, Moises has 21 Doctoral Credits from New Mexico State University in Curriculum and Learning Technologies. Moises is well versed in the Common Core Standards and he has taken a leadership role in implementing the standards at various schools where he has worked. Moises also has extensive supervision experience in school-based settings.

Evaluation Process for Principal: The Principal will have an official annual evaluation that is based on the job description and work plan developed in collaboration with the Governing Board. Evaluation criteria will be based on milestones and performance outcomes that are time sensitive and rooted in the content of the approved charter and resulting contract with the state. Milestones will be either monthly or quarterly. Some, (not all) outcomes during the planning year will include:

1. Recruit a sufficient number of students to ensure the school meets its enrollment projections and budget
2. Identify a temporary location for the school until the permanent site is ready.
3. Hire and train faculty and other staff
4. Establish working partnerships with the entrepreneurial sector and community leaders to finish creating the school's curriculum
5. Ensure that all planning year expectations required by the Public Education Department have been met (policies, etc.)
6. Establish a financial control and budgeting system that ensures solvency over time.

After the first year of operation, and in subsequent years, the Principal will be evaluated based on specific expectations of the contract with the Public Education Department that establishes

the school. For example below are some of the performance criteria that will be under consideration:

1. Mission Specific Indicators:
 - Percentage of students passing exhibitions
 - Growth in student asset development
 - Growth and proficiency rates on Short Cycle Assessments (STARS 360 Reading and Math)
2. Student academic growth on standardized measures (PARCC)
3. Achievement gaps in both proficiency and growth between student subgroups
4. Attendance
5. Recurrent enrollment from year to year
6. Post-secondary readiness
7. Graduation rates
8. Financial performance and sustainability
9. Governing body performance, including and terms of the charter contract

Ranking				
← Satisfied		Not Satisfied →		
C.(2) Head Administrator Selection	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	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:				

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.

C. (3): The Principal will co-develop a work plan in collaboration with the Governing Board. The work plan conveys and delineates the roles and responsibilities of the school's head administrator. The Board of Directors President will monitor progress towards the work plan on a monthly basis in meetings with the Principal.

See attached job description in **Appendix C.**

Ranking				
← Satisfied		Not Satisfied →		
	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.

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.

D. (1) ELHS will be created on a three-pillar model: 1) Learning by Doing 2) 360 Degree Student

3) Support and Community Engagement. These equally important elements of the school's design are essential to realizing its mission:



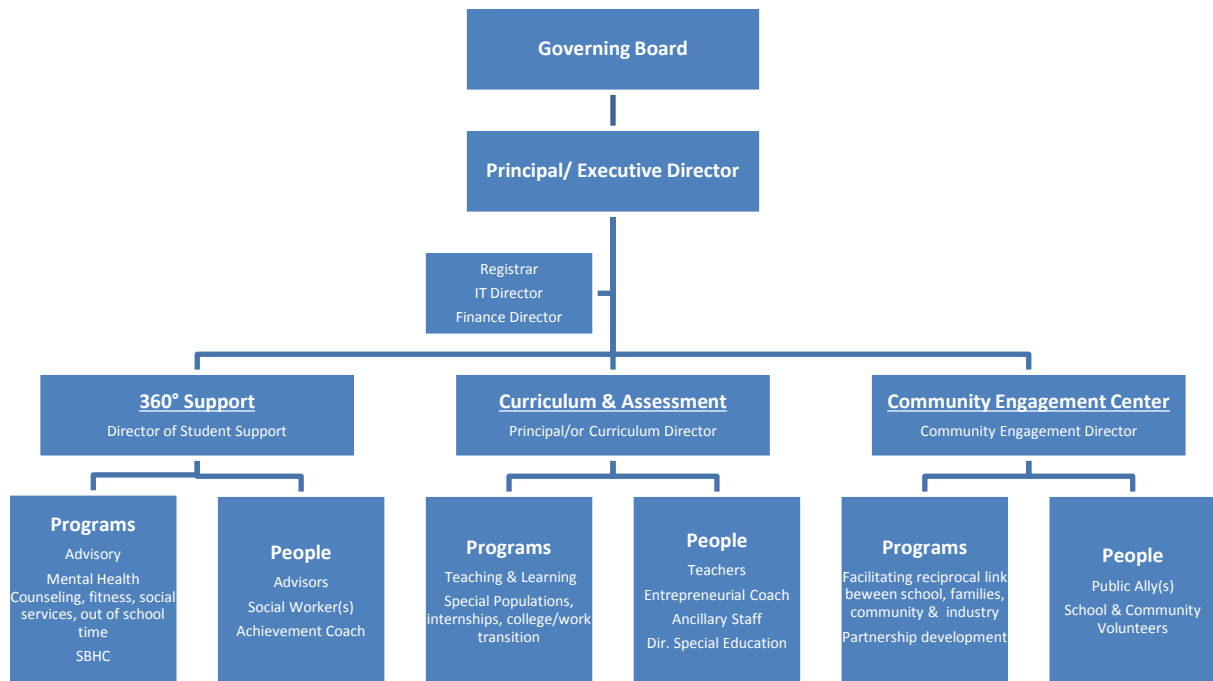
360 Degree Student Support—This pillar is responsible for developing school culture. Specifically, it leads mental and physical health, fitness, and nutrition programs at the school. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community-based service providers who can support our students and families (i.e. immigration services, mentorship programs). Finally, this pillar ensures that Positive Youth Development practices are present in order to build a school culture with high academic expectations and that is intellectually and emotionally safe for students.

Curriculum and Assessment—This pillar is responsible for “Learning by Doing, Every Day in Every Class.” We believe that engaging project-based learning is the pathway to higher levels of student performance. Also, we are committed to a “Mastery” based system where students demonstrate their learning through a variety of assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning.

Community Engagement—This pillar is responsible for creating relationships with external partners that are reciprocal in nature. This person shares an office with a community-based organization based in the Southeast Heights, in or near the International District. Together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off-site programs for students are under this person's purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

See ELHS Organizational Chart on next page and as **Appendix C2**

ELHS Organizational Chart



	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	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.

	essential to the school.			
Comments:				

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.

D. (2) Please find all school job descriptions in **Appendix D**.

Staff Evaluation

The evaluation system for ELHS will focus on evaluating a teacher through teacher observations, multiple measures and improved student achievement. The teacher observations will be conducted several times a year and tied to the Domains, Strands and Elements from the NM TEACH rubric. See individual job descriptions in Appendix D for individual reporting lines.

Ranking				
← Satisfied		Not Satisfied →		
	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	The school provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the	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	The school provides inadequate or incomplete job descriptions for key staff.] --OR-- The application does not address job

	consistent with the organizational chart. The job descriptions are attached as Appendix D.	organizational chart. The job descriptions are attached as Appendix D.	descriptions are attached as Appendix D.	descriptions for key staff.
Comments:				

D.(3)(a) 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.

Position	Year 2015	Year 2016	Year 2017	Year 2018	Year 2019
Principal	1.00	1.00	1.00	1.00	1.00
Director of Curriculum	1.00	1.00	1.00	1.00	1.00
Entrepreneurial Coach	0.00	1.00	1.00	1.00	1.00
Dir. Student Support	1.00	1.00	1.00	1.00	1.00
CEC Director	1.00	1.00	1.00	1.00	1.00
Transition Coach	0.00	0.00	1.00	1.00	1.00
Teachers *	3.00	7.00	11.00	15.00	17.00
Speech Language Therapist	0.00	0.00	1.00	1.00	1.00
Social Workers	1.00	2.00	2.00	3.00	4.00
Sp. Ed. Assistant	0.00	1.00	1.00	1.00	1.00
Office Manager	0.00	0.00	1.00	1.00	1.00
Registrar	1.00	1.00	1.00	1.00	1.00
IT Director	0.50	0.50	1.00	1.00	1.00
Finance Director	.5	1.00	1.00	1.00	1.00
Facility Director	0.00	0.50	1.00	1.00	1.00
TOTALS:	10	18	26.00	31.00	34.00

As reported in the Education Plan in the School Size section, the student-teacher ratio goal is 1:25.

* **Note:** Note that 2 of the 3 teachers in year one, 3 of the 7 teachers in year two, 4 of the 11 teachers in year three, 4 of the 15 teachers in year four, and 7 of the 17 teachers in year five will have Special Education endorsements. Teachers with Special Education endorsements will teach mixed classrooms with students who are designated special education and students who are not designated special ed. In addition, at least one of the teachers in year one will have ESL endorsement. That will grow by at least one teacher per year, or more if necessary.

Additionally, teachers to be hired in year one will need to have multiple certifications (eg. Math and science) to meet all required student needs.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3)(a) Staffing Plan Need	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.

D.(3)(b) Provide a **clear, comprehensive, and cohesive** staffing plan that is clearly aligned with the budget, projected enrollment, and implementation schedule.

See **Appendix K: 5 – Year Budget Plan and Financial Frame Section A 2 and A3** for budget explanation of staffing.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(3)(b) Staffing Plan Alignment	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:				

D.(5) 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.

D. (5) The proposed 2016-2017 school year for students begins August 10, 2016 and ends June 10, 2017. Though these dates might shift the total number of instructional days will not change. The school year calendar is divided into 9-week sections with three-week breaks for students at 6.5 hours a day. However, the grading periods will be based on a trimester system lasting 12 weeks each. During these breaks, Interim School will be taught for students who need extra time to address any core skill not mastered before the grading period is completed.

The calendar supports high achievement on student outcomes by providing one week of extra instruction every quarter for students who have not mastered learning outcomes. The project based learning activities are designed around the trimesters; 12 weeks provides ample time for students to learn the necessary skills taught through each project. The shorter trimester schedule is more effective at keeping students engaged than the longer semester schedule. Every trimester there is a week of professional development for teachers to evaluate individual student progress on basic skills and learning outcomes.

Ranking				
← Satisfied			Not Satisfied →	
	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 requirements and ensure effective, successful implementation of the educational program/curriculum. 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:				

D.(6) 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 plan is supported by the budget.

D. (6) Teachers will have an extended calendar for professional development. The proposed total number of instructional days for students is 180 totaling 1170 hours for the school year, which is 36 weeks long for the students. The proposed total number of instructional and professional development days for staff is 210 for the school year. Interim School days taught will be on an individual basis determined by student need rather than requiring that all teachers and students be present. These days would be additional instructional days for students and the teachers.

Professional Development activities will focus on the following:

1. Critical Friends Group protocols that are directed toward tuning and developing lessons (i.e. teachers coming together with other teachers to collaboratively assess at student work).
2. Data-Based Inquiry that seeks out solutions to issues raised by close examination of student performance and demographic data.
3. Curriculum development that is done collaboratively with entrepreneurial leaders. This training happens through summits that are facilitated by the Center for School Leadership consultants. In addition to the Center for School Leadership staff, the Center has a stable of national consultants, Tim Kubik, Larry Myatt, and Michael Soguro who provide the professional development training. This professional development is provided by the Center for School Leadership free of charge.
4. Positive Youth Development training that re-orient teachers from deficit minded clinical assessments of students toward an assets-based frame of reference. This professional development is provided on an ongoing basis, in-house by the ELHS Director of Student Support.
5. Community Engagement that allows teachers to leverage their own efforts with community resources to propel student learning/support (home visits, asset mapping, place-based learning, etc.). This professional development is provided on an ongoing basis, in-house by the ELHS Director of Community Engagement.
6. Cross school collaboration within the Leadership High School Network. This professional development for teachers will be delivered free of charge by the Center for School Leadership and will include training on how to implement the three pillars in practice- learning by doing, 360 support and community engagement.

Ranking				
← Satisfied		Not Satisfied →		
	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.

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 explanation of** how you will address employees' recognized representatives.

E. (1) All certified and non-certified Employees are subject to the School Personnel Act, Section 22-10A et. seq. NMSA 1978. Employees are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, employees are classified as non-exempt or exempt in accordance with the Fair Labor Standards Act and applicable state law and compensated according to FLSA overtime guidelines. Employees who work more than 0.25 FTE (Full Time Equivalent) shall participate in the Educational Retirement Board pension for public educational employees. Employees are not covered under any collective bargaining agreement.

Employees of ELHS are not employees of a school district. The school does not intend to have an employee bargaining unit. However, in the event that one is certified, the Board will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act.

	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:				

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 to 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.

E. (2) Please see all personnel policies in **Appendix E**.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(2)Personnel Policies	<p>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).</p> <p>—OR—</p> <p>The school provides a clear, comprehensive, and cohesive plan that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.</p>	<p>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).</p> <p>—OR—</p> <p>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.</p>	<p>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).</p> <p>—OR—</p> <p>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.</p>	<p>The school provides an incomplete or inadequate set of personnel policies and procedures.</p> <p>--OR--</p> <p>The application does not address personnel policies and procedures or plans to develop the policies.</p>
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.

Progressive Discipline Process:

A number of tools may be used to motivate, correct, and/or discipline employees, including, but not limited to warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

Administrative Leave Pending Possible Disciplinary Action:

If an employee is suspected of violating ELHS policies, procedures, or work rules, they may be placed on administrative leave, with or without pay, pending an investigation of the situation.

Employment Termination:

Termination of employment is an inevitable part of personnel activity within any organization; however it is done with careful consideration. Below are examples of some of the most common circumstances under which employment is terminated:

- Reduction in Force (RIF)
- Non-renewal of Year-Long Contracts and School-Term Contracts
- Resignation – voluntary employment termination initiated by an employee
- Discharge – involuntary employment termination initiated by the organization
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

ELHS will schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts, or return of school-owned property. Suggestions, complaints, and questions can also be voiced at that time.

Termination for Cause:

The Principal determines all involuntary terminations for reasons that include but are not limited to the following:

- Failure to abide by written policies.
- Use of alcoholic beverages or non-prescribed drugs on the school premises.
- Appearing for work under the influence of alcohol or drugs.
- Fighting, assault or attempting to injure others.
- Falsifying or misusing school records including applications.
- Conviction of any felony or serious misdemeanor crime.
- Theft of school equipment.
- Failure to meet the terms of probation including disciplinary probation.
- Unsatisfactory performance of designated job position.

Termination of Employment:**A. Voluntary Termination**

Employees may at any time terminate their employment voluntarily. An employee must give at least two weeks written notice of intention to resign in order to be considered as having left employment in good standing. Exceptions may be made on a case-by-case basis if a two-week notice is not possible. In such a case, other conditions will be considered, such as past performance.

B. Involuntary Termination

Termination of an employee's services by ELHS due to reduction of force, budget cutbacks, and abolition of position due to reorganization or reassignment of duties will require ELHS to give notice in writing to the employee at least two weeks in advance of termination. Terminations required by a reduction in force shall be carried out pursuant to a Board approved plan.

When more than one employee is involved, the Principal shall establish a fair and equitable method governing the order in which employees are laid off with the programmatic needs of the school as a primary consideration.

Employee Termination Procedures:

- A. ELHS may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon request of the employee, the Principal shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the **School Personnel Act [22-10A-1 NMSA 1978]**.
- B. Before terminating a non-certified school employee, ELHS shall serve the employee with a written notice of termination.
- C. An employee who has been employed by ELHS for three consecutive years and who receives a notice of termination pursuant to either Section 22-10-12 NMSA 1978 [recompiled] or this section, may request an opportunity to make a statement to the local school board about the decision to terminate. The employee can submit a written request to the Principal within five working days from the date written notice of termination is served upon him. The employee may also request in writing the reasons for the action to terminate. The Principal shall provide written reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by the Principal. Neither the Principal nor Governing Board shall publicly disclose its reasons for termination.
- D. The ELHS Governing Board may not terminate an employee who has been employed by ELHS for three consecutive years without just cause.
- E. The employee's request pursuant to Subsection C of this section shall be granted if he responds to the Principal written reasons as provided in Subsection C of this section by submitting in writing to the Principal a contention that the decision to terminate him/her was made without just cause. The written contention shall specify the

grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the local Principal. The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an acknowledgment that the local school board or governing authority may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.

- F. The ELHS Governing Board shall meet to hear the employee's statement in no less than five or more than fifteen working days after the local school board or governing authority receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [10-15-1.1 NMSA 1978]. The employee and the local Principal may each be accompanied by a person of his/her choice. First, the Principal shall present the factual basis for his/her determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to Subsection C of this section. Then, the employee shall present his contentions, limited to those grounds specified in Subsection E of this section. The Governing Board may offer such rebuttal testimony, as it deems relevant. All witnesses may be questioned by the ELHS Governing Board, the employee or his representative and the Principal. The ELHS Governing Board may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The ELHS Governing Board shall notify the employee and the Principal of its decision in writing within five working days from the conclusion of the meeting.

Ranking				
← Satisfied		Not Satisfied →		
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.

E.(4) Formal complaints against a co-worker shall first be submitted to the employee's supervisor. Supervisor shall have 5 days to consider complaint and state change or say complaint is not valid. If the employee is dissatisfied with the response, they shall submit complaint directly to the Human Resources (HR) officer (Finance Director) or his/her designee at ELHS. The HR officer shall conduct an investigation within ten days, consult with the Principal, and bring their findings to the affected parties. Decisions regarding the grievance rest with the Principal or his/her licensed designate. If the employee is still not satisfied, they may appeal the decision directly to the board of ELHS. Board members have ten days to respond to employees. Final decisions regarding the grievance rest with the Board of Directors.

In the event, that the grievance is against a Supervisor, the employee may bypass the Supervisor and submit initial complaint directly to the Human Resources officer (Finance Director) or his/her designee at ELHS. The rest of the Grievance protocol remains the same.

Ranking				
← Satisfied		Not Satisfied →		
E.(4) Grievance Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.

F. (1) The Governing Board at ELHS is created with a committee structure that solicits community to participate in its deliberations. All committees are composed of board and community members. In addition, the school will have a Community Engagement Center (CEC) that is responsible for reaching out to the community to form partnerships that are reciprocal in nature (good for the school and good for the community). The CEC will create an advisory committee that helps with outreach efforts that can bring public input to the school through structured “Community Conversations” facilitated by our staff or staff of our community partners. “Community Conversations” will be connected to better meeting the mission of ELHS.

The school will host four family meetings throughout the year where parents and students meet with school faculty to work together on behalf of the student. Finally, ELHS is a demonstration-based school that relies upon the input of its community partners, students and teachers alike. Curriculum is developed with the input gained from the family meetings; teachers receive some training from families, and finally families are asked to help evaluate learning at the school. See below:

In addition, ELHS is committed to incorporating teacher voice into governance of the schools. Pillar Directors act as liaisons between the teachers and the Board of Directors. In addition to the ED/Principal, the Pillar Directors will attend the monthly full board meetings and will be encouraged to share teacher insights and concerns at meetings. In addition, the Board complies with the Open Meetings Act and teachers are welcome to attend board meetings in-person if they want to participate in school governance.

Finally, the school will have a deep partnership with the New Mexico Center for School Leadership, ACE Leadership High School, Health Leadership High School and Tech Leadership High School. The Center coordinates collaboration between each of the members in the Leadership High School Network (Health, ACE, and Technology Leadership High Schools). Each school operates on a common calendar to promote interdependence. The Center is a partner in the cross-school engagement that is focused on growing the expertise in the three-pillar design (Curriculum, 360 support, and Community Engagement). Prior to opening, the ELHS Principal Residency will be managed by the Center staff. The ELHS Principal will be invited to participate in all Professional development activities for Tech, HLHS and ACE Leadership, which are delivered by Center staff, school principals, and pillar directors. The Principal Residency has a dual purpose of deepening understanding of the three-pillar design by drawing on the expertise at the Center and member schools, and it provides guidance and support through the planning year to ensure a successful launch in the Fall of 2016.

	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:				

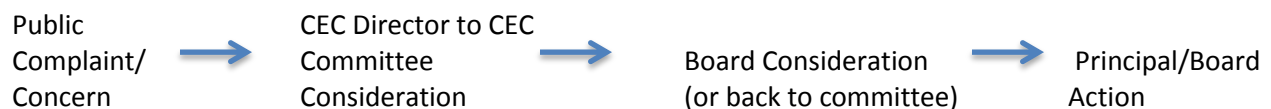
F.(2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB.

F. (2) ELHS board meetings are advertised and open to the public and all are welcome to attend a meeting and make comments on any topic related to the school's governance or operations. The school has a committee structure with meetings that are also advertised and open to the public and most concerns would be referred there (although it is within the board purview to deal directly with any topic it chooses). Complaints that are specific to one of the areas specific to a committee responsibility; will be addressed by that committee and recommendations for changes will be brought to the board if warranted.

Finally, the Community Engagement Center (CEC) is central to the school's operations. The CEC has an advisory committee that includes a board member and the CEC Director. The CEC Advisory Committee can also bring concerns directly to the Governing Board or the Community Engagement Director. The committee will also be composed of other stakeholders in the school including the following:

- Neighborhood Association Members
- Entrepreneurial Sector Representatives
- Parents
- Students

The following outlines the formal complaint/concern process:



Community members wanting to make a formal complaint are encouraged to go directly to the CEC Director. CEC Director has 7 days to investigate complaint and go to the CEC advisory board. Board has 7 days to review and render a decision. If the decision is contrary to the community member, community member can request issue to go to the board and principal. The board takes all information by the complainant and investigation into account and must complete in 10 days a rendered decision.

Ranking				
← Satisfied		Not Satisfied →		
F(2) Complaint Resolution	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.

G. (1) Please see the Student Discipline Policies attached in Appendix F.

	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.

G. (2) In the case of students receiving special education services, ELHS will ensure that their IEP goals are being followed while addressing any issue of misconduct. IEP manifestations will take place to determine if the behavior is a result of the disability and the team will determine the outcome in compliance with all IDEA regulation. Interim Alternative Educational Settings (IAES) will be available for any student facing severe discipline consequences.

The Student Support Team (SST) will refer any student without an IEP to a school other than ELHS. Although expulsion is a last resort, the school acknowledges that it is sometimes necessary. A student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program. • A student must be given a due process hearing prior to expulsion. • Upon review of disciplinary cases, all state and federally guaranteed due process laws for students will be followed in accordance with New Mexico Statute 22-5-4.3, School Discipline Policies, "The school's Governing Board ...shall establish student discipline policies and shall file them with the department of education." All students have the right to a fair hearing and procedure process and an appeal process. The student may, at his/her own expense, choose to be represented by an attorney at the hearing. Upon completion of an Expulsion a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

In the event of expulsion, the Student Support Team, in collaboration with administration and individual families, will work with students on a one-on-one basis to identify the best transition options. The school has developed strong relationships with other schools who have a specific mission of educating students that have been expelled and the SST will make every effort to connect students to those more appropriate schools, and then follow up to ensure that the student has enrolled and transitioned to another institution.

Ranking				
← Satisfied		Not Satisfied →		
G.(2) Alternative Placements	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.

H. (1) There will be two clientele for ELHS in the initial years and the school will have two complementary recruiting strategies aimed at attracting a clientele that is either off track to graduating or returning to school after dropping out. Overall we expect that 80 percent of the total population will meet these criteria.

Our mission is to serve a majority of students who are off track to graduation or who have dropped out of school. The recruitment strategy in year one will focus on working with guidance counselors from local high schools and middle schools to identify students who have not been successful. This strategy has been very successful for ACE, Health and Tech Leadership

High Schools and ELHS intends to use the same process and existing relationships with school officials in the district to identify students. MediaDesk NM, a local communications firm serving non-profit organizations, launched a communications and student recruitment campaign for ACE, Health, and Technology Leadership High Schools and they will do the same for ELHS. Entrepreneurship Leadership High School will focus on serving Southwest Albuquerque (West of I 25 and South of I 40). Also, ELHS will leverage partnerships that currently exist with the following community based organizations and schools to recruit students:

1. Partnership for Community Action
2. South Valley Prep
3. Centro Savilla
4. La Plazita Institute
5. Southwest Organizing Project
6. Southwest Creations Collaborative
7. Atrisco Heritage Academy
8. McCune Foundation
9. Prosperity Works
10. Media Desk NM
11. The school will also recruit students through its corporate partners, including PNM, UNM, CNM and others.

In addition, ELHS will develop relationships with local neighborhood associations, public and private schools, and other community organizations who will help with recruitment. ELHS will also conduct its own outreach utilizing social media, printed outreach materials, informational tables at community events, and in-person outreach

ELHS is also committed to broad circulation of the opportunity to attend the school. The Albuquerque Public Schools provide mailing lists of all students by grade in the district. ELHS will recruit these students by mail and focus on a message that ELHS provides an alternative for students who are not reaching their potential in traditional schools.

Timeline:

- September 2015, meet with counselors from local middle and high schools
- December 2015, mailing to regional high schools students following the first semester report cards
- April 2016, second mailing followed up by a public meeting at a community center (first lottery)
- June 2016, third mailing followed up by a public meeting at a community center (second lottery to fill remaining seats if needed). If the school has maximized enrollment by this time it will set a waiting list).

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Student Recruitment	The school provides 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 . 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.

H. (2) ELHS enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers will comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC. All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to ELHS. The school will not discriminate among applicants on the basis of age, disability, gender, ethnic or national origin, religion, or academic standing. ELHS is a New Mexico non-sectarian, non-home school-based public school that does not charge tuition or have admission requirements. There are no criteria for admission. In accordance with the Charter Schools Act, Chapter 22, Article 8B NMSA, siblings of students enrolled or chosen for enrollment in the NMAC will be automatically eligible for enrollment in the school.

ELHS will announce the opportunity to apply for open enrollment beginning in November 2015 and ending when sufficient students have been recruited to meet the desired enrollment. Opportunities to enroll will be advertised on the school's website and through venues such as public middle schools, youth development organizations, health care clinics and neighborhood

organizations that provide services to youth, community centers and student academic associations. Enrollment announcements will be provided in both English and Spanish.

Applications for enrollment will be accepted on an ongoing basis. As they are received, the registrar or designee will catalogue all applications. A receipt record of applications will be kept on file at all times at the school. A lottery date will be set for the first open house held by the school (April 2016). In the event more applications are received than there are available openings in the school, a lottery process for admission will be instituted for all applicants. If the school does not have sufficient applications to fill the existing slots, subsequent lotteries will be held to fill the openings number available.

Notice of subsequent lotteries will be advertised. The subsequent lottery will occur no more than thirty days after the first lottery. Lottery applicants will be eligible for consideration for only one grade based on a transcript evaluation and will depend on the grades and numbers of students applying to each grade. A school official such as the Principal, or a designee, will draw numbers for the lottery. After student openings are filled, all others will be placed on a list and another random drawing will take place.

Subsequent lotteries will be conducted based upon enrollment needs. All students will be notified should they be selected for enrollment in a letter sent via U.S. mail or a letter may be delivered in person. Students must acknowledge in writing their intent to enroll in ELHS and complete all registration documents. Students who do not confirm in writing and complete all necessary documents, within the time and date specified in the letter of notification, will forfeit their right to attend the charter school for the year they were chosen to enroll.

After all grades are phased in, each year the Principal shall present the Governing Board the number of seats available for new enrollees for the following school year. This number will be determined by subtracting the number of students who have returned letters of intent from the number of openings available.

Anticipated Enrollment Timeline:

- November 12015: Applications will be accepted for the lottery drawing. Applications will continue to be accepted and those students not drawn in the lottery(s) will be placed on a waiting list. All applications that are completed and turned into NMAC on the date of lottery drawing(s) will be included in that drawing.
- April 1, 2016: Open House and first lottery drawing held. Students will be notified as they are drawn as described in the application.
- June 3, 2016: If all advertised slots are not filled, a second Open House and second lottery drawing held.
- April 5, 2016: Registration documents and new student orientations will begin. Specific dates of orientations will be determined during the planning year.
- June 17, 2016: Enrollment will be finalized, registration and new student orientation completed.

Ranking				
← Satisfied		Not Satisfied →		
H.(2) Lottery Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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 statutes. --OR-- The school does not address the lottery process.
Comments:				

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)). Provide a sample disclosure statement of any real or potential conflict of interest.

I. (1) The bylaws for ELHS will have a section dealing directly with conflict of interest. Below is suggested language utilized by ACE Leadership High School. The bylaws are the governing document for the school and all board members are expected to comply with the principles expressed below:

“Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed.”

Please see **Appendix G** for our proposed Conflict of Interest Policy.

	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 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>.

I. (2) ELHS shall comply with the provisions of the New Mexico Open Meetings Act. All meeting dates will be published in the local news media, on the school's website and in a prominent place on the school campus. Members of the governing board shall be trained in the requirements of the Act and it will develop a policy that complies with the Act.

In addition, the school will abide by the Audit Act, which requires that all schools have an audit committee and that the findings of audits be made public. This will be done by posting the results of the annual audit on the school's website. Finally, all policies and procedures (i.e. faculty and student handbooks) will be posted on the school's website.

Ranking				
← Satisfied		Not Satisfied →		
	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 instructional 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.

J. (1) There is no governance relationship between ELHS and any other organization.

ELHS will become a member of the Leadership High School Network and receive services through its affiliation. The New Mexico Center for School Leadership will provide services and network facilitation.

Contact Information:

Tony Monfiletto, Director

NM Center for School Leadership

Albuquerque NM, 87104
tony@leadership-pdc.org
505-573-4024

New Mexico Center for School Leadership (the Center)

The Center will incubate a network of four schools located in New Mexico as part of the Leadership High School Network (LHSN). Each school will become members of a network that is designed to elevate the practice of each member by sharing its expertise. The capacity of all the members will depend upon the pipeline of talented professionals who are expert in the model and developing an interdependent network. This will give all the participants greater ability to be high performing institutions.

Leadership High School Network (LHSN) Functions

The founding principal at ELHS will participate in a yearlong residency at Tech Leadership High Schools. This experience will provide unparalleled access to the strategic decision-making that determines success to all future principals of the LHSN. In doing this, all of the schools in the network will have the same experience.

The Center will also consult with industry leaders and the communities to build partnerships that add value to the school and the future workforce.

The Center will provide consultation free of charge to ELHS from a stable of national consultants who are pre-eminent in their respective fields:

- Buck Institute for Education (BIE)—Project-based learning
- Eagle Rock PDC—Professional development systems that support highly effective teaching
- Education Resources Consortium—Leadership and institutional development support.

After the planning year, ELHS will receive ongoing consultation to ensure successful implementation of the charter in many areas (facility, finance, human resources, instruction, etc.). The Center will offer Structured “School Quality Reviews” which are site visits that are rooted in the common expectations of the LHSN. The reviews will calibrate expectations with school performance and make recommendations regarding critical next steps in the school’s development (i.e. budget, personnel, instruction, support structures, partnerships).

Membership in a network of sister schools will provide ongoing structured leadership development and mentorship for principals and other administrators. Management tools that are proven effective and that can help to ensure high performance include: professional development processes, curriculum documentation, student assessment, partnership templates, personnel policies and procedures, etc. The Center will vet and connect the school to highly valuable social service resources. The Center fundraising support will help assure that the school has the capacity to participate fully in the LHSN and sustain its operations.

Consulting Team

Tony Monfiletto is the Director of the New Mexico Center for School Leadership. Mr. Monfiletto has 20 years of school reform experience. He has co-founded and led two innovative and high functioning high schools in Albuquerque, been a policy analyst for the New Mexico Legislature, and worked in school reform in Chicago, Illinois.

Dr. Larry Myatt was the Founder of Fenway High School in Boston, a pioneer in the small schools movement, and was its Headmaster for twenty years before accepting an assignment to advise Boston's High School Renewal Initiative. He was a key member of the High School Renewal Team and the HSR-Parthenon Group Off-Track Study and led the companion Alternative School Quality Review initiative. He most recently served as Senior Fellow for Leadership and Education Ventures at the School of Education/CPS at Northeastern University.

He co-founded Boston's Center for Collaborative Education and designed and directed the Greater Boston Principal Residency Network at Northeastern University from 2000-2008. Dr. Myatt is a recipient of the Harry S. Levitan Prize from Brandeis University for career accomplishment in education. He is a former CES National Faculty member at Brown University and consultant at the Annenberg Institute for School Reform. He has led and consulted to school re-design efforts in numerous cities and states and is a Founding Convener for The Forum for Education and Democracy and the Chair of the Board of Trustees of the Boston Green Academy.

Michael Soguero has been a leader in education reform since 1993 when he was a founding member of Eagle Rock School & Professional Development Center (PDC) development team in Estes Park Colorado. Eagle Rock was created as a laboratory for the most cutting edge instruction for at-risk youth in the United States. This formative experience laid the groundwork for becoming a leader in the burgeoning high school reform movement in New York City. While in New York, Mr. Soguero had a series of experiences that concluded in a deep and profound understanding of organizational development and specifically small high school design.

Mr. Soguero became the Co-Director of the School for the Physical City and later the Founder and Director of the Bronx Guild where his work was held up as an exemplar of effective small school leadership. His success is best seen through significantly higher graduation rates than other peer institutions. He quickly became a trusted mentor to other aspiring principals and a partner for teacher training with the Teachers College at Columbia University. His school was recognized by Teachers College for "Excellence in Teaching." This experience led Mr. Soguero to become a lead facilitator for the Scaffolded Apprenticeship program within the New York City Leadership Academy where he sharpened his facilitation skills, his broad understanding of urban school reform and the power of dynamic leadership as a means to reform schools and change the lives of students.

Tim Kubik is a consultant with the Buck Institute for Education (BIE). He works on a variety of initiatives through Kubik Perspectives, LLC, all designed to increase student engagement with an ever-changing world. He earned a Joint Ph.D. in History and Theory from the Johns Hopkins University and has designed and taught courses at the elementary, secondary, undergraduate

and graduate level. With Asia Society and the Buck Institute for Education, he has trained over 2500 teachers in numerous workshops on project- and simulations-based learning. Currently working on a book project, *The World...Immediately*, Mr. Kubik is also an active and vocal partner in policy and political initiatives to improve education in his home state of Colorado.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1). Third Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a complete understanding of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>
Comments:				

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.

J. (2) There is no document attached as Appendix H.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(2) Proposed Agreement	<i>If Applicable</i> 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.	<i>If Applicable</i> 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.	<i>If Applicable</i> 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 .	<i>If Applicable</i> 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 waiver 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Teaching load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To ensure fidelity of Project Based Learning, flexibility is needed to create interdisciplinary projects and assessments
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	School will be a year round schedule with interim school. The school day may be altered due to Project Based Learning (PBL).
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PBL requires teachers who are multifaceted and have varying degrees of training.
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Physical Education and Health will address all state standards alternatively throughout the four years.
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To reach the appropriate standards in the state standards and in the industry.
Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To reach our school's goal ELHS project exhibitions are the

standards for school personnel			performance-based assessments.
School principal duties	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Drivers education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Driver's Education will not be offered.

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 waiver 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

N/A

	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 waiver 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 waiver 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 <input type="checkbox"/>

	<p><i>Only for schools seeking local district authorization.</i></p> <p>The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.</p>	<p><i>Only for schools seeking local district authorization.</i></p> <p>The school provides a list of Authorizer policies for which a waiver is requested, including a general statement is provided for why the waiver is being requested.</p>	<p><i>Only for schools seeking local district authorization.</i></p> <p>The school provides a list of Authorizer policies for which a waiver is requested.</p>	<p><i>Only for schools seeking local district authorization.</i></p> <p>The school provides and inadequate or incomplete list. The school does not provide a list of Authorizer policies for which a waiver is requested.</p>
Comments:				

L. Transportation and Food.

L.(1) *If Applicable*, state 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>.

L. (1) Not Applicable. ELHS does not anticipate transporting students.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1)Transportation	<p><i>If Applicable</i></p> <p>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.</p>	<p><i>If Applicable</i></p> <p>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.</p>	<p><i>If Applicable</i></p> <p>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.</p>	<p><i>If Applicable</i></p> <p>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.</p> <p>--OR--</p> <p>The school does not state whether or not it plans to offer transportation to its students.</p>
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.

L. (2) ELHS will contract with a food service management company to provide meals on site for our students. The program will generate sufficient funding through the USDA Food Service Fund to operate. The plan is to offer breakfast and lunch to our regular day high school program and an evening dinner to our re-engagement students. All meals will comply with USDA nutritional standards and will be eligible for reimbursements by the National School Lunch Program, USDA. All expenditures would consist of contract services to the food service management company. School staff would be responsible for serving meals and program compliance/logistics. Management of food service operations would fall under the direction of the Finance Director.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2) Food Services	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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 24th, 2015.**

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."

M. (1) Please see the PFSA Approved Projected Facility Plan in **Appendix I**.

	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 PSFA 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.

M. (2) ELHS Founders are currently working with a team of business leaders to locate a temporary location in the Westside or the South Valley for the school. The temporary location may be the same as the permanent location because ELHS has established a contract with Las Estancias LLC to acquire a four acre parcel of land that will ultimately house permanent location for ELHS (See letter of support from Steve Maestas). The land will be leased to ELHS at \$1/year for up to ten years, at which point it will be donated to the school. The ELHS founders are currently working to identify which location on the parcel will host facility.

Ranking				
← Satisfied		Not Satisfied →		
	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.

M. (3) ELHS has identified a permanent location for ELHS. The school is also working with a realtor on identifying a temporary space for start-up.

The permanent building arrangement will most likely be in the form of a lease-purchase agreement that would allow the school to qualify as a public building. ELHS is confident that it can finance the facility with lease payments received from the state. For example, ACE Leadership High School financed a building with New Mexico Bank and Trust through a traditional commercial loan. The annual lease payments are \$270,000 per year (\$740 per student x 350 students). This amount will finance a \$4.8 million project (\$5.0 million minus \$200,000 in bank fees). The school anticipates \$30,000 square feet of space at roughly \$165 per square foot for construction.

Maintenance and equipment costs have been budgeted in the operating budget presented in the Business Plan. "Facility Director (Administrative Associate) will be paid \$45,000 at a 0.5 FTE beginning in year 2 and expanding it to a 1.0 in year three and beyond. This position will be responsible for managing building strategy of the school.

- Utilities (Gas, Electric, Water/Sewage) estimates are based on costs provided by similar size schools.
- Custodial services (Other Contract Services) are budgeted at \$9,000 to pay the cost of a private contractor to clean the building."

Ranking				
← Satisfied		Not Satisfied →		
	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

A. 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. (1) Please see the 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate in **Appendix J.**

	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.
Comments:				

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. (2) Please see the 5 Year Budget Plan in **Appendix K**.

Ranking				
← Satisfied		Not Satisfied →		
A(2) 5-Year Budget Plan	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
	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.
Comments:				

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.

Revenue

Basic enrollment at the school is equal to 75 students for the first year, 150, 225, 300 and 350 in the 2nd, 3rd, and 4th year respectively. Total enrollment cap for the school is 430 although we do not expect to reach that level in the first five years. The funding is commensurate with each of the 910B-5 revenue estimates worksheets for that particular year. Projected special education enrollment is based upon the experience of the founders. It reflects roughly a 20 percent incidence rate (15 of 75 total students the first year) that is spread across A/B, C, and D levels—the highest percentage being in the least severe needs. The ratio of students classified for special education services continue through the five years.

4—D level student

- 4—C Level students
- 7—A/B level students

Expenditures**Instruction:**

\$52,500 x 3 teachers—salary amount equal to a level II teacher with eleven years' experience at that level. This competitive salary will enable ELHS to recruit teachers with multiple endorsements and certifications (Special Education, TESOL, dual subject endorsement).

\$50,000 is budgeted for fixed assets to provide equipment, furniture, and technology for the school startup. Those amounts grow over the four years as the school increases enrollment.

Support Services:

- Entrepreneurial Sector Coach (Coordinator/Subject Matter Specialist) is budgeted at \$65,000, which is a competitive salary to recruit a highly experienced professional from entrepreneurial sector.
- Social Workers budgeted at \$52,500 x 1.0 FTE, which is a conservative estimate of the salary expected for each position.
- Office Manager (Secretary, Clerical, Technical) is budgeted at \$35,000 starting in year 3, which is a very competitive salary and should allow the school to find a highly experienced professional that is capable of also handling data management responsibilities.
- Special Education Assistant, \$24,000 starting in year 2. This position is paid significantly higher than the average paid by the local school district (\$15.5 per hour for a 200 day contract).
- Speech Language Therapist is budgeted as a contracted position in years 1 and 2, then becomes a 0.5 FTE at \$35,000 starting in year 3.
- Director of Student Support, Community Engagement Center, Curriculum and Instruction is budgeted at \$65,000.
- Finance Director is budgeted at \$65,000.
- Diagnostic services will be contracted at a cost of \$5,000 in year one and increasing each year based on the projected enrollment in years 2-5.
- Speech Therapist services will be contracted in the first and second year and the school will add a full time therapist beginning in year three.

General Administration:

- Audit, the school has budgeted \$14,000 for audit services which is based on most recent state chartered school audits, and increasing in future years based on the increased complexity of the organization.
- Legal, the school has budgeted \$2,500 for legal services and increasing in future years based on the increased complexity of the organization.
- Office materials are budgeted at \$14,000, which is based on the cost of similar size schools.

School Administration:

- Principal salary is budgeted at \$80,000 which is a nationally competitive salary that will allow the school to recruit and retain the highest caliber candidate
- The Information Entrepreneurial Director (Data Processing) is budgeted at \$32,500 for a 0.5 FTE

Central Services:

- The Finance Director (Business Manager) is budgeted at \$65,000, which is a competitive salary that should enable the school to recruit a very high quality candidate for the position.

Operational Management of Plant:

- Facility Director (Administrative Associate) will be paid \$45,000 at a 0.5 FTE beginning in year 2 and expanding it to a 1.0 in year three and beyond. This position will be responsible for managing building strategy of the school.
- Utilities (Gas, Electric, Water/Sewage) estimates are based on costs provided by similar size schools.
- Custodial services (Other Contract Services) are budgeted at \$9,000 to pay the cost of a private contractor to clean the building.

Notes:

The ELHS budget is developed with long-term sustainability, predictability and alignment to the mission as primary goals. The critical elements of the financial structure include the following:

- The Teacher and Social Worker salary schedule is significantly higher than the statewide minimums at Level I, II, and III. This structure eliminates the impact of cost shocks associated with teachers moving from level to level. A typical schedule that pays salaries equal to or near the minimum state requirement can result in significant increases mandated by law that may not be funded by state increases in the unit value. Charter schools are particularly susceptible to unmanageable increases in teacher compensation because often they hire staff that is relatively inexperienced with significant career growth ahead. ELHS will also have a relatively small number of faculty with which to spread the cost of certification changes, which creates a disproportionate effect of the cost increases, associated. For example, if two teachers move from level one to level two in one year would result in as much as a \$20,000 increase in compensation which may take the majority of new funding by the state (assuming there is an increase). Salaries at ELHS are budgeted at level II and eleven years of experience, which we believe is a conservative assumption since we anticipate hiring staff with an average of seven years of experience.
- Compensation levels at the school are higher than most other public schools in the state. The salaries reflect higher expectations for teachers as partners in curriculum development and reflect the amount of professionalism encouraged by growing their professionalism and leadership in the organization. Funding for greater professionalism is built into the base budget of the school, which helps the school avoid layers of extra compensation to teacher contracts. The base salary is the entire compensation and pays the cost of six weeks of professional development and remediation programs for students. Also, there will be no need to create a secondary schedule that compensates for additional days or duties in later years.
- Special Education and/or ELL services will be provided in every classroom and personalization will be ubiquitous at the school. Credentialing allows the resources generated by special education funding will allow for smaller class sizes for all (around 20:1).
- The school has a careful plan for growing its administrative competency. In the early years, the funding formula provides more revenue per-student to compensate for the added costs of operation and these added revenues are dedicated to supporting a core administrative team that can adapt to a growing enrollment. Additional staff after 2016-17 will be dedicated almost entirely to teachers and other staff who serve students directly. ELHS will be a member of the Leadership High School Network and receive support free of charge from the New Mexico Center for School Leadership. Network membership and the affiliation with the Center will provide innovative professional development opportunities for instructional and administrative staff alike. Trainings will focus on further developing our curriculum, community engagement, and 360 support, the foundational pillars of ELHS.

The 910B-5 and 5 year budget templates provide a budget for the Operational Fund only. In order for a complete financial understanding, this narrative will also include descriptions of 14000-Instructional Materials Fund, 21000-USDA Food Service Fund, 24101-Title I Fund, 24106-IDEA-B Funds, 31200-PSCOC Fund for recurring operations. The school predicts that it will have significant funds from other private and non-profit sources to pay for non-recurring capital costs associated with operating a school dedicated to tech professions. Learning by doing will require significant investments in equipment and the school has prepared for this by dedicating non-recurring revenue in 2016, 2017, and 2018 to this purpose.

Instructional Materials – The school will have sufficient resources for instructional materials through the Instructional Materials allocation, fund 1400, \$4,610 (\$51.22 x 90). We are confident that in subsequent years, increases in the instructional materials allocation due to membership increases in years 2-5 will cover most of the costs of future adoptions. All of the curriculum will be developed by our faculty in cooperation with our entrepreneurial partners and will take into consideration these budgets.

Food Service – ELHS will contract with a food service management company to provide meals on site for our students. We expect the food service program to generate sufficient funding through the USDA Food Service Fund – 21000 in order to operate efficiently. We plan to offer breakfast and lunch to our regular day high school program and an evening dinner to our re-engagement students. All meals will comply with USDA nutritional standards and will be eligible for reimbursements by the National School Lunch Program, USDA. All expenditures would consist of contract services to the food service management company. School staff would be responsible for serving meals and program compliance/logistics. Management of food service - operations would fall under the direction of the Finance Director.

Facility – ELHS will apply annually for the PSFA Lease Assistance Program under fund 31200-PSCOC Fund. Funds generated under this program would approximate \$75,000, \$75,000 (prior year allocation), \$150,000, and \$225,000 in each of the first four years, and \$300,000 each year afterwards. It is assumed that the state lease reimbursement program will be sufficient to offset the cost of rent for the school. The school also intends to contribute some of its non-recurring revenue, which is budgeted as Fixed Assets toward a building purchase in year four of the school's existence.

ELHS acknowledges that certain costs with regard to equipment, furniture, information Entrepreneurial, communications, instructional materials, and other related start-up costs are significant, they are non-recurring in nature and they are best paid for with non-recurring revenue. ELHS intends to pay for non-recurring costs from one-time revenue received through fundraising from the Daniels Fund, McCune and Kellogg Foundations with whom the founders have relationships.

	Ranking			
	Satisfied		Not Satisfied	
A(3) Budget Narrative	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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:				

A.(4) 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.

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.

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.

A. (4) We understand that in the first year of operation, special education funding generated through the SEG funding formula will not be distributed until after the final unit value is set in January 2017. This will result in approximately \$100,000 of SEG funds not distributed in the first 7-8 months of the first year of operation. In order to mitigate the impact, ELHS will partner with the Entrepreneurial sector to raise

additional start-up resources of \$100,000 for general operating costs (recurring). Additionally, ELHS will submit applications for the Federal education entitlements, Title I and IDEA-B to supplement our Operational budget.

The ELHS intends to create an ongoing funding stream from corporate investors. A conservative estimate for this funding is \$100,000 and it will be used for general operating support for the school and not specific to any particular program. ELHS will have the support of the Center for School Leadership in raising these funds. The Center has been successful in helping the other High Schools in the Leadership Network raise funding from industry experts.

Federal IDEA B funding is calculated at roughly \$1,700 per student for students who classify for C and D level services. This funding is based on the amount received per-student at ELHS.

Title I estimates are based on an 80% poverty rate and \$150 per student. This funding is based on the amount received per-student at ELHS.

Other Grant Revenue is described in the narrative above to communicate that the school understands that non-SEG funding is likely to occur and the estimate was based on other similar schools. However, this funding requires that the school submit an application to receive the grants and although resources are likely, they are not guaranteed. Therefore, additional revenue discussed above is included in the narrative. The associated expenditures would serve to supplement existing programs and obligations supported by the operational budget. Moreover, this was done to demonstrate additional capacity to raise funds beyond those provided by the SEG.

Since the 910B-5 only calculates SEG, the associated 5-year budget spreadsheets are reflective of only this revenue. We feel confident that the budget provided as a result of the revenue estimates calculated in the 910B-5 and 5-year budget template is sufficient to operate the school over term of the charter.

ELHS is committed to providing an equal opportunity education for all students whether they for special education services or not. Unfortunately, prior year funding for special education is a challenge for small charter schools with limited resources. This is particularly true in the early years of development when budgets are limited by small enrollments. Fortunately, the budget plan for ELHS does not commit its entire operating fund in years 1-5 for recurring costs. Instead, there is non-recurring revenue budgeted as Fixed Assets which can be shifted to cover extra-ordinary costs associated with high needs special education students.

ELHS has two strategies to deal with under-enrollment. First, the school will hold off on hiring all staff until the 40th day enrollment is set. If students materialize, then the full staff will be hired. Second, if that strategy is not sufficient, then the school will make across the board pay cuts to all employees to cover the deficit. While these two strategies are possible, it should be noted that they have never been needed at ACE or Health Leadership High School due to robust outreach and marketing about the schools, as will be the case with ELHS.

	Ranking			
	← Satisfied		Not Satisfied →	
A(4) Strategies for Budget Control	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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:				

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.

A. (5) Please see the Proposed Salary Schedule for all Staff in **Appendix L**.

	Ranking			
	← Satisfied		Not Satisfied →	
A(5) Salary Schedule (Appendix)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.

B. (1): Finance Director (Business Manager) Qualifications:

To assure proper and appropriate financial controls over public funds, the Principal will hire a licensed business official in accordance with 6.63.12 NMAC. The Finance Director will also be responsible for the duties of the Office Manager until that position is filled in year three. This position requires a bachelor's degree in business administration or accounting with at least 24 hours in accounting and/or business.

Under the general direction of the Principal, the Finance Director oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll, purchasing and auditing; trains and supervises business office staff. The Finance Director develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations. The Finance Director is expected to demonstrate professional excellence and adhere to standards of quality at all times. Other related duties may be directed by the Principal

Board Responsibilities – The following detail the responsibilities and requirements of the ELHS board. These policies and procedures are designed to create an atmosphere of oversight that, while not requiring daily review and responsibility will insure that necessary procedures are being followed:

1. The Board will elect or appoint a Finance Committee to oversee help oversee the financial aspects of the ELHS Operations. There should be at least two members appointed to the committee, one from the public.
2. Annually the Board will approve the fiscal budget, which should include both expected revenues and approved broad spending categories. It is understood, especially in the first year of operations that the budget will have to be reviewed on an ongoing basis (see responsibilities of the Finance committee below) and update the budget to adjust to changing conditions (i.e. unexpected funding sources, funding not received, etc.).
3. Review and approve the monthly financial statements that are presented by the committee and Principal.
4. Review the recommendation of the Finance Committee and Principal for the Accountant / Controller position (in the event that such a position is approved and hiring proceeds).
5. Review and approve of the recommendation of the Finance Committee and Principal for the investment policies of any held funds. Additionally, review and approve the recommendation of the Finance Committee and Principal for the hiring and retention of financial advisors to oversee the investment of held funds.
6. Approve the initial and any future revisions of the Fiscal Policies and Procedures of the ELHS. Revisions will be reviewed and recommended by the Finance Committee.
7. Review and approve of the recommendations of the Finance Committee for the choice of the annual Auditors (where budget allows).

Finance Committee Responsibilities – The Finance Committee will consist of two members of the board and the Principal. The duties of this committee will be to perform the detailed interaction with the Principal and oversight of the financial policies and procedures of the ELHS. The responsibilities of this Committee will be for the following:

1. On an ongoing basis to review the Fiscal Policies and Procedures of the ELHS to insure that safeguards and controls are adequate and effective. In those situations where improvement or changes are appropriate, the Committee will propose and recommend such changes to the Board.
2. Especially in the first years of operations, the annual budget will need to be reviewed for reasonability and adjustments or changes that appear will need to be recommended to

the Board for their approval. It will be the duty of the Committee to insure that the Principal is holding to the budget approved by the Board and to discuss and bring to the attention of the Board any perceived shortfalls or problems with the actual versus budgeted results.

3. Monthly, the Committee will review the monthly report from the Principal and accounting personnel. As indicated above, the review should include that any concerns about budget versus actual concerns. The review should also include review of bank reconciliations and any other elements the Committee deems relevant to helping oversee fiscal responsibility and reporting accuracy. The Executive should, on a monthly basis submit to the Committee the following information for review and approval:
 - a. Review of the monthly bank reconciliation and bank statement.
 - b. Bank statements and cancelled checks to insure that proper signatures and required authorizations are being followed.
 - c. Review a list of disbursements with supporting documentation to insure that proper authorization and approvals are being obtained.
 - d. Review and approval of the cash receipts and disbursements statement and comparison to budget.
 - e. Review and approval of the monthly accrual income statement and balance sheet and comparison to the budget.
 - f. Review of the monthly investment statements and investment results.
 - g. Approval of overall monthly package to be submitted to the Board.
4. The Committee will also serve as the Audit Committee of the board and make recommendation of the audit firm to audit the ELHS (it is understood that budget restraints may not allow for an audit in the first year). This recommendation will be forwarded to the Board for its approval.
5. Monthly, the Committee will review the investment results and reports to insure that invested funds are being held according to the investment policy and are performing in the expected manner. Any concerns or suggested changes will be forwarded to the board for their consideration, and if required, changes to the investment policy and / or investment advisors.
6. Work with the Principal and/or Finance Director to secure proper assistance to see that annual IRS statements are prepared and filed timely. Make those recommendations to the Board for their approval of the appropriate forms.
7. Review and approve with the Principal any proposed hiring decisions and insure that such decisions are within the budgetary requirements. This responsibility will likely need to be diminished once the school is established as it is not anticipated that the Principal will need to involve his board for hiring decisions, unless they involve the controllership position.

ELHS Internal Controls

Fiscal Procedures

Salary Schedule and Salary Increases

Teaching and support staff are paid from a salary schedule that is approved by the ELHS HIGH SCHOOL Governing Board. A copy of the salary schedule will be provided in the faculty handbook. Teaching and support staff are paid strictly by licensure level and years of allowed experience.

Salary increases are determined by the Legislature of the State of New Mexico. Legislation is passed during the January/February legislative session regarding the *on average* percent increase for the following school year. The *on average* percent increase is distributed via the salary schedule. Taking priority are teachers who are changing licensure levels (level one to level two, etc.). Then the step changes are accounted for (3 years' experience to 4 years' experience, etc.). After these two procedures are accomplished, if the *on average* increase is less than the state mandated *on average* increase, the remaining percentage is worked evenly into the salary schedule, moving the entire schedule up. If the Legislature does not fund salary increases in any given year, then the salary schedule remains stagnant and no raises will be available to staff members.

Minimum salaries for the principal (head of school) and assistant principal are determined by the Legislature of the State of New Mexico. Salary increases are also determined by the Legislature of the State of New Mexico. Legislation is passed during the January/February legislative session regarding the *on average* percent increase for the following school year and is distributed to these positions.

Salaries for all other staff are determined at the time of hire and are based on qualifications and experience for each position. Salary increases for these positions are determined by the legislation that is passed during the January/February legislative session regarding the *on average* percent increase for the following school year and is distributed to these positions.

Purchasing

Purchases are defined as any tangible object such as books and classroom supplies and services such as guest speakers, contract personnel and renting of equipment. Purchases in excess of \$50.00 require an approved purchase order before the purchase can be made. Initiating agreements to procure goods or services is not allowed until an approved purchase order has been executed. ELHS can use Cooperative Purchasing Agreements in lieu of the purchasing thresholds below.

- **Goods or Services less than \$10,000 – Purchase using best obtainable price**
- **Goods or Non-Prof. Services \$10,000 to \$20,000 – Must obtain three written quotes**
- **Professional services \$10,000 to \$50,000 – Must obtain three written quotes**

- **Goods or Services more than \$20,000 – Requires Formal Bid/Proposal**
- **Professional Services more than \$50,000 – Requires Formal Bid/Proposal**

o **Purchase Requisition** - Employees will obtain quotes first, and then complete and submit a purchase requisition along with any backup information/quotes to the Finance Director electronically via email. The employee's printed name on the purchase requisition will serve as their electronic signature.

When a purchase requisition is received, the Finance Director will verify that there is budget available for the purchase, insert the chart of account number for each line item, print the purchase requisition then approve the requisition by signature.

o **Purchase Order** - When the purchase requisition has final approval, the Finance Director will generate a Purchase Order in the school's accounting system.

The Purchase Order will then be given to the Principal for final approval. The Principal will approve the Purchase Order by signature. A copy of the Purchase Order will be issued to the staff member who submitted the purchase order. Upon receipt of the approved Purchase Order, the staff member will then have authorization to make their purchase. The Finance Director will file the original approved Purchase Order and the approved Purchase Requisition until the invoice arrives.

o **Receiving/Packing Slip** - When the merchandise arrives, the staff member will check the contents against the packing slip, note any discrepancies, sign and date the packing slip and forward the packing slip to the Finance Director. If there are any discrepancies, the staff member is to contact the vendor to clear the situation and then notify the Finance Director of the outcome. If there is no packing slip the purchaser will send an email to the Finance Director informing him/her what merchandise has arrived, or that the service has been rendered. This email will be attached to the purchase order in place of a packing slip.

o **Invoice** – The Finance Director or Office Manager will enter the invoice in the school's accounting system. The Finance Director or other staff member will staple together the original purchase order; the packing slip and the invoice together and double check that all signatures are on the purchase order and then stamp the invoice. The stamp will have areas to insert the following information: Fund, Function, Object, Program and Location Codes (which make up the chart of account number), amount to be paid, check number and check date. There will also be an area for both the Finance Director and the Principal to initial. The Finance Director will fill in all but the check number and date paid information and then enter the invoice into the accounting system and file it until it is to be paid.

o **Vouchers/Warrants** – The Finance Director will print the warrants, fill in the check number and check date on the stamped area of the invoice and attach the check to the accounts payable (A/P) package. The Principal will review and initial the invoices and sign each check. The signed checks will be returned to the Finance Director who will mail the checks and file the paid invoices.

Employee Reimbursements

Purchases of \$50 or less are discretionary purchases and are for school business only. These items do not need a purchase order. However, artificially dividing your purchase is prohibited. Artificial dividing is defined as making several purchases, each less than \$50, within a 2 or 3-day period at the same or different store, but the total amount of all purchases is greater than \$50. Each staff member is limited to \$500 in discretionary spending each year.

Staff members will staple receipts to a completed employee reimbursement form and submit it to the Finance Director. Sales tax on purchases is not reimbursed. If a purchase exceeds \$75, only the first \$50 will be reimbursed.

The principal may waive the \$50 maximum discretionary limit on occasions where extenuating circumstances exist that impede small purchases through issuance of purchase orders (i.e. credit cards only). In these circumstances, the employee must get written permission from the principal prior to making a purchase exceeding \$50. This written approval must accompany the receipt and reimbursement form when submitted to the Finance Director.

Travel Expenditures

As a policy, ELHS will comply with all the standards set for in the NM Per Diem and Mileage Act, 10-8-4, NMSA 1978 including reimbursable mileage at a rate of 80% of the standard IRS approved rate. A pre-travel authorization, policy and procedures form must be signed before leaving on professional development trips. Staff members will be reimbursed for actual costs of meals, taxi, shuttle and mass transit costs and airport parking; dollar limits apply to meals and those limits depend on whether travel is in-state or out-of-state. Over the limit costs will not be reimbursed. Costs for a traveling companion or any non-school employee will not be reimbursed. Original, itemized receipts must be turned in with a travel reimbursement request form. Non-itemized receipts, alcoholic beverages and entertainment expenses will not be reimbursed. When several diners share a receipt, each diner must identify their food/drink items. Splitting a check evenly between all diners is not acceptable. Non- original copies of receipts will only be accepted when separate a restaurant does not issue checks; however one person must turn in the original receipt. Restaurant tip reimbursement is limited to 15% of the allowable reimbursable purchase unless the restaurant adds a larger gratuity. In this instance the larger gratuity must be itemized on the restaurant receipt.

If you are driving to your destination a mileage reimbursement form must be completed. You will be reimbursed for mileage, not for gas receipts (exception is if you are driving a school arranged rental car). If traveling in a group only one person will be reimbursed for mileage. Reimbursement requests must be turned in within 2 weeks of returning from your travel to guarantee reimbursement.

Receiving Cash from Students or Parents

A receipt book will be supplied to staff members who collect money from students and parents for any purpose. When collecting money fully complete the receipt form with the following information: student name, amount collected and what the money was collected for. Please

note if the payment was cash or check. The original receipt goes to the student or parent. The first copy of the receipt gets clipped to the cash/check and turned in to the Finance Director. The second copy stays in the receipt book. If the money collected is for a lost book, DVD or piece of equipment please check with the Finance Director for the replacement cost of the lost item (see below). The Finance Director will not accept cash or checks without a completed receipt. Receipt books must be turned in to the Finance Director when it is full or at the end of the school year, whichever comes first.

If money is being collected from fundraisers (bake sales, etc), individual receipts do not need to be written. Collect the cash for the event and count the cash using a cash collection form. Turn the cash in to the Office Manager, who will count the cash to verify the amount and issue a receipt. The Office Manager will then turn in the money and a copy of the receipt to the Finance Director.

Money must be turned in to the Finance Director at the end of every day, no matter how much was collected.

Deposits

The Finance Director will verify all cash receipts against the cash collection form and/or receipts on a daily basis. All money collected shall be turned into the Business Office, regardless of amount, where it shall be locked up in a safe or locked file cabinet. All money shall be deposited within 24 hours, per state statute. The Finance Director or his/her designee will prepare a deposit ticket listing the total cash/coin and checks to be deposited. A photocopy of all checks shall be kept with the cash collection form and copy of the deposit ticket and receipt(s). The Finance Director will give the prepared deposit to the Office Manager or other school employee to deposit in the bank. The Office Manager or other employee will make the deposit at the bank, sign/initial the bank deposit receipt and return it the Finance Director. The Finance Director will attach the bank deposit receipt to the copy of the deposit ticket, cash collection form, receipts, and photocopies of all checks. The Finance Director will post the deposit to the General Ledger, indicate on the deposit documentation that it was posted and file it in a Cash Receipts file or binder.

Computer and A/V Equipment

All mobile/portable electronic equipment is available for presentations or instructional purposes. Equipment includes laptops, cameras, projectors, and any other electronic or multi-media devices that are mobile in nature. Staff members are required to reserve equipment through the ELHS Google Calendar and are also required to complete the equipment log when they check out and check in equipment.

The procedures for scheduling, checkout and check-in are as follows:

1. Schedule equipment checkout on the ELHS Google Calendar.
 - a. Sign in to your ELHS email account

- b. Click on Calendar in the upper left hand corner
- c. Under “My Calendars”, click on the dropdown arrow next to ELHS and select “Create event on this calendar”
- d. 1) In the “Click to add a title” box, type the description of the equipment followed by your name in the title field. 2) Select the date and time that you will be using the equipment. 3) Click “Save”
- e. Review the calendar to ensure your equipment reservation is on the calendar. (see figures 1-4)

2. Checking Out & Checking In Equipment

- a. Staff members must contact a member of the business office on the day and time of the equipment reservation and sign for the equipment.
- b. Enter the date, time of check out and your name on the equipment log.
- c. The equipment will then be placed in your possession including any keys or accessories that go along with the equipment.
- d. Keys shall remain on your person at all times. Do not give a key to any other staff member or student for any reason.
- e. Laptops/cameras or other devices that are distributed to students shall be documented through permanent student logs. This equipment is only available to the class of the instructor who reserved it. Students from other classes cannot check out a computer and take it to another class.
- i. A binder in which all students will be required to sign for their machine will accompany equipment of this nature.
- ii. Students are not allowed to take a device outside the classroom or leave the class/group with the device any reason. This includes searching out tech-support. They can leave the device with their teacher and then search out assistance.
- iii. Students are prohibited from logging in with other students’ or teachers’ credentials. If they forget their login information, they must leave the laptop with the teacher and leave class to ask for assistance.
- iv. Instructors will verify by initialing next to each student’s name as the device is returned to the cart.
- v. Students will not be allowed to leave the classroom until all equipment is accounted for.

f. Staff member must ensure that all equipment/keys/accessories are accounted for and are ready to be checked back in.

g. Return equipment to the Business Office and enter the time of check in on the equipment log.

h. Only the staff member that checked out the equipment can check it back in.

3. Calendar must Reconcile to Equipment Logs

a. The school must ensure that the calendar matches the equipment logs.

b. If you need to cancel your reserved equipment, you must DELETE the event on the calendar. This will allow another staff member to reserve the equipment. c. Failure to cancel an equipment reservation will prohibit another staff member to use it, even if it is available.

4. Failure to abide by this policy will be documented in employee performance appraisals and may lead to disciplinary action.

Petty Cash Fund

PURPOSE, ALLOWABLE EXPENDITURES, & LIMITATIONS

ELHS has identified a need to have a petty cash fund to serve as a resource for student emergencies and small purchases for staff. Allowable purchases shall only be those deemed necessary for students experiencing severe personal and scholastic hardships and for small incidental purchases for the purpose of regular school operations. The funds cannot be used to purchase food/drinks for field trips or other school sponsored events. The money in the fund will come from private donated funds, excluding any state or federal funds.

Petty cash of \$100 has been approved by ELHS. The fund is established and replenished by drawing a check made payable to an HLHS employee charged with responsibility for the fund. The petty cash fund must contain cash and/or receipts totaling the full amount of the fund at all times. Purchases from Petty Cash may not exceed \$200 in any given month.

Questions regarding allowable purchases must be presented to the Finance Director and/or Principal in advance. The Finance Director will determine if the purchase is allowable.

Petty Cash Internal Control Procedures

The Finance Director shall possess the Petty Cash Box and is responsible for any missing cash or cash for missing receipts, until signed out to the evening employee, hereinafter, called Custodian. The Custodian checks in with the Finance Director on the first day of each school week. The Finance Director and Custodian shall count the cash and receipts in the cash box together and record the results in the Petty Cash Sign Out Log. The Finance Director will sign over the petty cash box and the Petty Cash Purchases Register to the Custodian using the Petty

Cash Sign Out Log. The sign out log will list the following fields:

- **Check-out**
 - o Date and time of the handover of the cash box
 - o Amount of cash in the box
 - o Amount of receipts in the box
 - o Custodian's name and signature
 - o Finance Director's initials
- **Check-In**
 - o Date and time that box is returned to Finance Director
 - o Custodian's initials
 - o Finance Director's initials

After the Petty Cash Box is signed out to the Custodian, it is the Custodian's responsibility to secure the cash box at all times, away from other staff and students. While in their possession, the Custodian is responsible for replacing any missing cash or cash for missing receipts. When a purchase is made, the Custodian will remove the needed cash from the box and make/authorize the purchase. The receipt and any change must be immediately returned to the cash box and the purchase must be documented in the Petty Cash Purchases Register. A receipt must be from a registered business and cannot be handwritten. A receipt cannot be an I.O.U. for a loan to a student or an employee. The Petty Cash Purchases Register will list the following fields:

- Date of the purchase
- Amount of Cash Disbursed
- Description of the items purchased
- Amount of the purchase
- Amount of change returned
- Custodian's initials In addition, the register records the weekly reconciliation to the Petty Cash Box, verified by the Finance Director's signature and date. On the last day of each school week, the Custodian will turn in the Petty Cash Box and the Petty Cash Purchases Register to the Finance Director. The Finance Director and Custodian will reconcile the cash and receipts in the Petty Cash Box to the Petty Cash Purchases Register. The Finance Director will record on the Petty Cash Purchases Register, the date and if it indeed reconciles on the Petty Cash Purchases Register. If it does not reconcile, the Finance Director will investigate the nature of the discrepancy, and record the findings in the Petty Cash Purchases Register. Missing cash must be replaced in timely manner. Failure to comply with these procedures may result in revocation of the Petty Cash Fund and disciplinary action including termination of ELHS Staff.

Lost/Broken Items

If a student loses or breaks any school property, please follow these procedures: Notify the

Finance Director and the Registrar via email of the event. The Finance Director will let the staff member know the replacement cost of the item and the staff member is responsible for giving the student and/or parent the information. The Registrar will note the student's record that the student owes for the item. When the student pays or turns in the found item, notify the

Registrar so that the note will be removed from the students record. If the student has paid, please follow the procedures above, Receiving Cash from Students or Parents. Transcripts and/or diplomas will not be released until the student pays for the lost or broken item or turns in the found item. ABSOLUTELY NO EXCEPTIONS.

If a staff member loses or breaks any school property, the staff member is responsible for paying to have the property repaired or for paying the replacement cost for the lost or broken item.

Inventory:

The Office Manager is responsible for maintaining the book inventory, the Entrepreneurial Director is responsible for maintaining all technical inventories and the Facilities Director (or the Finance Director in their absence) is responsible for maintaining all furniture, equipment and other building related inventory. Physical inventories are conducted each year.

Journal Entries:

Non-standard journal entries are prepared by the Finance Director and are reviewed and signed by the Governing Council treasurer or Principal on a monthly basis.

	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:				

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 statutes, regulations, and rules relative to your school's procedures.

B. (2): Fiscal Procedures

Salary Schedule and Salary Increases

Teaching and support staff are paid from a salary schedule that is approved by the ELHS High School Governing Board. A copy of the salary schedule will be provided in the faculty handbook. Teaching and support staff are paid strictly by licensure level and years of allowed experience.

Salary increases are determined by the Legislature of the State of New Mexico. Legislation is passed during the January/February legislative session regarding the *on average* percent increase for the following school year. The *on average* percent increase is distributed via the salary schedule. Taking priority are teachers who are changing licensure levels (level one to level two, etc.). Then the step changes are accounted for (3 years' experience to 4 years' experience, etc.). After these two procedures are accomplished, if the *on average* increase is less than the state mandated *on average* increase, the remaining percentage is worked evenly into the salary schedule, moving the entire schedule up. If the Legislature does not fund salary increases in any given year, then the salary schedule remains stagnant and no raises will be available to staff members.

Minimum salaries for the principal (head of school) and assistant principal are determined by the Legislature of the State of New Mexico. Salary increases are also determined by the Legislature of the State of New Mexico. Legislation is passed during the January/February legislative session regarding the *on average* percent increase for the following school year and is distributed to these positions.

Salaries for all other staff are determined at the time of hire and are based on qualifications and experience for each position. Salary increases for these positions are determined by the legislation that is passed during the January/February legislative session regarding the *on average* percent increase for the following school year and is distributed to these positions.

Purchasing

Purchases are defined as any tangible object such as books and classroom supplies and services such as guest speakers, contract personnel and renting of equipment. Purchases in excess of \$50.00 require an approved purchase order before the purchase can be made. Initiating agreements to procure goods or services is not allowed until an approved purchase order has been executed.

- **Goods or Services less than \$10,000 – Purchase using best obtainable price**
 - **Goods or Non-Prof. Services \$10,000 to \$20,000 – Must obtain three written quotes**
 - **Professional services \$10,000 to \$50,000 – Must obtain three written quotes**
 - **Goods or Services more than \$20,000 – Requires Formal Bid/Proposal**
 - **Professional Services more than \$50,000 – Requires Formal Bid/Proposal**
- **Purchase Requisition** - Employees will obtain quotes first, and then complete and submit a purchase requisition along with any backup information/quotes to the Finance Director electronically via email. The employee's printed name on the purchase requisition will serve as their electronic signature.

When a purchase requisition is received, the Finance Director will verify that there is budget available for the purchase, insert the chart of account number for each line item, print the purchase requisition then approve the requisition by signature.

- **Purchase Order** - When the purchase requisition has final approval, the Finance Director will generate a Purchase Order in the school's accounting system.

The Purchase Order will then be given to the Principal for final approval. The Principal will approve the Purchase Order by signature. A copy of the Purchase Order will be issued to the staff member who submitted the purchase order. Upon receipt of the approved Purchase Order, the staff member will then have authorization to make their purchase. The Finance Director will file the original approved Purchase Order and the approved Purchase Requisition until the invoice arrives.

- **Receiving/Packing Slip** - When the merchandise arrives, the staff member will check the contents against the packing slip, note any discrepancies, sign and date the packing slip and forward the packing slip to the Finance Director. If there are any discrepancies, the staff member is to contact the vendor to clear the situation and then notify the Finance Director of the outcome. If there is no packing slip the purchaser will send an email to the Finance Director informing him/her what merchandise has arrived, or that the service has been rendered. This email will be attached to the purchase order in place of a packing slip.
- **Invoice** – The Finance Director or Office Manager will enter the invoice in the school's accounting system. The Finance Director or other staff member will staple together the original purchase order; the packing slip and the invoice together and double check that all signatures are on the purchase order and then stamp the invoice. The stamp will have areas to insert the following information: Fund, Function, Object, Program and Location Codes (which make up the chart of account number), amount to be paid, check number and check date. There will also be an area for both the Finance Director and the Principal to initial. The Finance Director will fill in all but the check number and date paid information and then enter the invoice into the accounting system and file it until it is to be paid.
- **Vouchers/Warrants** – The Finance Director will print the warrants, fill in the check number and check date on the stamped area of the invoice and attach the check to the accounts payable (A/P) package. The Principal will review and initial the invoices and sign each check. The signed checks will be returned to the Finance Director who will mail the checks and file the paid invoices.

Employee Reimbursements

Purchases of \$50 or less are discretionary purchases and are for school business only. These items do not need a purchase order. However, artificially dividing your purchase is prohibited. Artificial dividing is defined as making several purchases, each less than \$50, within a 2 or 3-day period at the same or different store, but the total amount of all purchases is greater than \$50. Each staff member is limited to \$500 in discretionary spending each year.

Staff members will staple receipts to a completed employee reimbursement form and submit it to the Finance Director. Sales tax on purchases is not reimbursed. If a purchase exceeds \$75, only the first \$50 will be reimbursed.

The principal may waive the \$50 maximum discretionary limit on occasions where extenuating circumstances exist that impede small purchases through issuance of purchase orders (i.e. credit cards only). In these circumstances, the employee must get written permission from the principal prior to making a purchase exceeding \$50. This written approval must accompany the receipt and reimbursement form when submitted to the Finance Director.

Travel Expenditures

As a policy, ELHS will comply with all the standards set for in the NM Per Diem and Mileage Act, 10-8-4, NMSA 1978 including reimbursable mileage at a rate of 80% of the standard IRS approved rate from the prior. A pre-travel authorization, policy and procedures form must be

signed before leaving on professional development trips. Staff members will be reimbursed for actual costs of meals, taxi, shuttle and mass transit costs and airport parking; dollar limits apply to meals and those limits depend on whether travel is in-state or out-of-state. Over the limit costs will not be reimbursed. Costs for a traveling companion or any non-school employee will not be reimbursed. Original, itemized receipts must be turned in with a travel reimbursement request form. Non-itemized receipts, alcoholic beverages and entertainment expenses will not be reimbursed. When several diners share a receipt, each diner must identify their food/drink items. Splitting a check evenly between all diners is not acceptable. Non-original copies of receipts will only be accepted when separate checks are not issued by a restaurant; however one person must turn in the original receipt. Restaurant tip reimbursement is limited to 15% of the allowable reimbursable purchase unless the restaurant adds a larger gratuity. In this instance the larger gratuity must be itemized on the restaurant receipt.

If you are driving to your destination a mileage reimbursement form must be completed. You will be reimbursed for mileage, not for gas receipts (exception is if you are driving a school arranged rental car). If traveling in a group only one person will be reimbursed for mileage. Reimbursement requests must be turned in within 2 weeks of returning from your travel to guarantee reimbursement.

Receiving Cash from Students or Parents

A receipt book will be supplied to staff members who collect money from students and parents for any purpose. When collecting money fully complete the receipt form with the following information: student name, amount collected and what the money was collected for. Please note if the payment was cash or check. The original receipt goes to the student or parent. The first copy of the receipt gets clipped to the cash/check and turned in to the Finance Director. The second copy stays in the receipt book. If the money collected is for a lost book, DVD or piece of equipment please check with the Finance Director for the replacement cost of the lost item (see below). The Finance Director will not accept cash or checks without a completed receipt. Receipt books must be turned in to the Finance Director when they are full or at the end of the school year whichever comes first.

If money is being collected from fundraisers (bake sales, etc.), individual receipts do not need to be written. Collect the cash for the event and count the cash using a cash collection form. Turn the cash in to the Office Manager, who will count the cash to verify the amount and issue a receipt. The Office Manager will then turn in the money and a copy of the receipt to the Finance Director.

Money must be turned in to the Finance Director at the end of every day, no matter how much was collected.

Deposits

The Finance Director will verify all cash receipts against the cash collection form and/or receipts on a daily basis. When the receipts total less than \$50, they will remain in the possession of the business office, locked up in a safe or locked file cabinet until the \$50 threshold is met. A deposit will occur once receipts total \$50 or at least once per week, whichever comes first. The

Finance Director will prepare a deposit ticket listing the total cash/coin and checks to be deposited. A photocopy of all checks shall be kept with the cash collection form and copy of the deposit ticket and receipt(s). The Finance Director will give the prepared deposit to the Office Manager or other school employee to deposit in the bank. The Office Manager or other employee will make the deposit at the bank, sign/initial the bank deposit receipt and return it to the Finance Director. The Finance Director will attach the bank deposit receipt to the copy of the deposit ticket, cash collection form, receipts, and photocopies of all checks. The Finance Director will post the deposit to the General Ledger, indicate on the deposit documentation that it was posted and file it in a Cash Receipts file or binder.

Computer and A/V Equipment

All mobile/portable electronic equipment is available for presentations or instructional purposes. Equipment includes laptops, cameras, projectors, and any other electronic or multi-media devices that are mobile in nature. Staff members are required to reserve equipment through the ELHS Google Calendar and are also required to complete the equipment log when they check out and check in equipment.

The procedures for scheduling, checkout and check-in are as follows:

1. Schedule equipment checkout on the ELHS Google Calendar.
 - a. Sign in to your ELHS email account
 - b. Click on Calendar in the upper left hand corner
 - c. Under "My Calendars", click on the dropdown arrow next to ELHS and select "Create event on this calendar"
 - d. 1) In the "Click to add a title" box, type the description of the equipment followed by your name in the title field. 2) Select the date and time that you will be using the equipment. 3) Click "Save"
 - e. Review the calendar to ensure your equipment reservation is on the calendar. (See figures 1-4)
2. Checking Out & Checking In Equipment
 - a. Staff members must contact a member of the business office on the day and time of the equipment reservation and sign for the equipment.
 - b. Enter the date, time of check out and your name on the equipment log.
 - c. The equipment will then be placed in your possession including any keys or accessories that go along with the equipment.
 - d. Keys shall remain on your person at all times. Do not give a key to any other staff member or student for any reason.
 - e. Laptops/cameras or other devices that are distributed to students shall be documented through permanent student logs. This equipment is only available to the class of the instructor who reserved it. Students from other classes cannot check out a computer and take it to another class.
 - i. Equipment of this nature will be accompanied by a binder in which all students will be required to sign for their machine.
 - ii. Students are not allowed to take a device outside the classroom or leave the class/group with the device any reason. This includes searching out

- tech-support. They can leave the device with their teacher and then search out assistance.
 - iii. Students are prohibited from logging in with other students' or teachers' credentials. If they forget their login information, they must leave the laptop with the teacher and leave class to ask for assistance.
 - iv. Instructors will verify by initialing next to each student's name as the device is returned to the cart.
 - v. Students will not be allowed to leave the classroom until all equipment is accounted for.
 - f. Staff member must ensure that all equipment/keys/accessories are accounted for and are ready to be checked back in.
 - g. Return equipment to the Business Office and enter the time of check in on the equipment log.
 - h. Only the staff member that checked out the equipment can check it back in.
3. Calendar must Reconcile to Equipment Logs
- a. The school must ensure that the calendar matches the equipment logs.
 - b. If you need to cancel your reserved equipment, you must DELETE the event on the calendar. This will allow another staff member to reserve the equipment.
 - c. Failure to cancel an equipment reservation will prohibit another staff member to use it, even if it is available.
4. Failure to abide by this policy will be documented in employee performance appraisals and may lead to disciplinary action.

Petty Cash Fund

Purpose, Allowable Expenditures, and Limitations

ELHS has identified a need to have a petty cash fund to serve as a resource for student emergencies and small purchases for staff. Allowable purchases shall only be those deemed necessary for students experiencing severe personal and scholastic hardships and for small incidental purchases for the purpose of regular school operations. The funds cannot be used to purchase food/drinks for field trips or other school sponsored events. The money in the fund will come from private donated funds, excluding any state or federal funds.

Petty cash of \$100 has been approved by ELHS. The fund is established and replenished by drawing a check made payable to a ELHS employee charged with responsibility for the fund. The petty cash fund must contain cash and/or receipts totaling the full amount of the fund at all times. Purchases from Petty Cash may not exceed \$200 in any given month.

Questions regarding allowable purchases must be presented to the Finance Director and/or Principal in advance. The Finance Director will determine if the purchase is allowable.

Petty Cash Internal Control Procedures

The Finance Director shall possess the Petty Cash Box and is responsible for any missing cash or cash for missing receipts, until signed out to the evening employee, hereinafter, called Custodian. The Custodian checks in with the Finance Director on the first day of each school week. The Finance Director and Custodian shall count the cash and receipts in the cash box together and record the results in the Petty Cash Sign Out Log. The Finance Director will sign over the petty cash box and the Petty Cash Purchases Register to the Custodian using the Petty Cash Sign Out Log. The sign out log will list the following fields:

- **Checkout**
 - Date and time of the handover of the cash box
 - Amount of cash in the box
 - Amount of receipts in the box
 - Custodian's name and signature
 - Finance Director's initials
- **Check-In**
 - Date and time that box is returned to Finance Director
 - Custodian's initials
 - Finance Director's initials

After the Petty Cash Box is signed out to the Custodian, it is the Custodian's responsibility to secure the cash box at all times, away from other staff and students. While in their possession, the Custodian is responsible for replacing any missing cash or cash for missing receipts. When a purchase is made, the Custodian will remove the needed cash from the box and make/authorize the purchase. The receipt and any change must be immediately returned to the cash box and the purchase must be documented in the Petty Cash Purchases Register. A receipt must be from a registered business and cannot be handwritten. A receipt cannot be an I.O.U. for a loan to a student or an employee. The Petty Cash Purchases Register will list the following fields:

- Date of the purchase
- Amount of Cash Disbursed
- Description of the items purchased
- Amount of the purchase
- Amount of change returned
- Custodian's initials

In addition, the register records the weekly reconciliation to the Petty Cash Box, verified by the Finance Director's signature and date.

On the last day of each school week, the Custodian will turn in the Petty Cash Box and the Petty Cash Purchases Register to the Finance Director. The Finance Director and Custodian will reconcile the cash and receipts in the Petty Cash Box to the Petty Cash Purchases Register. The Finance Director will record on the Petty Cash Purchases Register, the date and if it indeed reconciles on the Petty Cash Purchases Register.

If it does not reconcile, the Finance Director will investigate the nature of the discrepancy, and record the findings in the Petty Cash Purchases Register. Missing cash must be replaced in timely manner.

Failure to comply with these procedures may result in revocation of the Petty Cash Fund and disciplinary action including termination of ELHS Staff.

Lost/Broken Items

If a student loses or breaks any school property, please follow these procedures: Notify the Finance Director and the Registrar via email of the event. The Finance Director will let the staff member know the replacement cost of the item and the staff member is responsible for giving the student and/or parent the information. The Registrar will note the student's record that the student owes for the item. When the student pays or turns in the found item, notify the Registrar so that the note will be removed from the students record. If the student has paid, please follow the procedures above, Receiving Cash from Students or Parents. Transcripts and/or diplomas will not be released until the student pays for the lost or broken item or turns in the found item. **ABSOLUTELY NO EXCEPTIONS.**

If a staff member loses or breaks any school property, the staff member is responsible for paying to have the property repaired or for paying the replacement cost for the lost or broken item.

Inventory

The Office Manager is responsible for maintaining the book inventory, the Entrepreneurial Director is responsible for maintaining all technical inventories and the Facilities Director is responsible for maintaining all furniture, equipment and other building related inventory. Physical inventories are conducted each year.

Journal Entries

Non-standard journal entries are prepared by the Finance Director and are reviewed and signed by the Governing Council treasurer on a monthly basis.

Payroll

Finance Director/Office Manager (3rd year) – Clerical duties with regard to entering and removing employees from payroll, processing payroll registers for salaried and hourly employees, entering/uploading direct deposit data into the bank, making changes to deductions and job assignments, submitting the direct deposit information to the online banking system, cancelling employee benefits for staff that have separated from employment, entering payroll liabilities in the payroll voucher system

Finance Director – Responsible for reviewing personnel action forms and comparing against payroll register reports for accuracy, processing personnel action forms including benefits changes, overtime or additional compensation, update/changes accounting codes for jobs, review and approve new employees added to payroll and compare against employee contracts for accuracy, approving payroll register in the payroll system, reviewing Direct Deposit

information in the online banking system, initial approval of the payroll in the online banking system, scheduling EFTPS (IRS payroll taxes) in the IRS EFPTS system, process payroll liabilities in the payroll voucher system, schedule electronic payroll liability payments, print paper payroll liability checks.

Principal – Reviewing payroll register reports for accuracy against past payroll reports, personnel action forms and approved leave requests. Reviewing and ensuring that EFTPS (IRS payroll tax) payments are made, Ensuring that direct deposits are made, signing paper payroll checks, approving the payroll register, final approval of direct deposit in the online banking system, review and approve monthly payroll liability payments, sign paper payroll liability checks.

- Payroll Procedures

Various personnel action forms are collected by the finance director between pay periods. These forms are processed by the Finance Director/Office Manager and result in changes to employee deduction sets, leave balances or accounting codes in the payroll system. They also result in changes that require action from various other agencies or businesses including but not limited to ERB, NMPSIA, Retiree Health Care and other private insurance providers and financial institutions that provide insurance and deferred compensation plans. All personnel action forms are submitted along with the payroll register reports to the Principal for review.

The Finance Director/Office Manager creates a payroll register after all personnel action forms have been processed and updated in the payroll system. Additional jobs/overtime and hourly employee totals are then added into the register by the Finance Director/Office Manager according to approved timesheets submitted by employee supervisors. Once all entries are made to the payroll register, the Finance Director/Office manager submits the payroll in the payroll system and runs Summary and Detail payroll reports for review and approval by the Principal, including a Direct Deposit detail report.

The Direct Deposit data is entered/uploaded to the bank electronically by the Finance Director/Office manager. The Finance Director prints any paper payroll checks and includes them with the printed payroll reports for the Principal's review and signature. Once the direct deposit is entered/uploaded, the Finance Director/Office Manager submits the batch for final approval.

The bank provides a detailed report showing each employee and their deposit amount, and an aggregate total deposit amount. The Principal compares the bank report to the Payroll Register Reports to ensure accuracy and approves the deposit in the bank, signs any paper payroll checks and signs the payroll register reports indicating approval.

Once payroll has been approved, the Finance Director accesses the EFTPS System and schedules all IRS electronic payroll tax remittance. The EFTPS system generates a report that is saved to the school's file server and printed by the Finance Director and included with the printed payroll reports for the Principal's review.

Finally, the Finance Director will access the payroll system, and process all the payroll vouchers that have accrued. For each payroll, a separate voucher will be processed for the direct deposit and another voucher for associated IRS liabilities. Then monthly, all other payroll liabilities will be processed on their own voucher and paid according to their required timeline and payment method. In every case, the Finance Director generates a payroll liability report that will accompany the electronic payroll liability confirmation of payment or paper check as backup documentation for each monthly payroll liability payment. The most common monthly payroll liabilities will be, NM CRS, NM Worker's Comp.(quarterly), State Unemployment (quarterly), ERB, Retiree Health and NMPSIA. Additional accrued monthly payroll liabilities might include voluntary supplemental health insurance and employee sponsored deferred compensation plans.

The Principal will review and approve each of these monthly payroll liability payments along with their supporting documentation and sign paper checks if required.

	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 statutes, 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 statutes, 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 statutes, 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:				

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.

B. (3) The ELHS Board of Directors will work with the Principal to hire qualified people to fill the roles of Finance Director, Office Manager, and Registrar for the schools Business Office. These four positions, including the principal will ensure that there is an adequate number of staff to ensure the necessary segregation of duties with regard to payroll, cash receipts, cash disbursements, purchasing, banking and other financial reporting requirements. Each position is described below:

Principal Responsibilities – The Principal will be administratively certified and act as the instructional leader of the school and will be directly responsible for the business functions and overall long-term viability of the institution. She will directly supervise the teachers and administration. In addition, the Principal will be responsible for the day-to-day operations of the school to include:

1. Initiation of disbursements if they are within the approved budget guidelines set forth by the board. Any checks will have to be signed by the Principal. The Finance Director will be responsible for receiving all invoices and preparing the check and forward it to the Principal for signing.
2. Principal and Finance Director will be responsible for preparing the annual budget and reviewing with the Finance Committee for their approval and recommendation to the board. The Principal understands that, especially in the first several years of the ELHS, there will need to be flexibility and close scrutiny to be maintained over the budget to insure that fiscal solvency can be maintained.
3. The Principal will be responsible for the hiring of the Finance Director position.
4. The Principal will be responsible for reviewing any hiring decisions and purchases over \$1,000. All such decisions should be within the constraints of the overall budget approved by the Board.
5. Monthly, the Principal will review all financial information with the Committee. The Committee will approve and submit to the Board a monthly financial package including monthly income statement and budget to actual comparison.

Finance Director - To assure proper and appropriate financial controls over public funds, the Principal will hire a licensed business official in accordance with 6.63.12 NMAC. The Finance Director will also be responsible for the duties of the Office Manager until that position is filled in year three. This position requires a bachelor's degree in business administration or accounting with at least 24 hours in accounting and/or business.

Under the general direction of the Principal, the Finance Director oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll, purchasing and auditing; trains and supervises business office staff. The Finance Director develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and

regulations. The Finance Director is expected to demonstrate professional excellence and adhere to standards of quality at all times. Other related duties may be directed by the Principal.

1. The Finance Director will put forward a request for checks to the Office Manager which will be supported by an invoice or statement. The Office Manager will process the invoices for payment. The Finance Director will cut the check and forward it to the Principal for review and signature.
2. The Finance Director will be responsible for reviewing and submitting monthly accounting package to the Committee for their review and submission to the Board.
3. Monthly, the investment statements (if separate from the bank statement) will be forwarded to the Office Manager unopened. They will be responsible for recording the investment activity in the general ledger.
4. The monthly bank statement of the ELHS will be submitted by the Office Manager to the Finance Director for review. The Finance Director will prepare on a monthly basis and present to the Principal the following:
 - a. The bank statement and cancelled checks.
 - b. The investment statements.
 - c. The bank reconciliation.
 - d. The statement of income and expenses for the month.
 - e. A detailed payroll ledger for the month.
5. The Finance Director will review payroll registers submitted by the Office Manager and prepare direct deposit schedule and manual paychecks on a bi-weekly basis for the employees of the ELHS. Payroll registers and associated reports, along with manual checks will be forward to the Principal for signature.
6. Procurement – The Finance Director is the procurement officer ELHS. All procurements will be administered by the Finance Director. This position will ensure that all procurement laws and regulations are adhered to in accordance with NMSA, NMAC, GSA, and EDGAR.

The financial audit will be conducted through the Finance Committee of the Board

1. The independent audit firm will be selected by the PED or recommended by the Finance Committee and hired by the Governing Board
2. The Principal and Finance Committee will be present for the audit conference before the audit is signed by the school
3. The audit firm will have direct access to board members
4. The Finance Committee will report to the Governing Board with recommendations and results

5. The Principal is then tasked with implementing any changes recommended in the independent audit.

Office Manager - The responsibilities of the Office Manager are to carry out the functions of the business office, assist in the schools efforts to comply with all applicable state and federal statutes and regulations, accounting standards and principals. The position will require an Associate's Degree in Business and/or Accounting with at least three years' experience in an office setting. The Office Manager is directly responsible to the Finance Director and has the following specific responsibilities:

1. Purchasing & Accounts/Payable - Receiving purchase requisitions and preparing purchase orders for approval. Administering regulations regarding small purchases. Receiving invoices from vendors and entering them into the Accounts Payable system. Documenting the receipt deliveries and service/maintenance calls.
2. Banking and Cash Receipts – Performing monthly bank reconciliations and preparing reconciliation reports for approval. Preparing cash receipts for approval. Making bank deposits as needed.
3. Food Service Administration – Monthly reconciliation of student lunch accounts. Preparation of invoices for student unpaid balances. Preparation of monthly USDA reimbursement reports for approval.
4. Budget – Entering approved Budget Adjustment Requests (BARs) into the school's budget system. Preparing BARs for executive and governance council approval.
5. Internal Controls – Maintaining adequate segregation of duties for cash handling, purchasing, payments, banking, and payroll. Support of control system that manages the schools assets, including equipment, inventory and supplies. Preparing and maintaining asset depreciation schedules, inventory lists and property disposition schedules.
6. Payroll – Preparing payroll registers for approval. Entering payroll deductions and employee leave in the school's payroll system. Preparing payroll vouchers for staff and payroll vendors including NMPSIA, ERB, NMRHCA, IRS, NM Taxation and Revenue, NM Dept. of Workforce Solutions

In addition to the above duties, the Office Manager will participate in the school's budget preparations, to include: Revenue projections-State Equalization Guarantee (SEG) and other operating budget analysis and forecasting, Federal Education Grant budget, Private donations and grant budget, and Capital Projects budget.

Registrar – The registrar will have limited financial responsibilities with regard to cash receipts and deposits, along with opening and receiving mail/parcels. The position requires a High School Diploma and 5 years' experience with student records, transcripts and other student data. Excellent computer skills are necessary.

1. Cash Receipts – The registrar will collect cash from students and parents and submit cash, cash collection ticket and pre-numbered receipt to the Finance Director.
2. Cash Deposits – On occasion, the registrar will make the deposits at the bank.
3. Mail – Registrar is responsible for opening mail, stamping received date and distributing mail to the appropriate staff member.

As described in Section B2, Payroll

Finance Director/Office Manager (3rd year) – Clerical duties with regard to entering and removing employees from payroll, processing payroll registers for salaried and hourly employees, entering/uploading direct deposit data into the bank, making changes to deductions and job assignments, submitting the direct deposit information to the online banking system, cancelling employee benefits for staff that have separated from employment, entering payroll liabilities in the payroll voucher system

Finance Director – Responsible for reviewing personnel action forms and comparing against payroll register reports for accuracy, processing personnel action forms including benefits changes, overtime or additional compensation, update/changes accounting codes for jobs, review and approve new employees added to payroll and compare against employee contracts for accuracy, approving payroll register in the payroll system, reviewing Direct Deposit information in the online banking system, initial approval of the payroll in the online banking system, scheduling EFTPS (IRS payroll taxes) in the IRS EFPTS system, process payroll liabilities in the payroll voucher system, schedule electronic payroll liability payments, print paper payroll liability checks.

Principal – Reviewing payroll register reports for accuracy against past payroll reports, personnel action forms and approved leave requests. Reviewing and ensuring that EFTPS (IRS payroll tax) payments are made, Ensuring that direct deposits are made, signing paper payroll checks, approving the payroll register, final approval of direct deposit in the online banking system, review and approve monthly payroll liability payments, sign paper payroll liability checks.

- Payroll Procedures

Various personnel action forms are collected by the finance director between pay periods. These forms are processed by the Finance Director/Office Manager and result in changes to employee deduction sets, leave balances or accounting codes in the payroll system. They also result in changes that require action from various other agencies or businesses including but not limited to ERB, NMPSIA, Retiree Health Care and other private insurance providers and financial institutions that provide insurance and deferred compensation plans. All personnel action forms are submitted along with the payroll register reports to the Principal for review.

The Finance Director/Office Manager creates a payroll register after all personnel action forms have been processed and updated in the payroll system. Additional jobs/overtime and hourly employee totals are then added into the register by the Finance Director/Office Manager according to approved timesheets submitted by employee supervisors. Once all entries are made to the payroll register, the Finance Director/Office manager submits the payroll in the payroll system and runs Summary and Detail payroll reports for review and approval by the Principal, including a Direct Deposit detail report.

The Direct Deposit data is entered/uploaded to the bank electronically by the Finance Director/Office manager. The Finance Director prints any paper payroll checks and includes them with the printed payroll reports for the Principal's review and signature. Once the direct

deposit is entered/uploaded, the Finance Director/Office Manager submits the batch for final approval.

The bank provides a detailed report showing each employee and their deposit amount, and an aggregate total deposit amount. The Principal compares the bank report to the Payroll Register Reports to ensure accuracy and approves the deposit in the bank, signs any paper payroll checks and signs the payroll register reports indicating approval.

Once payroll has been approved, the Finance Director accesses the EFTPS System and schedules all IRS electronic payroll tax remittance. The EFTPS system generates a report that is saved to the school's file server and printed by the Finance Director and included with the printed payroll reports for the Principal's review.

Finally, the Finance Director will access the payroll system, and process all the payroll vouchers that have accrued. For each payroll, a separate voucher will be processed for the direct deposit and another voucher for associated IRS liabilities. Then monthly, all other payroll liabilities will be processed on their own voucher and paid according to their required timeline and payment method. In every case, the Finance Director generates a payroll liability report that will accompany the electronic payroll liability confirmation of payment or paper check as backup documentation for each monthly payroll liability payment. The most common monthly payroll liabilities will be, NM CRS, NM Worker's Comp.(quarterly), State Unemployment (quarterly), ERB, Retiree Health and NMPSIA. Additional accrued monthly payroll liabilities might include voluntary supplemental health insurance and employee sponsored deferred compensation plans.

The Principal will review and approve each of these monthly payroll liability payments along with their supporting documentation and sign paper checks if required.

	Ranking			
	Satisfied		Not Satisfied	
	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:				

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.

B. (4) ELHS will hire an experienced Finance Director to oversee the fiscal operations of the school. This person will participate in regular meetings with other Finance Directors in the High School Leadership Network for support. The Finance Director will attend Board Finance Committee Meetings and be available to explain and answer any questions that the Board Finance Committee may have.

State Statute requires Audit/Finance Committee to provide fiscal oversight over the school. The committee is composed of the Principal, Finance Director, Board Treasurer, Parent volunteer and a public member with accounting/finance/audit experience. The committee meets monthly to review performance against the budget and monthly financial statements. This committee cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures (separation of duties, etc.). The committee reviews the status of the annual audit during the audit cycle. The committee provides feedback to the full board on a monthly basis on all financial matters and provides feedback to the auditors in order to provide transparency and accountability.

The Finance Committee has a monthly standing agenda items that include:

1. Monthly budget report (expenditures against revenues)
2. Check Register
3. Budget Adjustment Requests (BARs)
4. Journal Entries to the General Ledger
5. PED 1st Quarter Reports
6. October Financials – Budget Report on the last day of the month
7. Audit Fieldwork – Preliminary Audit Findings
8. Current Year Revenue Forecast
9. Audit Committee Recruitment

Additionally, each year there is at least one board meeting dedicated to budget forecasting and long-term financial planning. This meeting is advertised to the public as the annual Budget Planning Meeting.

The Finance Committee will make financial recommendations to the full board for approval. Reports and any recommendations will be maintained in board minutes.

	Ranking			
	Satisfied		Not Satisfied	
B.(4) Financial Oversight	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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:				

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.

B. (5) There are three stages of organizational development for charter schools and each has its own unique qualities that must be accounted for in the strategic planning: See chart on next page.

Stage of Organizational Development	Stage of Charter School Operation	Type of Board	Board Functions
Emerging	Pre-Charter	Informal group of founders	Learning the policy, community & employer context.
Growth/ Consolidation	Charter is granted and school opens	Small Board of Directors to advise and develop metrics for successful start-up	Oversees development of the school's mission, policies, and operations
Sustainable/ Mature	Ongoing operation; charter contract compliance; renewal of contract	Formal Board of Directors with established Subcommittees	Shapes mission and policies, raises money, and oversees the charter school's financial and educational performance

Governance, Relationships, Enrollment, Mission and Performance Objectives

Leading up to approval by the PEC, the Governing Board will be chiefly responsible for building a context for the vision of the school. Their job will be to understand the mission and its implications on the community of employers, families and residents of the International District.

As the school emerges into its growth and sustainability stages it will take on the following characteristics:

1. The governance capacity of ELHS will be driven by its practices (attention to student centered outcomes, finance, compliance, etc.). However, these practices are framed in the board's ability to engage in the community. The more vital the school is to the employers from the Entrepreneurial sector and the community surrounding the school, the better positioned it will be for long-term viability. Engagement allows for responsiveness based on a deep understanding of the school's constituents. For example, the curriculum development process is done through partnership and the sophistication level of the relationships will help determine the quality of governance. These relationships are key to creating high functioning board committees and board development. The same is true for student support, governance, and finance functions. Reaching out and engaging stakeholders in the board's work will create sustainability by

cultivating vital relationships. These relationships should also drive enrollment because the school is deeply imbedded in the community.

2. The board will be focused on overseeing progress toward the four mission-driven indicators that connect directly to the purpose of the school. These outcomes are realized through the internal programs that are developed to meet the needs of its clients. The indicators relate to the social and emotional health of students. The learning outcomes that demonstrate critical thinking in the context of the Entrepreneurial sector, and math and reading proficiency scores.
3. The board will hold annual retreats to develop strategic plans that ensure that the students are healthy and learning as measured by benchmarks that have been set. Also, outreach to employers and the community stakeholders is thoughtfully planned and evaluated. Finally, as stewards of the long-term vision of the school, it will be vital that the board processes are high functioning and evaluated annually to ensure success.

Finance/Budget

The strategic vision for ELHS is to create a gradual growth plan that allows the school to increase revenues and expenditures at a rate that can be understood and planned for by the institution. Growth will take place over 5 years and based on the experiences of ACE and Health Leadership High Schools, revenues should be sufficient to account for expenditures. Also, given the significant experience of ACE and Health Leadership staff, the school expects to achieve its enrollment objectives.

However, ELHS can make budget within a 10 percent margin of expected enrollment. The school expects to raise \$100,000 in unencumbered funding that can be used to cover an unanticipated enrollment decline of up to 10 percent in year one and at least that much in years following. In addition, there is significant fundraising capacity in the Entrepreneurial sector, philanthropic sector, and significant expertise leveraged through the affiliation with the New Mexico Center for School Leadership.

Finally, growth predictions and the budgets that accompany them are likely to change due to unforeseen circumstances. The likelihood that the school will be fiscally solvent is directly related to the capacity of the leadership. Fortunately, the school has a deep partnership with ACE, Health and Tech Leadership High Schools through the New Mexico Center for School Leadership which brings over 20 years of financial expertise at the state and school levels.

On the next page is a matrix outlining the functions of the board through the three phases of development:

	Emerging	Growth	Sustainability
Governance	Establishing vision for community impact, building a relationship with the Principal	Establish policies, bylaws, and committees, evaluation process for Principal and the board	Board recruitment/development, preparations for re-chartering
Finance	Considering the viability over time	Budget scenarios tied to enrollment and potential fundraising	Establishing an audit committee, adjustments to budget forecasts
Building	Building relationships with potential public partners	Establishing a 501 c3 friends organization to finance building and prospect short and long-term sites	Secure a loan and negotiate a contract with a land/building owner
Relationships	Creating MOUs with partners	Establishing board committees with Pillar Directors and creating work agendas for engagement	Setting benchmarks for community outreach and evaluating progress
Enrollment	Assessing the demand for seats	Recruiting students	Establishing partnerships with schools and agencies for student referrals
Compliance	None	Reporting from Governance and Finance Committees	Annual board training and corrective action if out of compliance
Mission/ Performance Objectives	Understanding measurements of success	Establishing a dashboard to review at board meetings on progress	Annual retreats and strategic planning meetings to review progress and make adjustments

	Ranking			
	Satisfied		Not Satisfied	
B.(5) School Sustainability	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.
Comments:				

Evidence of Support

A. Outreach Activities.

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.

In developing Entrepreneurship Leadership High School, school founders conducted significant outreach to make the community, including students, parents, community organizations, community leaders, and entrepreneurial industry partners aware of the proposed charter school and to solicit their input on what is needed by students in the area as well as to improve the entrepreneurial sector. Meetings were held with individuals throughout the community to share information about the proposed school and to obtain preliminary feedback around the idea. In addition, ELHS hosted community convenings in partnership with The Partnership for Community Action, a community-based organization and Atrisco Heritage Academy High School, the District school located near ELHS's permanent location, to share information and solicit input from a larger group of community members about the school.

Individual Meetings

Individual meetings were held with various kinds of stakeholders, primarily in the Westside and in the South Valley to gauge interest and secure support. Some of the many individuals who have expressed support for the proposed school are Pat Ruiloba, State Representative for District 12, Antonio Gonzales, Principal at Atrisco Heritage Academy High School, Adrian Pedroza, Executive Director of the Partnership for Community Action, and Art De La Cruz, County Commissioner (See letters of support for additional supporters).

ELHS incoming Principal Moises Padilla visited the following neighborhood associations to make initial contact, inform residents about the school, and invite residents to provide input:

1. Adobe Acres Neighborhood Association: Spoke with President Representative Pat Ruiloba in person about plans for the school (see letter of support).
2. Anderson Hills Neighborhood Association: Spoke with President of neighborhood association over the phone and they are interested in being engaged in the future.
3. Los Padillas Community Center- spoke with Center staff and offered to do outreach and recruitment at community center meetings
4. Valley Gardens Neighborhood: Spoke with President of the Association, discussed the school and provided opportunity for input
5. West Gate Neighborhood Association: Spoke with President of the Association, discussed the school and provided opportunity for input

In addition, Moises spoke on numerous occasions with Atrisco Heritage Academy High School Principal Antonio Gonzales to discuss future collaboration. The Atrisco Heritage Academy team is excited about the new school as it offers an additional resource for their students whose needs are not currently being met. In addition, Atrisco Heritage collaborated by actually

hosting one of the formal community meetings at the school. See letter of support from Mr. Gonzales for more details.

As ELHS leadership progresses with the development of the school, they intend to engage in additional discussions with each of the aforementioned individuals and stakeholders from their organizations, as well as many others, to develop substantive partnerships that can support the opening and on-going operations of the school.

Community Convening and Focus Groups:

ELHS organized a community engagement activity with 100 youth, a community convening with parents and youth who reside in the target area, and two summits with community and entrepreneurial leaders. The engagement activities were organized in conjunction with the Partnership for Community Action, the Learning Alliance, the Center for School Leadership, and Health Leadership High School. The purpose of the convening was to inform community members of the proposed school and illicit their ideas and input into how the school could serve them.

The first community convening took place with a group of almost 100 students at the UNM STEAM-H Career Exploration Extravaganza Conference. The majority of students surveyed reside in the Westside and/or South Valley. At the convening, through small groups and one-on-one conversations, students were informed of the plans to open Entrepreneurship Leadership High School. Students were then invited to fill out a brief survey asking if they think Albuquerque youth would be interested in attending a school focused on business and/or entrepreneurialism. As discussed in the Community Support section, 89% of students responded favorably. Interested students also provided contact information to receive enrollment information about the school in the future and ELHS will include them in their outreach efforts.

The second convening took place at Atrisco Heritage Academy High School located at 10800 Dennis Chavez Blvd. At the Convening, ELHS leadership shared information with families about the proposed school. After information was shared, Ian Esquibel from the Learning Alliance, Tony Monfiletto from the Center for School Leadership and incoming Principal Moises Padilla facilitated the focus groups. Focus groups were comprised of parents and high school students who live in the South Valley and Westside. The parents and students were separated into two groups order to conduct a focus group in Spanish and English, respectively. Interpretation was provided by the Partnership for Community Action. The purpose of these focus groups was to elicit feedback from the families on their reaction to the proposed school (ELHS). Participants were asked four focused questions developed in conjunction with the Learning Alliance. Soliciting feedback in smaller focus groups made the environment more intimate, enabling participants who would be reluctant to speak to the entire group share their ideas more comfortably. The questions asked during the conversation were:

Convening Two Focus Group Questions in English and Spanish:

- | | |
|--|---|
| <ul style="list-style-type: none"> • “Based on what you heard, what resonates with you about ELHS?” | <ul style="list-style-type: none"> • “Sobre todo lo que usted escucho acerca de la escuela, que es lo que le |
|--|---|

	parece mejor?”
• “What could we improve?”	• “Que podríamos mejorar?”
• “Identify the top 5 desired services/components of the school”	• “Identifique los 5 servicios o componentes de la escuela que más desea?”
• “Discuss and define, in one sentence, what success looks like for ELHS”	• “Discute y define en una frase cómo definiría el éxito para la escuela?”

The dialogue was facilitated by Ian Esquibel from the Learning Alliance with interpretation provided by the Partnership for Community Action. In addition, community members who attended the convening filled out a brief written survey. Findings will be discussed in the next section. Overall, participants were engaged and expressed significant support for the school (see section B for more details and evidence of community support from the convenings).

As mentioned, ELHS leaders facilitated two school-design summits with a group of local entrepreneurial and education leaders. The following businesses and organizations were represented throughout the two summits:

- Southwest Creations Collaborative
- Cause Labs
- UNM Anderson School for Business
- Carlisle Consulting
- Armatus Consulting
- Medici Technologies
- YDDC
- UNM International Business Students
- Health Leadership High School
- Tech Leadership High School
- Presbyterian Health Care
- Geltmore LLC
- Eagle Rock Professional Development Center
- Kubik Perspectives
- Modrall Sperling
- Junior Achievement
- Encuentro Solutions
- Partnership for Community Action
- McCune Foundation
- CNM STEMulus
- Armatus Consulting
- First Choice Community Health Care
- Sandia Labs
- Santa Fe Economic Development
- CABQ-ED (City of ABQ Economic Development)

- New Mexico Center for School Leadership

As part of the two summits, participants identified additional community partners for the school. ELHS leadership will continue to follow up with many of the prospective supporters and collaborators identified through the summit. Additional questions discussed at the summits were to describe the profile of an ELHS graduate, to articulate the processes, priorities and skills that are needed to be successful as an entrepreneur, and to share what they viewed as the human resource need or gap

At ELHS, we are committed to meeting parents and students “where they are;” and to develop relationships with partners. We acknowledge and embrace that there must be a meaningful role for the community in education going forward; as such we have designed and utilized an asset-based school development process. At the heart of this process is hearing the voices of the community and incorporating those voices into the design of each school such that the school becomes an integral part of the community.

In addition, ELHS will work with Media Desk, a local communications cooperative working to strengthen communications for the local nonprofit sector to develop a media outreach campaign to recruit for the school. ELHS intends to utilize a variety of communication mediums, including social media, print media, and public radio messages in English and Spanish to reach a broad audience and ensure that students have equal opportunity to enroll.

	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.

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.)

All of ELHS' community outreach described in the prior section has yielded quantifiable and qualitative support for ELHS.

Aggregated Youth Survey Data

A total of 84 youth who attended the UNM STEAM-H Career Exploration Extravaganza Weekend were surveyed about their interest in the proposed Entrepreneurship Leadership High School. This survey sample included youth from ages 11-18. The sample size included ages 11-18 who, while currently in middle and high school, could potentially serve as students in the next couple of years. The proposed Entrepreneurship Leadership High School will serve students who will be between the ages of 13-20. The school will offer both a day program and an evening program for students who have previously dropped out of school. Of the 84 surveyed, 75 youth or 89% stated that they would have an interest in attending Entrepreneurship Leadership High School. Of the 84 youth surveyed, 6 youth, or 7% stated that they did not have an interest in Entrepreneurship Leadership High School.

Focus Group Findings from Convening Two

When asked what resonated about ELHS, parents and teens enthusiastically shared that they liked the project based learning model. They expressed that their children and they themselves did not like the traditional classroom model. The idea of getting up out of their seats, moving around the classroom especially appealed to them and they expressed that it would be a great fit for their children.

Parents also expressed that the leadership school really respected their children, their language, and their abilities. They powerfully expressed that they felt hopeful and thought their children could come to love school again. Finally parents expressed that they felt the entrepreneurial and critical thinking skills would be transferable to other careers, providing them with what they needed to be successful.

Some participants expressed some concerns about safety and recommended that ELHS utilized students to take ownership of the safety of the school. Another participant expressed the importance of having the proposed theory play out in practice. ELHS leadership took these concerns to heart and will work during the planning year

In addition, participants identified various components that they believe are important to include in the school. The components identified align with the three pillars of ELHS: Business-based projects to achieve desire of starting a business; School safety; Good communication between parents and staff; Parental involvement; Bilingualism; Address students' emotional, physical needs and basic needs; Students' trust teachers and staff to discuss life issues; Teachers able to assist students have a better life; teachers guide students according to students' expectations and needs; and the ability to truly empathize or put ourselves in the students' shoes.

Participants expressed that support was demonstrated by preparing students to have self-confidence, the ability to do something that they enjoy, and that students take the necessary steps to graduate.

Written Survey from Convening Two: Of the approximately 30 that attended Convening Two, 14 participants completed a written evaluation and identified that they had children who will attend school in Albuquerque. All 14, or 100% of respondents, identified that they think students would want to attend a high school like ELHS that focuses on businesses and entrepreneurialism.

Further Student Validation for the ELHS Three Pillars: In April 2015, in partnership with Eagle Rock Professional development Center, the Center for School Leadership facilitated four focus groups with students at ACE Leadership HS, Health Leadership HS, South Valley Academy and Amy Biehl HS. Student participants, including non-traditional aged students similar to the target demographics of the students for ELHS, shared elements from their school experience that led to success. Student participants overwhelmingly identified the emotional and family support that they received (360 support), the experience and skills they learned through the projects and/or internships they had had (project based learning), and the opportunity to meet with community members working in the various organizations and businesses (community engagement).

ELHS will target student who have dropped out or who are at risk for dropping out. The dropout rate for the existing high school in this Zip Code, Rio Grande High School, was 50.4% in 2013, well above the overall dropout rate for Albuquerque. It is clear that there is significant need in the local community.

	Ranking			
	Satisfied		Not Satisfied	
B. Evidence of Support	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	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

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.

The founders of Entrepreneurship Leadership High School are deeply committed to creating and maintaining meaningful and strategic partnerships with organizations that serve the families and residents of the South Valley and Westside. Individual meetings and community organization meetings have been held consistently in order to connect and collaborate. The following organizations are committed supporting and collaborating with the proposed Entrepreneurship Leadership High School in the ways listed below:

1. The Center for School Leadership: will provide in kind assistance with fundraising, assistance to develop rigorous alternative metrics to document success, provide mentorship and training to incoming ELHS Principal, and will provide professional development upon request.
2. The Kellogg Foundation: has committed funding to cover the cost of the Principal Residency, which will enable the incoming ELHS Principal Moises Padilla the opportunity to devote himself full time to the ELHS planning year.
3. Southwest Creations Collaborative: Has participated in design sessions and agreed to share its understanding of social entrepreneurialism. Will also recruit ELHS students to participate in *Hacia La Universidad*, the family support program to assist high school students with transition to college.

4. The McCune Foundation: Is funding a cohort of High School Leaders, including ELHS, to develop alternative metrics that can document student success that is not measured through standardized tests, such as the project based learning exhibitions.
5. The Eagle Rock Professional Development Center: Providing in-house technical support to ELHS Leadership and future staff, including but not limited to developing curriculum, training teachers, interviewing students, etc.
6. Maestas and Ward/Las Estancias LLC: Donating a four-acre parcel of land on which the school will be permanently located.
7. CNM Stimulus Project: Assisting the school to utilize technology to enhance learning outcomes.
8. Atrisco Heritage Academy: Working with the school to identify which students at Atrisco Heritage would be best served by ELHS; providing space to ELHS to convene community meetings; participation in the alternative metrics conversation.

Each agency is in agreement that the proposed Entrepreneurship Leadership High School will provide a necessary value and choice to families, students and residents in the South Valley and Westside of Albuquerque. Please find letters of support from these partners and several others attached in Section E.

In addition, as described in Section A, ELHS has strong support from the entrepreneurial sector, and those supporters have committed to participating in the unique design process for the school (see Section D).

	Ranking			
	Satisfied		Not Satisfied	
	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.

D. 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.

The proposed Entrepreneurship Leadership High School offers a unique and innovative approach to career education. With the dedicated contribution of entrepreneurial partners and local community agencies, the proposed school will design a relevant curriculum and community-engaged learning experience focused on students of the South Valley and Westside. As the proposed school plans to serve students who have previously dropped out of school or are off track to graduation, this design to engage in real-life and entrepreneurial-specific learning is a unique and significant opportunity.

Establishment of Need

In a geographic analysis of at risk students across New Mexico, the South Valley and Westside of Albuquerque has among the highest incidences of at-risk indicators in Albuquerque. This geographic area leads the city in every at-risk category effecting or resulting in poor school performance. The unique design of Entrepreneurship Leadership High School (Learning by Doing, Student Support, and Community Engagement) is a holistic approach that is perfectly crafted to address the troubling attributes of this community. In a comprehensive analysis of educational conditions across Albuquerque, the University of New Mexico, Center for Education

Policy Research, found that this geographic area led the city in every at-risk category. Their 2011 study titled “Mapping the Landscape of Educational Outcomes in Albuquerque” pointed out the following attributes about this area of Albuquerque:

- Lowest percentage of 11th grade students proficient or advanced in math.
- Lowest ACT Composite scores
- Highest percentage of students attending NM colleges who took remedial courses
- For early warning indicators this area high the highest percentage of students entering the 9th grade with one or more F grades and 5 or more absences.
- Lowest graduation rates in the city
- Lowest CNM and UNM retention rates
- Lowest UNM and CNM graduation rates
- Highest percentage rate of high school students who are habitually truant.
- Highest percentage of high school students without enough food to eat
- Highest percentage of students who have had sexual intercourse.

In addition, the intersection between education, public health and economic wellbeing is powerful and it is impossible to separate the effect of one from the other. Instead, they are co-dependent determinants of a community’s wellbeing. Entrepreneurship Leadership High School will be uniquely positioned to address this convergence and become a catalyst to improve the future for young people in fundamental ways. The intersection between education, public health and economic wellbeing are illuminated further in a study conducted by the Bernalillo County Place Matters Team. The study was a joint project between Bernalillo County and the New Mexico Department of Health that investigated the determinants of health (poverty, violence, unemployment rates, dropout rates, etc.). The Place Matters study also demonstrated the prominent need in the South Valley and Westside which further demonstrates the overwhelming need for high quality schools in this area of Albuquerque.

Entrepreneurial Partner Engagement

In light of the demonstrated need for engaging and relevant education in the South Valley and Westside, the proposed school will be designed using a human center design that plans back from the industry vision of a successful graduate/employee. This approach to informing the culture, routines, and curriculum of the school is innovative in that it places the entrepreneurial and community voice as a top priority. Tangible 21st Century skills guide the design of the school. The Principal and Director of Curriculum are then able to ensure that all state Common Core Standards are integrated and met at high quality. Given that the target population of students has not experienced success in existing public schools, we feel that this distinct approach to organizing teaching and learning will allow for a student-centered and personalized learning experience. By engaging our industry and community partners we are able to offer the most cutting edge and fascinating real-life problems that our students begin to grapple with and are prepared to delve into as qualified and experienced employees upon graduation. The proposed school equally prepares students for successful college and career experiences.

ELHS has engaged its entrepreneurial partners from step one when it brought a group of entrepreneurs and educators together to contribute to the design of the proposed school. In

this way, ELHS creates local impact by meeting the needs of the sector, students and the broader community. Two summits were organized with entrepreneurial sector professionals to understand the skills, attitudes and knowledge that students will need to succeed in the entrepreneurial sector, and to gauge interest in the development of the Entrepreneurship Leadership High School.

According to the Entrepreneurship Leadership High School (ELHS) summit participants, the future human capital needs of the Entrepreneurial sector are rooted in curiosity ,problem solving, healthy hustle, communication (presentations, writing, social media), adaptability, resilience, collaborative/networking, relationship building, risk taking, needs analysis / social responsibility other attributes that are not easily quantified or taught. In fact, if we think about the “profile of a graduate” for ELHS we know there is no textbook that will prepare young people for the future. Instead, we see that the attributes necessary can only be created through real life experiences, built with the insights of practitioners. After all, developing a student’s “critical eye” happens by actually solving real-life problems that come directly from industry experts.

On February 12, 2015, The New Mexico Center for School Leadership convened twenty five professionals who work in the entrepreneur sector and community members for a full day summit to guide the development of Entrepreneurship Leadership High School. Entrepreneurial partners were asked to articulate the processes, priorities and skills that are needed to be successful as an entrepreneur. Partners were also asked to share what they viewed as the human resource need or gap. Two ideas were highlighted. The first is that the Entrepreneurship sector is diverse and the primary steps in production process require both deep expertise and the ability to work in multi-disciplinary groups. Industry partners stated that there is a great need for employees in the sector who can think critically and solve problems that are within their realm of expertise and to relate to others’ area of focus while working collaboratively. The day provided a new way of thinking about the how entrepreneurial thinking is used to solve problems as a step-by-step process. Our understanding of this framework included the following iterative steps:

6. **Idea Generation:** Take an idea to be a description of a need or problem coupled with a concept of possible solutions
7. **Opportunity Evaluation:** Is the opportunity worth investing in
8. **Planning:** How to capitalize on that evaluation
9. **Company formation/launch:** The entrepreneurial team will go through the process actually creating the venture.
10. **Execution/Growth:** we work toward creating the product or service, generating revenue and moving toward sustainability. The emphasis shifts from planning to execution.

On May 5, 2015 the New Mexico Center for School Leadership organized a second convening of entrepreneurial professionals and community members in order to gauge commitment to the

development of Entrepreneurship Leadership High School and to further understand community and future employers' priorities and needs.

The New Mexico Center for School Leadership engaged with summit participants to apply the frame outlined above to actual entrepreneurial sector questions. In addition to identifying stakeholders who ELHS can engage for additional support, the representatives at the meeting expressed strong support for the school and helped to develop the two projects discussed in the curriculum section as well as the overall entrepreneurial education framing questions.

	Ranking			
	← Satisfied		Not Satisfied →	
	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.

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.)

Please find the following letters from supporting individuals and organizations in attachments:

Person	Organization
Adrian Pedroza	Partnership for Community Action
Ian Esquibel	Learning Alliance
Representative Pat Ruiloba	State Rep
Antonio Gonzales, Principal	Atrisco Heritage HS
Jessica Aranda	Southwest Creations Collaborative
Michael Soguero	Eagle Rock
JoAnn Newton	PNM
Art de la Cruz	County Commission
Bill Wagner	Centro Savila
Dr. Vanessa Svilha	UNM Org, Info and Learning Sciences
Steve Maestas	Maestas and Ward
Wendy Lewis	McCune
Gary Opendahl	COA
John Mierzwa	CNM Stimulus Project

Appendices and Attachments

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

Note:

- Additional Appendix C2: ELHS Organizational Chart also attached.
- Appendix M: Letters of Support (uploaded in separate folder entitled "Letters of Support")

	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.