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**New Mexico Public Education Commission**

**2016 New Charter School Application Kit**

**Part C. Application & Rubric**

**![MP900439327[1]]()**

**Part C. Application**

**Application Cover Sheet**

**School Information:**

Name of Proposed Charter School: The Albert Einstein Academy Charter School

School Address (if known): Click here to enter text.

School Location (City/Town): Española

School District within which the proposed school will be located: Española Public Schools

Grades to be served: 7-12

Requested Enrollment Cap: 350

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Founder (if different from above): Click here to enter text.

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Alternate Tel: Click here to enter text. E-Mail: Click here to enter text.

Founder (if different from above): Click here to enter text.

Address: Click here to enter text.

City: Click here to enter text. State: Click here to enter text. Zip: Click here to enter text.

Daytime Tel: Click here to enter text. Fax: Click here to enter text.

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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 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 innovative aspects in your proposed charter school proposal whenever possible.

**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.*

# I. Academic Framework

 A. School size.

State the requested enrollment, grade levels to be served and student/teacher ratio.

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| --- | --- | --- | --- |
| A.(1) |  |  |  |
| Academic Year | Number of Students | Grade Levels | Student/Teacher Ratio |
| Year 1 | 150 | 7, 8, 9 | 16:1 |
| Year 2 | 200 | 7, 8,, 9, 10 | 16:1 |
| Year 3 | 250 | 7, 8, 9, 10., 11 | 16:1 |
| Year 4 | 300 | 7, 8, 9, 10, 11, 12 | 16:1 |
| Year 5 | 300 | 7, 8, 9, 10, 11, 12 | 16:1 |
| At Capacity (Enrollment Cap) | 300 | 7-12 | 16:1 |

|  |  |
| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
|  | Included |  |  | Not included |
| A.(1) SchoolSize | The application provides all of the required information. |  |  | The application does not provide the required information. |
| **CSD EVALUATION:** Click here to enter text. |

B. Mission.

*Note:* The proposed 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).

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

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| **Mission**: Our school strives to be*a*racially and culturally diverse community of students, parents and staff, dedicated to creating*a*respectful environment and one in which each person is treated with unconditional positive regard and acceptance. With such an environment, each student, 7-12, will be empowered and inspired to reach his or her full academic, emotional, physical and personal potential. This school will provide a holistic model of education which includes emotional well being by working in consort with a local agency to provide mental health services. |

|  |  |
| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| B.(1) 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 proposed 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 proposed 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. |
| **CSD EVALUATION:** Click here to enter text. |

C. Indicators/Goal(s) Related to the proposed 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 proposed 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 an approved school to demonstrate its achievements related to an approved 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 proposed school’s ability to implement the proposed 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.

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved 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 or outcomes 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.
* Attainable. A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
* Rigorous. A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
* Time-Bound with Target Dates.  A well-conceived goal should specify a timeframe or target date for achievement.

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| C.(1) Mission-Specific Indicators/goals 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 proposed 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**.
 |
| **APPLICANT RESPONSE:** | * *Goal/Indicator 1 related to School’s Mission: The charter school will teach skills for emotional health and success: Mindfulness Skills will to taught to increase students’ awareness of feelings and thoughts that are experienced so that they might be discharged in an appropriate manner and allow the students’ focus to remain on educational pursuits and increase academic proficiency.*

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| * *Goal/Indicator 2 related to School’s Mission: The school will teach stress management (Distress Tolerance Skills). These skills will teach student how to handles stressors and still be able to remain focused on academic pursuits and increased proficiency.*
*
 |
| * *Other Mission-Specific Goals/indicators, if appropriate The charter will teach students how to regulate emotions to recognize and manage difficult thoughts and feels in order to remain focused on educational pursuits and increased academic proficiency.*
* *Additionally, the school will teach interpersonal effectiveness skills to help students make and maintain positive social relationships.*
* *Students will also learn to “Walk the Middle Path” whereby they become adept at seeing that there are several ways to view a problem and solve a problem. Through using appropriate problems solving skills,, the students will be better able to focus on academics and educational advancements.*

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

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

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| D. (1) Provide a description the proposed school’s curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards, and the proposed school’s mission.Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school’s mission. If approved, the PEC requires one semester’s curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.  |
| **APPLICANT RESPONSE:**  *This program will follow CCSS and NM Content Standards. Core courses will be completed to allow students to complete a graduation plan and graduate after four years of high school. During Middle School (7th and 8th grade) students will take English, Math, Science, Social Studies, PE, and an elective. For High School, Students will complete four years of English, four years of Math, 3.5 years of Social Studies and 3 years of Science. They will complete the 24.5 credits that are required for graduation and all courses will be aligned with the graduation plan for the students’ year of graduation per PED rubric. Electives will be provided in a variety of areas that support the mission of the school and may involve the arts, MESA, 4H, etc. All prescribed stated testing, i.e. PARCC and short cycle assessments will be completed on the timeframe that PED suggests. Teachers will be licensed and endorsed in content areas per PED requirements and licensure. If students are served in Special Education and are assigned either Career or Ability Pathway, their coursework will be guided by their IEP. All necessary ancillary services will be available for these students.*  |

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| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| D.(1) Academic Program & Curriculum | The description provided has the potential to raise the achievement of the intended student population. What is provided **is research-based,** **clear, comprehensive, cohesive, reasonable, and innovative, and** **clearly** aligns with CCSS, NM Content Standards, and the proposed school’s mission.The application 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 proposed school’s mission. | The description provided is **clear and reasonable** and mostly aligns with CCSS, NM Content Standards, and the proposed school’s mission.The application 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 proposed school’s mission. | The description provided is **limited** and **does not** support **or partially** supports CCSS, NM Content Standards, and the proposed school’s mission.**--AND/OR--**The application 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 proposed school’s mission. | The description AND/OR the timeline provided is **incomplete or inadequate**.**OR--**The application **does not respond** to this prompt. |
| **CSD EVALUATION:** Click here to enter text. |

## E. Graduation Requirements.

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| E. (1) Identify the proposed school’s proposed requirements for graduation, if applicable, and explain any changes or 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.  |
| **APPLICANT RESPONSE:**  *For High School, Students will complete four years of English, four years of Math, 3.5 years of Social Studies and 3 years of Science. They will complete the 24.5 credits that are required for graduation and all courses will be aligned with the graduation plan for the students’ year of graduation per PED rubric. Electives will be provided in a variety of areas that support the mission of the school and may involve the arts, MESA, 4H, etc. . If students are served in Special Education and are assigned either Career or Ability Pathway, their coursework will be guided by their IEP.*  |

|  |  |
| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| E.(1) Graduation Requirements /Graduation Waiver If Necessary – *High Schools Only* | *Only applicable for high school proposals*High school graduation requirements are clearly articulated and meet state requirements. Any changes proposed by the application that vary from state minimum requirement are clearly explained. |  |  | *Only applicable for high school proposals*The application does not address graduation requirements. OR The Application does not comply with state requirements. |
| **CSD EVALUATION:** Click here to enter text. |

## F. Instruction.

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| F. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** support and align with the proposed school’s mission, and curriculum.  |
| **APPLICANT RESPONSE:** We aim to use five strategies (or tenets) at the foundation of our work, which together constitutes a "blueprint" of school reform. This blueprint has been developed from research conducted by Dr. Roland G. Fryer Jr. and the Education Innovation Laboratory at Harvard University (EdLabs), which takes a model proven to produce top performing schools and infuse them in turnaround settings. Currently the blueprint consists of five tenets or specific focus areas, each associated with increased student achievement. The tenets include:1. Focus on Human Capitol: Successful schools recruit top leadership talent, reward teachers for performance, and hold teachers individually accountable for increasing student achievement.
2. Increased Time on Task: Effective schools require students to increase their time on task. Extended school days, weeks, and years are all integral components of successful school models.
3. High Dosage Tutoring: Classroom instruction is supplemented with individualized tutoring or small learning communities, typically during the regular school day.
4. High Expectations and a "No Excuses" Culture: In successful schools, students buy into the school's mission and into the importance of their education. This feature must permeate all other investments.
5. Data Driven Instruction: Students are assessed often, assessments are broken down into discrete skills, and students are re taught the skills they have not yet mastered.

 □   Identify and describe any potential shared/joint use facilities with public or private entitiesThe facility currently has one occupant, a internet service provider. Therefore, if the proposed site is selected this is an issue that would need further exploration. □   Describe the school’s proposed instructional programThe Albert Einstein Academy plans to use a dynamic blend of print instruction, hands on learning and student-centered technology to help more of our struggling learners master priority skills and strategies to reach grade-level performance. We would like to offer two of our core subjects via an online course delivery with a program such as IDEAL NM and the other courses to be taught with a project based model (math and science). Small group, skills-based instruction as well as discreet classes and seminars will support this interdisciplinary methodology.□   Describe the general instructional organization (grade levels, groups, academies)The AEA proposes the following grade levels and plan:2017-2018 Grades 7, 8, 9 150 students2018-2019 Grades 7, 8, 9, 10 200 students2019-2020 Grades 7, 8, 9, 10, 11 250 students2020-2021 Grades 7, 8, 9, 10, 11, 12 300 studentsStudents will remain with their grade level cohort. If we attract the desired 50 students per grade level, we will have two groups of students per grade level shall remain together as a family or co-hort. The groups will have an equal distribution of the various variables such as previous academic success, gender, race, etc…□   Describe scheduling approach (periods, block schedule)Macintosh HD:Users:leanne:Desktop:Screen Shot 2016-05-02 at 12.03.34 AM.pngStudents will attend school 4 days per week on a block schedule. Students will spend the mornings focusing on their core subjects and during the afternoons we plan on engaging students with hands on learning activities that will stimulate their minds and spark their interests in career oriented activities. We plan to create a school culture that embraces the needs of all of our students including their academic and mental health and their overall well-being. We intend on working hand in hand with mental health providers and families to ensure that our students have access to resources not easily accessible to them in the traditional school setting. **PROJECT EDUCATIONAL COMPONENT**The AEA will provide a full-time, diploma-granting high school education curriculum through the New Mexico Public Education Department. Following State Education Department mandates, the diploma program enables students to earn and accumulate credits as well as prepare for competency examinations and College Placement Testing.**Project Treatment Model**AEA will implement evidence based best practice approaches in treatment, such as, on principles of Dialectical Behavior Therapy (DBT) and the Trans theoretical Model of Stages of Change. The Program will provide multidisciplinary therapeutic services to students whose emotional and/or behavioral difficulties have interfered with their success at school. Clinical staff work together as a team to make an individualized treatment plan for each student. The different parts of every student’s treatment plan are described below. In addition, a clinical team will provide behavior management training and strategies to teachers and staff bringing awareness of student’s behavioral health needs. Teachers will learn how to manage stressful situations and be trained in crisis prevention/intervention to prevent and de-escalate crisis situations with students if they arise.**1. Orientation Period** Admission to these programs will begin with an individual student assessment which will identify needs/supports, followed by a 30-day orientation period in which the new student is expected to arrive for school on time 5 days per week, to attend group and individual therapy meetings, graduate from motivation group, and to participate in family sessions as needed during this month. **2. Individual and Family Therapy**Students will be assigned an individual therapist who will monitor their progress on a weekly basis and will meet regularly with students and their families. Therapists will help students focus on treatment in order to target personal emotional, behavioral, academic, family and substance abuse goals. Additionally, pregnancy prevention, safer sex practices, and smoking cessation will be addressed in the treatment as needed. Once students have set treatment goals, they and their therapist will monitor student progress weekly at minimum.  Students will be required to complete behavioral analyses and weekly diary cards and other clinical measures as needed. AEA believes that the family has an enormous impact on the progress that each of our students makes. The family has valuable insight into their teen’s personality, strengths, and interests. It is very important to include the family in the treatment process. **3. Group Therapy**Like school classes, group therapy sessions form an essential part of the daily learning curriculum at Project. Every student is assigned to a particular group schedule. AEA will offer several kinds of groups, such as life skills groups (including various creative art therapies), talk therapy groups, wellness groups, DBT groups (see below), and others. A major component of the Project’s group program is modeled according to the principles of Dialectical Behavior Therapy (DBT), a highly effective treatment method for teenagers who wish to change from dangerous or self-defeating behavior patterns to more successful responses to stress. Five sets of skills will be taught in rotating periods throughout the year, in coordination with the treatment goals monitored in each student's individual therapy. These five skill sets are: * **Mindfulness Skills** (to increase awareness of feelings and thoughts experienced through the day)
* **Distress Tolerance Skills** (to teach how stress and bad news can be handled)
* **Emotion Regulation Skills** (to teach how to recognize and manage difficult thoughts and feelings)
* **Interpersonal Effectiveness Skills** (to teach how to make and keep positive relationships)
* **Walking the Middle Path** (to teach that there is always more than one way to see a situation and solve a problem)

Students for whom drug or alcohol use is an issue will also be assigned to a weekly substance abuse recovery or relapse prevention group. Recovery groups are designed to support students who are actively in recovery working towards a period of sobriety. Led by clinicians who have years of experience working with people in recovery, students often find these groups to be a safe place to share their experiences with substance use and to develop specific goals for their own recovery. Relapse prevention groups consist of those students who have successfully achieved a period of clean time (usually 4 weeks) and who are working hard to maintain their sobriety. Within these groups, students have found comfort in sharing their feelings about being clean, admitting to any urges to use, and learning alternative ways to cope with new feelings and old habits. During Orientation, all students will attend a weekly Motivation Enhancement Therapy Group. Students will learn about the stages of change, identify what brought them into treatment and areas of their functioning they would like to change, gain an understanding of how their stage of change will help determine their treatment goals, and begin to learn skills to help increase their motivation to achieve their goals. In addition to the group therapy available to students, the Project offers two groups for families. The Family DBT Group is open to all Project students and their family members after the school day. The five skill sets of DBT are taught to family members and reinforced with students. In addition, families work together to apply DBT skills to difficulties that arise within their families. The Parenting Group is a support and psychoeducation group open to all Spanish-speaking parents after the school day.**4. Psychopharmacology/Medication Management** If clinical therapist diagnoses a student with a serious mental illness all Project students will be evaluated by a psychiatrist for their medication needs. They must meet with their assigned psychiatrist on a regular basis. Each new student must provide a written record of a recent physical exam, which will need to be updated at least once per year. Failure to do so can result in an interruption in medication management. Any changes to medication must be discussed with their psychiatrist beforehand. For students under the age of 18 years old, starting new medications requires the written consent of a parent or legal guardian. **5. Academic/Education**Students attend daily academic classes taught by NMPED licensed teachers. Clinical staff works closely with the teachers each day to ensure that students are attending their classes, working well with teachers and peers and participating to the best of their ability. On occasion field trips are part of the academic coursework. **6. Milieu Therapy**Project clinical staff provide an intensive five-day a week therapeutic milieu where they engage in crisis intervention, solution-focused problem solving techniques, and brief counseling, to answer any questions or concerns students may have about the program, to help reinforce program expectations and offer an opportunity for skills coaching and practice. Interventions in milieu are used as an opportunity to help students generalize the specific clinical skills they learn in group and individual therapies. Milieu staff typically work outside of the classroom. However, when appropriate they will join teachers in the classroom, implementing behavioral interventions within the classroom that are based on the student's individualized clinical treatment plan. Milieu staff are instrumental in assisting students and educational staff in times of distress. Students needing assistance will be directed to milieu staff or their therapist, and may be required to complete a modified version of a behavioral analysis or other de-escalation approaches before returning to class or community areas. The seamless collaboration between clinical and educational staff on the milieu enables students to remain successful in the community while working through difficulties. **7. Community**Each student is expected to bring all of his or her individual strengths to the community in order to support fellow students. We expect each community member to take this role of peer support seriously. This is demonstrated in small and big ways, and can include everything from cleaning up after oneself to being a good listener when appropriate. The completion of chores is part of this community involvement and responsibility. Chores are assigned to four students each day. Chore assignments are posted on the kitchen bulletin board. It is the students’ responsibility to check the chore schedule and follow through with the completion of his/her chore. Additionally, community meetings are held on most school days. The Community Meeting provides each student the opportunity to learn how to negotiate community issues effectively. Both students and staff share the responsibility for working out any differences of opinion in a safe and respectful manner. Participation in the Community Meeting will keep students informed about program events, allow students to contribute to program decisions, and increase students’ ability to assert themselves in a group situation. **8. Complementary Services**Students often have additional needs that Project cannot provide for, which may require involvement of other services. Such services may include AA or NA meetings, case management, waiver program, and community organizations including religious groups or after school programs. Participation in such services will be determined by each student and his or her family with the help of the individual therapist. It may be decided that complementary services are required for a student to continue in the Project. Case management services are often deemed necessary for students attending the Project. If a student does not have case management services, it is likely that the student’s individual therapist will refer the student and his or her family for services through C-SPOA (Child Single Point of Access). Our proposed therapeutic model for the AEA aligns closely with the **Comprehensive Adolescent Rehabilitation and Education Service (CARES) at** Child and Family Institute within the Mount Sinai St. Luke's Hospital in New York City, New York. More information can be found at http://www.wehealny.org/services/slr\_cfi/rh\_cares.html. |

|  |  |
| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| F(1) Strategies/Methods | The application provides a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** support and aligns with the proposed school’s mission, curriculum, instructional program, and performance standards.  | The application provides a **clear** overview of the educational philosophy and instructional methods to be implemented that **adequately** support and align with the proposed school’s mission, curriculum, instructional program, and performance standards. | The application provides a **limited** overview of the educational philosophy and instructional methods to be implemented that **partially or do not** support and align with the proposed school’s mission, curriculum, instructional program, and performance standards. | The application’s overview of educational philosophy and instructional methods is **incomplete or inadequate.** --OR--The application **does not address** educational philosophy and instructional methods. |
| **CSD EVALUATION:** Click here to enter text. |

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| F.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school’s educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population. |
| **APPLICANT RESPONSE:** Describe scheduling approach (periods, block schedule)Macintosh HD:Users:leanne:Desktop:Screen Shot 2016-05-02 at 12.03.34 AM.pngStudents will meet or exceed the PED requirements for hours of education per year. AEA will completely comply with all state requirements to include the successful implementation of academic programs through a variety of strategies, interventions and modalities. Students will attend school 4 days per week on a block schedule. Students will spend the mornings focusing on their core subjects and during the afternoons we plan on engaging students with hands on learning activities that will stimulate their minds and spark their interests in career oriented activities. We plan to create a school culture that embraces the needs of all of our students including their academic and mental health and their overall well-being. We intend on working hand in hand with mental health providers and families to ensure that our students have access to resources not easily accessible to them in the traditional school setting. Tutoring and Counseling will be provided throughout the school week with concentrations on Fridays. Credit recovery will also be implemented for students who need to complete additional coursework and will utilize the Friday block.  |

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| Ranking |
|  Satisfied  |  Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| F. (2) School Day/Year | The application provides a calendar and schedule that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the educational program/curriculum. The application provides a **detailed description** of how the calendar optimally supports high achieving outcomes for the anticipated student population. | The application provides a calendar and schedule that comply with **most** state requirements and are sufficient to ensure **successful** implementation of the educational program/ curriculum. The application provides **some detail** regarding how the calendar supports high achieving outcomes for the anticipated student population. | The application provides a calendar and schedule that comply with **some** state requirements. The application provides **few details** regarding how the calendar supports the anticipated student population.  | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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| F. (3) Provide a **clear, comprehensive and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.  |
| **APPLICANT RESPONSE:** The Albert Einstein Academy Charter School (AEA) is projected to serve grades 7-12. The school will be located in Espanola and will likely draw students from the Espanola Valley school district and surrounding areas. Students will ideally represent all socio economic statuses; however, they may be identified as high risk for dropping out. We will prepare to serve students who are bilingual, ELL and/or students who have special needs. One of our primary goals is to serve students whom represent diversity. The AEA Charter School will prepare to serve a diverse group of students whom will benefit from smaller class sizes, support of their individual learning needs and counseling support on site for both academic and mental health. **Projected Students**The Albert Einstein Academy will have a target population of students from surrounding areas that feel the public school setting no longer engages their creativity and unique learning styles. AEA will utilize research-based strategies to instruct and guide the curriculum selection. The Academy will utilize small, personalized learning environments and frequent opportunities for hands on activities for experiential learning. AEA will operate with expectations for respect and responsibility at all levels, inclusive between students and faculty and vice a versa. There will be time for staff collaboration and for including parents and the community in an education partnership. Technology will be used as a tool for designing and delivering engaging, imaginative curricula and rigorous academic standards will be set for our students.**Community Need**In order to accomplish these goals as a highly innovative and successful school, the principal, faculty and staff at AEA believe that a quality education depends primarily on the day to day efforts and expertise of the people who work in the school--from the support staff, who ensure the school is inviting and a secure place to learn, to the teachers and staff who work directly to ensure that students learn, to the principal and assistant principal who provide the leadership, resources and support that the staff and student's to be successful. This will include the support and resources from our community members and leaders. We anticipate community support and resources to make this charter school a success from our mental health providers to our local government and community agencies such as YMCA and Northern New Mexico College.  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| F.(2) Effectiveness | The application provides a **clear, comprehensive and cohesive** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | The application provides a **clear** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | The application provides a **limited** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | The application provides an **inadequate and/or incomplete** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.--OR--The application does not address the prompt. |
| **CSD EVALUATION:** Click here to enter text. |

G. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

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

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| G. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.  |
| **APPLICANT RESPONSE:**  *Based upon the number of hours each students requires services, equivalent FTE Special Education teachers will provide inclusion and pull out services. The FTE will be based upon the PED SEB calculations and teachers will be hired accordingly. The founders have a strong background in Special Education in NM and are ready to support the needs of students with IEPs. Ancillary services will be contracted out to support the IEP. Regarding gifted students, inclusion models are most successful and are LRE. Students will benefit from programs such as MESA, dual credit courses with NNMC/NMHU as well as utilize the computer based programs to support enrichment.* *Regarding ELL, teachers will be hired with stipends for Bilingual endorsement and TESOL endorsement. Title II money will also be used to train staff on GLAD and SIOP. Title II monies will be used to support all teachers becoming TESOL endorsed. A Title One teacher will be used to provide support in inclusion and pullout programs as needed to support the ELL learner and the teachers in providing GLAD strategies for students.*  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| G.(1)(a) Special Education | The application provides a **clear, cohesive, and comprehensive** explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted.  | The application provides a **clear** explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted. | The application provides a **limited** explanation of how the proposed school will provide required instructional services/supports to students with IEP and may not address both students with disabilities and students classified as gifted. | The application provides an **incomplete and/or inadequate** explanation of how the proposed school will provide required instructional services/supports to students with IEP. AND/OR The application fails to addresses both students with disabilities and students classified as gifted. --OR--The application **does not address** Special Education. |
| **CSD EVALUATION:** Click here to enter text. |

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| G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. |
| **APPLICANT RESPONSE: Brigance testing, as well as the results of short cycle testing, will be used to determine whether progress is sufficient. Case management by the Special Education teacher is crucial at the secondary level to support attainment of IEP goals and the overall success of students in AEA. Triennial evaluation will also determine if progress is being made on goals.**  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
| G.(1)(b)Special Education | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The application provides a **clear** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The application provides a **limited** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The application provides an **incomplete and/or inadequate** description of how the proposed 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. |
| **CSD EVALUATION:** Click here to enter text. |

**G. (2) English Language Learner (ELLs):**

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| G.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. |
| **APPLICANT RESPONSE:**  *WAPT, WIDA and Spanish proficiency assessments will be completed annually on all ELL students in accordance with BMEB. From these assessment results, their progress will be monitored by the administrator assigned to Title I and BMEB as well as the Title I teacher. The Title I teacher will support ELL students in progressing through secondary school using both an inclusion and pull model, depending upon the WIDA level of the previous year’s results. General Education teachers will provide a progress report quarterly to assist the Title One teacher in determining progress and areas of need. Progress monitoring such as Discovery will be analyzed to drive instruction.*  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
| G. (2)(a)English Language Learners (ELLs) | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, and cohesive** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | The application provides a **clear** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | The application provides a **limited** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | The application provides an **inadequate and/or incomplete** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. --OR--The application **does not address** how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. |
| **CSD EVALUATION:** Click here to enter text. |

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| G. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.  |
| **APPLICANT RESPONSE:**  *WAPT, WIDA and Spanish proficiency assessments will be completed annually on all ELL students in accordance with BMEB. From these assessment results, their progress will be monitored by the administrator assigned to Title I and BMEB as well as the Title I teacher. The Title I teacher will support ELL students in progressing through secondary school using both an inclusion and pull model, depending upon the WIDA level of the previous year’s results. General Education teachers will provide a progress report quarterly to assist the Title One teacher in determining progress and areas of need. Progress monitoring such as Discovery will be analyzed to drive instruction.*  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
| G. (2)(b)English Language Learners (ELLs) | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners. | The application provides a **clear** plan to regularly evaluate and monitor the progress of English language learners. | The application provides a **limited** plan to evaluate and monitor the progress of English language learners. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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 proposed 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 a variety of testing requirements including 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. For more information on NM Assessment requirements, please see:

 <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/Test%20Graph%202016.pdf>

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| H.(1) Provide a **clear, comprehensive, and cohesive assessment 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, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school’s projected student population.  |
| **APPLICANT RESPONSE:**  PARCC: Graduating Seniors Fall SemesterPARCC: Grades 7-11 Spring SemesterShort Cycle Testing: August December February MaySBAs Science: 4th, 7th, and 11th WAPT SeptemberWida JanuarySpanish Proficiency FallIn services with teachers will be provided at the start of the school year – to learn to read, interpret and analyze test results. In services will be used to train teacher to use data to drive instruction.  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
| H.(1) Use of Assessments  | Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| The application 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 applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided. | The application 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 applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided. | The application 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 applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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| H.(2) Provides a **clear, comprehensive and cohesive** description ofthe how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.  |
| **APPLICANT RESPONSE: PARCC and Discovery are leveled – Students who start the year at Level One need to advance to Level Two; Level Two need to advance to Level Three as well as numerically increase in their scores. Data from Discovery can be aggregated to determine which specific areas the students need to review or the teacher needs to reteach.** Each quarter the students who are in remediation or at risk need to make progress in levels or at least numerically. If not, greater interventions need to be considered and implemented. *Students who do not have IEPs and are not making progress need to be referred to SAT or LAT.*  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| H.(2) Individual and School-wide Corrective Action | The application provides a **clear, comprehensive and cohesive** description ofthe corrective actions that will be taken if the proposed 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 proposed school will assess effectiveness is provided.  | The application provides a **clear** description ofthe corrective actions that will be taken if the proposed 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 proposed school will assess effectiveness is provided. | The application provides a **limited** description ofthe corrective actions that will be taken if the proposed 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 proposed school will assess effectiveness is provided. | The application provides an **inadequate or incomplete** response for corrective actions.--OR--The application **does not address** corrective actions. |
| **CSD EVALUATION:** Click here to enter text. |

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| H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school’s Governing Body, the proposed school’s Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.  |
| **APPLICANT RESPONSE:** A report card night will be held during the 1st and 3rd quarter. Test scores will be reviewed at that time with parents/guardians/students. All test results will be sent home; prior to sending them home to parents, parents will have the opportunity to attend a training regarding interpreting the test results. A spread sheet will be used to track students’ levels and numeric score on the results and determine if progress is being made; additionally grades at the four quarter and the four progress reports will be assessed for progress. Fridays are used for tutoring or re-teaching. The Board will be informed quarterly of the progress of the school on progress monitor testing.  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| H.(3) Reporting on Progress | The application provides a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to parents, the proposed school’s Governing Body, the proposed school’s Authorizer, and the broader community. | The application provides a **clear** plan that explains how student assessment and progress will be appropriately communicated to parents and the proposed school’s Governing Body. | The application provided a **limited** plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

# II. Organizational Framework

## A. Governing Body Creation/Capacity.

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| A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school’s administration). Provide comprehensive “bylaws”, attach bylaws as **Appendix A**.  |
| **APPLICANT RESPONSE: Governance body will consist of five community members, originally solicited from the community. Terms will last 3 years. Two board members will run again for their position after the third year; three board members will run for their position after the fourth year. This will allowed changed in the board to be staggered. Grounds for removal for office would be conflicts of interest or other misconduct that is against the mores of the community. The CEO will report to the board and be hired by the board. All other employees will be employed by the board and work for the CEO.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| A.(1) Governance Description | The application incorporates **all** key components of their governance structure, **specifically** outlining the roles and responsibilities of the GB members. The application provides comprehensive “bylaws”.  | The application incorporates **most of the** key components of their governance structure **adequately** outlining the roles and responsibilities of the GB members. The application provides adequate “bylaws”.  | The application incorporates **some of the** key components of their governance structure **partially** outlining the roles and responsibilities of the GB members. The application provides limited “bylaws”.  | The application provides an **incomplete or inadequate** outline of their governance structure. The application does not provide “bylaws”.--OR--The application **does not address** the governance structure. |
| **CSD EVALUATION:** Click here to enter text. |

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| A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school’s governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed 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., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school’s compliance with legal obligations).  |
| **APPLICANT RESPONSE The board will consist of at least one retired or active educator, preferably in administration, one individual who understand and can interpret accounting ledgers, one needs to be skilled in the area of mental health and substance abuse, and the other two from the general community.**  |

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| **Ranking** |
|  Satisfied |  Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| A.(2) Description of Prospective Governance Expertise | The application 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 proposed school. | The application 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 proposed school. | The application 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 proposed school. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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| A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.  |
| **APPLICANT RESPONSE: The positions of the board members need to be advertised in the local paper and advertised on the local radio. Members will be interviewed; members changing in the board will be staggered.**  |

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| **Ranking** |
|  Satisfied |  Not Satisfied  |
|  | Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| A.(3) Selection of Members | The application 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 application describes how governing body members will be recruited, evaluated, and selected as vacancies arise | The application provides a **clear process or plan** for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise | The application provides a **limited process or plan** for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise | The application provides an **inadequate or incomplete** **process or plan** for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise--OR--The application **does not address** the process for selecting new GB members. |
| **CSD EVALUATION:** Click here to enter text. |

## B. Governing Body Training and Evaluation.

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| B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.  |
| **APPLICANT RESPONSE:**  *The board will attend the NMSBA annual conference as well as the NMCEL annual conference. A trainer will instruct the board on the Open Meetings act and Roberts Rules.* |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| B.(1) Governance Training | The application provides a **clear, comprehensive, and cohesive plan** for GB training that complies with state requirements and is **completely supported** by the budget. | The application provides a **clear plan** for GB training that complies with state requirements and is supported by the budget. | The application 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 application provides an **inadequate or incomplete plan** for GB training. --OR--The application **does not address** the training of GB members. |
| **CSD EVALUATION:** Click here to enter text. |

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| B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body’s effectiveness and focuses on continuous improvement.  |
| **APPLICANT RESPONSE:**  *Increased enrollment and grant funding will be indicative of continuous improvement.*  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| B.(2) Governance Evaluation | The application 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 application provides a **clear plan** for an annual self-evaluation of the GB that reflects that body’s effectiveness.  | The application provides a **limited plan** for an annual self-evaluation of the GB.  | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

## C. Leadership and Management.

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| C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.  |
| **APPLICANT RESPONSE The board will receive monthly reports from the CEO; different programmatic administrators will present at each board meeting. DTC will present data from assessments and demonstrate improved scores. Mental Health component will provide data regarding school success related to mental health services. The Principal will report to the board on matters pertaining to the administration and personnel of the school. The business manager and accountant will report on monthly financial reports.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—12 | Meets—9  | Partially Meets - 2 | Does Not Meet—1 |
| C(1) Monitoring | The application’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 proposed school, to ensure the proposed school is meeting its mission, and able to **manage and sustain a quality school.** | The application’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 proposed school, **to ensure** the proposed school is meeting its mission. | The application’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 proposed school, **to help** the proposed school meet its mission.  | The application’s description of how the Governing Body will monitor outcomes is **inadequate or incomplete**.--OR--The application **does not address** the prompt. |
| **CSD EVALUATION:** Click here to enter text. |

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| C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator no later than July 1. 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 the proposed school and delivering its unique mission.  |
| **APPLICANT RESPONSE:** The position of head administrator will be advertised locally in the newpaper and on REAP. Characteristics will include: educational level, licensure, years of experience, experience with charter schools, special education, ELL and emotional issues in youth, experience with disenfranchised youth, experience at the secondary level, administration at the secondary level, experience with IDEAB, Title I, Title II, Title III, Title IX, BMEB, Fine Arts grants etc., experience and ability to complete grant applications, bilingualism or experience with dual language schools, experience with the local communities. The head administrator will be hired no later than July 1, 2017.  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| C.(2) Head Administrator Selection | The application 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 proposed school**. The application provides **evidence of a clear plan** to hire and evaluate a highly- qualified administrator. | The application 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 proposed school**. The application provided **evidence of a plan** to hire and evaluate a highly-qualified administrator. | The application provides a **limited** description of the desired, or, if selected, the head administrator’s qualifications. The application provided **some evidence** of a plan to hire and evaluate an administrator. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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| C. (3) Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school’s mission, goals, and educational philosophy. Attach the job description as **Appendix B**.  |
| **APPLICANT RESPONSE:** The head administrator will act as an amalgam position including school principal, Director of Special Education, Director of BMEB, Title I, II, III, IX Director and CEO. *Attach job description on appendix B.*  |

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| Ranking |
|  Satisfied |  Not Satisfied  |
| C.(3) Head Administrator Job Description | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application describes a **clear and comprehensive plan** for how the governing body will convey and delineate the roles and responsibilities of the proposed 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 application **describes a clear plan** for how the governing body will convey and delineate the roles and responsibilities of the proposed 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 application describes a **limited plan** for how the governing body will convey and delineate the roles and responsibilities of the proposed 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 application provides an **inadequate or incomplete** plan to hire and evaluate an administrator.--OR--The application provides **no plan** to hire and evaluate an administrator. |
| **CSD EVALUATION:** Click here to enter text. |

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| C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school. |
| **APPLICANT RESPONSE: The head administrator should be assessed on the following areas of criteria: graduation rate, increased enrollment, school grade, test scores of students, and effectiveness of teaching staff. This administrator also acts as the liaison with the mental health agency who will be providing the mental health services.**  |

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| **Ranking** |
|  Satisfied |  Not Satisfied  |
| C.(4) Head Administrator Evaluation | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application describes a **clear and comprehensive plan** for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school.  | The application **describes a clear plan** for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school.  | The application describes a **limited plan** for annually evaluating the head administrator. The plan does not take into account the mission and goals of the proposed school.  | The application provides an **inadequate or incomplete** plan for annually evaluating the head administrator. --OR--The application provides **no plan** to annually evaluate the head administrator.  |
| **CSD EVALUATION:** Click here to enter text. |

## D. Organizational Structure of the proposed school.

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| D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. |
| **APPLICANT RESPONSE: The board will supervise the CEO, the CEO will supervise the principal, business manager, DTC, federal programs and special education director, and the director of curriculum. The principal will supervise the teachers and the staff.**  |

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

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| D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**. |
| **APPLICANT RESPONSE:**  *Job descriptions for: head administrator, school counselor, secretary, security (?), certified teachers, SPED teacher, Title I teacher, EAs. Do you put the MOU with Hoy.*  |

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

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| D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school’s staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum, and is aligned with the budget, and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. |
| **APPLICANT RESPONSE:** Projected student teacher ratio is 20:1. If enrollment for the first year is 150, approximately 7-8 certified staff will be employed. Staff will need to have secondary licensure with endorsement in one or more areas: PE/Health, English/Language Arts, Math, Social Studies, Science, Electives. Teachers will need to have some prior understanding of behavior management programs as well as understand student discipline issues and student emotional issues. This part of job selection may be more subjective than objective. Students who attend AEA will need structured classrooms, strong classroom management skills and teachers who relate to students with positive regard and strong communication skills. EAs will be used if classes exceed 20 students but do not exceed state requirements. Job searches will begin in February 2017 at job fairs in state universities: NMSU, UNM, NMHU, ENMU, WNMU.Advertisement will begin in REAP in February 2017. Advertisement will begin in local papers, i.e. The Rio Grande Sun and Santa Fe New Mexican. |

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| **Ranking** |
|  Satisfied |  Not Satisfied  |
|  | Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| D.(3)Staffing Plan Need  | The application 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 and aligns with and is supported by the budget.  | The application provides a **clear** staffing plan that **appears adequate** to support effective and timely implementation of the academic program/ curriculum and **generally appears** to be aligned with the budget.  | The application provides a **limited** staffing plan to support adequate implementation of the academic program/ curriculum but is **partially** aligned with the budget.  | The application provides a staffing plan that is **inadequate or, incomplete,** and/or and does not align with the budget**.**--OR—The application **does not provide** a staffing plan. |
| **CSD EVALUATION:** Click here to enter text. |

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| D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school’s educational plan, mission, and performance goals. Ensure that the plan is supported by the budget. |
| **APPLICANT RESPONSE:** All teachers will be trained on attendance requirements, reporting abuse, sexual harassment, safe schools, CPI training, understanding NM TEACH platform, SIOP lesson plan implementation, GLAD, Emotional Intelligence, Introduction to School Law, and utlitizing CCSS or State Standards. |

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

## E. Employees.

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| E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees’ recognized representatives. |
| **APPLICANT RESPONSE All employees will have the option to be part of the NMEB insurance pool; they will contribute to NMERB, and other federal and state taxes. Employees who are 12 month employees will work 230 day calendar year; teacher will work 165 day year (August through May). Leave will be provided to all staff at the PED rate. Pay will be every two weeks throughout the calendar year. Work day for certified staff is 7:45 am to 4:15 pm M-Th with 6 inservices on Fridays throughout the years and an additional 4 other days of inservice at the start and end of the school year. A CBA will be drawn up with AFT/NEA to provide representation to staff.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| E.(1) Employer/Employee Relationship | The application **clearly describes** the employer/employee relationship and provides **clear terms** of employment for all classes of employees. The application **completely and appropriately explains** how the proposed school will address employees’ recognized representatives. | The application **describes** the employer/employee relationship and provides the **terms** of employment for all classes of employees. The application **explains** how the proposed school will address employees’ recognized representative. | The application provides a **limited** description of the terms of employment for all classes of employees **and may or may not address** how the proposed school will address employees’ recognized representatives. | The application’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. |
| **CSD EVALUATION:** Click here to enter text. |

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

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| 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 proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed 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.  |
| **APPLICANT RESPONSE:** A PAC will be established and will meet monthly. A meal will be provided to parents who attend the PAC meeting. Child care will be available. In addition, school performances are often a conduit to parental involvement and should be used as is possible. The school will have an open door policy and ready interpreters for parents who are not English speakers. The board will be visible to the community. The administrators will be visible to the teachers and the students. |

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

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| 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 ensures a timely and meaningful response from school administration and the GB.  |
| **APPLICANT RESPONSE: The school will have a chain of command. A parent will request that a teacher resolve a problem within the teacher-students interactions. If this is not successful, either the teacher or the parent will come to the head administrator to discuss the concerns. The administrator will then make determinations of action. The administrator should inform parties within 7 business day. If the parent or teacher is not satisfied, the parent or teacher may request a hearing with the Board of Governance. The board should respond to the parent or teacher concern within 14 business days.**  |

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| Ranking |
| Satisfied | Not Satisfied  |
| F(.2) Complaint Resolution | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application 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 the proposed school administration or the GB.  | The application 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 proposed school administration or the GB. | The application provides a **limited** plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the proposed school administration or the GB. | The application provides an **inadequate or incomplete** plan to address community and parent complaints. --OR--The application **does not address** complaint resolution.  |
| **CSD EVALUATION:** Click here to enter text. |

## G. Student Recruitment and Enrollment.

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| G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reasonable.**  |
| **APPLICANT RESPONSE: The target community is about 90% Hispanic; the remaining 10% is either Anglo or Native American. As such, the school will most likely fall into the representative population. Advertizing for the first year will begin in June 2017 – this will use marquee, advertisement in the newspaper and radio. The following year, application to return to AEA will begin in March 2018 and advertising for open enrollment will begin in April 2018 and extend through July 15, 2018. Should enrollment exceed expectations, either an additional teacher will be hired or the student will be put on a waiting list. Should the enrollment meet the deadline and exceed the anticipated number of students, a lottery will be conducted to assure fairness.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| G.(1) Student Recruitment  | The application provides a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reason-able.** The outreach/ marketing plan is **completely supported** by the budget. | The application provides a **clear** outreach and recruitment plan that ensures equal access to the proposed school. **Adequate** recruitment /enrollment timelines are presented. The outreach/ marketing plan **appears to be supported** by the budget. | The application provides a **limited** recruitment plan for ensuring equal access to the proposed school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is **partially supported** by the budget. | The application 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 proposed school. The outreach / marketing plan does not appear to be supported by the budget.--OR--The application **does not address** student recruitment. |
| **CSD EVALUATION:** Click here to enter text. |

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| G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and **support equal access** to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates. |
| **APPLICANT RESPONSE: A lottery would be used, should the enrollees exceed the number of students. The lottery would provide fair access and comply with state statutes on equal access. There are no prohibitions on attending AEA.**  |

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

## H. Legal Compliance.

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| H. (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. |
| **APPLICANT RESPONSE:**  *Conflict of interest will not be allowed; those having business owner ship connections with an agency and employed by the school will disallow that business for bidding on services. Those employees who are first or second generation relatives will be examined to ascertain if a conflict of interest occurs. The CEO shall not employee his or her own relative to work at the school. If the is absolutely necessary, the board will convene to be certain that equity is upheld.*  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| H.(1) Conflict of Interest | The application 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 application provides a sample disclosure statement of any real or potential conflict of interest. | The application provides a **clear** Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law. | The application provides a **limited** Conflict of Interest Policy. However, the response **may raise questions or concerns** about understanding or capacity regarding the requirements of the law. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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

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| I.(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 proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.  |
| **APPLICANT RESPONSE Third party partnerships may occur with an MOU from the mental health agency and also for ancillary staff used for special education services.**  |

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

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| I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.  |
| **APPLICANT RESPONSE When the Charter is approved, an MOU will be signed with the mental health agency. The ancillary services for special education will be handled by a contract after a RFP on a three year contract.**  |

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

## J. Waivers.

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| J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all describe how the waiver will support the proposed school’s plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school’s 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** | **Utilized** | **Description of how waiver will support school’s plan.** |
| Individual class load | ☐ | Click here to enter text. |
| Teaching load | ☐ | Click here to enter text. |
| Length of school day | ☐ | Click here to enter text. |
| Staffing pattern | ☐ | Click here to enter text. |
| Subject areas  | ☐ | Click here to enter text. |
| Purchase of instructional materials | ☐ | Click here to enter text. |
| Evaluation standards for school personnel | ☐ | Click here to enter text. |
| School principal duties | ☐ | Click here to enter text. |
| Drivers education | ☐ | Click here to enter text. |
| **Statute for which Waiver Requested under NMSA 1978 §** **22-2-2.1**  | **Description of how waiver will support school’s plan.** |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—3 | Meets—2 | Partially Meets—1 | Does Not Meet—0 |
| J.(1) Waivers | The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. The rationale **clearly demonstrates** how requested waivers **align with the proposed school’s proposed autonomy, its mission, and the educational program and curriculum**. | The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. | The application 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 application fails **to identify the waivers** in III.K. (1) and (2).Or, the application **does not** address waivers. |
| **CSD EVALUATION:** Click here to enter text. |

## K. Transportation and Food.

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| K. (1) *If Applicable, s*tate how the proposed 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>.  |
| **APPLICANT RESPONSE:**  *Transportation will not be provided for the first three school years. The Board will reexamine the possibility of transportation after the school has become established in the community.*  |

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

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| K.(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. |
| **APPLICANT RESPONSE: Food services will be used in compliance with FDA and PED. Free and Reduced lunch program will be used. Breakfast and lunch will be served.**  |

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

## L. 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 22nd, 2016**. 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>.

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| L.(1) **Complete, submit, and attach as Appendix E,** the Public Schools Facilities Authority (PSFA) approval of the proposed school’s Facilities Master Plan Ed / Spec Checklist. |
| **APPLICANT RESPONSE:**  *Upon approval of the charter, PSFA will be contacted to approve a Facilities Plan.*  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| L.(1) Projected Facility Needs | The applicant **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 applicant provides evidence from PFSA that it has **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the **review process has not been completed, the plan has received PSFA’s tentative approval**. |  The applicant 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 applicant 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 applicant **does not address** the Facilities Master Plan Ed / Spec checklist. |
| **CSD EVALUATION:** Click here to enter text. |

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| L. (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 proposed school’s opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded. |
| **APPLICANT RESPONSE: This school could utilize and rent the Cordova property on the land grant that was / is owned by the Espanola Public School in joint cooperation with the land grant.**  |

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| Ranking |
| Satisfied | Not Satisfied  |
| L.(2) Facility Plan | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The applicant 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 proposed school’s opening. | The applicant 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 applicant provides evidence that it has done **some research** on potential facilities/properties in the desired geographic location. | The applicant **does not provide** evidence that it has researched or begun a search for an appropriate facility/property.--OR--The application **does not address** the proposed school’s facility needs. |
| **CSD EVALUATION:** Click here to enter text. |

# III. Financial Framework

## 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.

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| A.(1) Provide, and attach as **Appendix F**, 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.  |
| **APPLICANT RESPONSE: SEG will be used to appropriate funding. See attached appendix.**  |

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| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| A(1)910B5Worksheet | The application 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 application 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 application 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 application 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. |
| **CSD EVALUATION:** Click here to enter text. |

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| A.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school’s mission and aligns with the proposed 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 proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.). |
| **APPLICANT RESPONSE See attached appendix.** |

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| Ranking |
| Satisfied | Not Satisfied  |
| A(2) 5-Year Budget Plan | Exceeds—12 | Meets—9  | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a five-year budget that **clearly supports** the proposed school’s mission and aligns with the proposed 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 proposed school. | The application provides a five-year budget that **appears to support** the proposed school’s mission and the proposed 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 proposed school. | The application provides a five-year budget that **generally supports** the proposed 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 proposed school. | The application provides an **inadequate or incomplete** five-year budget.--OR--The application does not include a 5-year budget. |
| **CSD EVALUATION:** Click here to enter text. |

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| 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 proposed school’s mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school’s thorough understanding of the budget and of budgeting.  |
| **APPLICANT RESPONSE See attached appendix.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| A(3) Budget Narrative | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application 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 proposed school’s mission, educational program, staffing, and facility. The budget narrative demonstrates the applicant’s **thorough understanding** of the budget and of budgeting.  | The application 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 proposed school’s mission, educational program, staffing and facility. The budget narrative demonstrates the applicant’s **general understanding** of the budget and of budgeting. | The application 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 applicant’s understanding of the budget and of budgeting. | The application provides an incomplete or inadequate budget narrative. --OR--The application does not provide a budget narrative. |
| **CSD EVALUATION:** Click here to enter text. |

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| 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 the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed school will only receive additional funding during the next school year.Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year. |
| **APPLICANT RESPONSE:**  *See attached appendix.*  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| A(4) Strategies for Budget Control | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application 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 application 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 application 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 application provides an **inadequate or incomplete** description of budget adjustments. --OR--The application **does not address** strategies for budgeting control. |
| **CSD EVALUATION:** Click here to enter text. |

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

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| B.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school’s procedures.  |
| **APPLICANT RESPONSE:**  *The bookkeeper and external accountant will provide checks and balances to allow the disbursement of funding to be efficient and compliant will all federal and state laws and statutes.*  |

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

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| B. (2) 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. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. |
| **APPLICANT RESPONSE:**  *The positions will be advertized, referenced checked, background check completed and then a hiring committee will meet to discuss which applicant has the strongest skill set to attain highly qualified staff for financial compliance.*  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| B.(2) Financial Personnel | The application 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 application includes evidence of a clear plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. | The application 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 application **provides some** qualifications and responsibilities for those positions. The application includes evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. | The application **generally** identifies the appropriate staff to perform financial tasks. The application includes a limited plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.  | The application provides an **inadequate or incomplete** description of staff necessary and appropriate to perform financial tasks. AND/OR The application include no evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.--OR--The application **does not address** identification of appropriate financial personnel for the proposed school. |
| **CSD EVALUATION:** Click here to enter text. |

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| B.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school’s overall governance and management.  |
| **APPLICANT RESPONSE The board will follow the state required audit requirements in order to maintain financial control and oversight in governance and management of legal and fiscal matters.**  |

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| --- | --- |
|  | Ranking |
| Satisfied | Not Satisfied  |
| B.(3) Financial Oversight | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The application 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 proposed schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting. | The application 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 application 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 proposed school’s overall governance & management. Stated financial controls demonstrate **some** understanding of the required GB oversight and financial reporting. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

# IV. Evidence of Support

## A. Outreach Activities.

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| A.(1) 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 develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.  |
| **APPLICANT RESPONSE: Public Town Hall meetings will be held in the Fall 2016 to further determine the community’s needs. Surveys have been analyzed to determine where the needs appear most prevalent.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| A.(1) Outreach Activities | The application provides **clear, comprehensive, and cohesive** evidence that it has developed an effective and thoughtful outreach program. There is **sound** evidence that the applicant has addressed a broad audience to develop community support for the proposed school. Clear descriptions of outreach activities demonstrate that the applicant is attempting to reach a broad audience and understand the community needs. | The application provides **clear** evidence that it has developed an adequate outreach program. There is **adequate** evidence that the applicant has addressed a broad audience and understands the community needs.  | The application provides **general** evidence that it has developed an outreach program. There is **some** evidence that the applicant has addressed a broad audience and understands the community needs.  | The application 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 applicant developers have conducted any exploratory community outreach to understand the community needs. |
| **CSD EVALUATION:** Click here to enter text. |

## B. Community Support.

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| B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community (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 support earlier descriptions of the anticipated the demographics of the students who will be served 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.)  |
| **APPLICANT RESPONSE: The data was analyzed and is reported in the executive summary.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| B. (1) Evidence of Support | Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| The application provides **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community.  | The application provides **adequate** quantifiable data-based evidence of broad-based support for the proposed school among residents in the targeted community. | The application provides **limited** measurable evidence of support for the proposed school among residents in the targeted community. | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

## C. Community Relationships

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| C. (1) 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 proposed school’s operations, as described in Section II. I (1) of this application.)  |
| **APPLICANT RESPONSE:**  *The school will coordinate services with outreach agencies such as 4H, LANL Foundation, RDA, and the local REC.*  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| C.(1) Community RelationshipsOptional evidence of support. | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
| The applicant 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 proposed school’s operations, as described in Section III.J (1) of this application.)  | The applicant demonstrates that it has developed **adequate** networking relationships or resource agreements with local community agencies, groups, or individuals.  | The applicant provides **limited** descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. | The applicant 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 applicant’s networking relationships or other agreements with local community agencies, groups, or individuals. |
| **CSD EVALUATION:** Click here to enter text. |

## D. Uniqueness and Innovation.

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| D.(1) 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 demand for the proposed school’s educational program.  |
| **APPLICANT RESPONSE: This program is unique to public education because it has a strong emphasis on emotional health and well being. This school will provide extensive and intensive treatment of youth who might otherwise drop out of public education. It provides them with the emotional support and skills that are necessary for success both in education and life. With a high FRL population and the level of violence in our community, a school that focuses on emotional health and emotional intelligence is essential to stop generational poverty and drug abuse.**  |

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|  | Ranking |
| Satisfied | Not Satisfied  |
| D.(1) Uniqueness of Proposed School | Exceeds—8 | Meets—6  | Partially Meets - 2 | Does Not Meet—1 |
| The application 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 proposed school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program. | The application 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 proposed school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program. | The application provides **unclear or general** descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is **limited or weak**.  | The application 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. |
| **CSD EVALUATION:** Click here to enter text. |

## Appendices and Attachments

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| Appendix Number | Appendix Description  | Attached (Check if Yes) |
| A | Governing Body Bylaws  | ☐ |
| B | Head Administrator Job Description | ☐ |
| C | Job Descriptions for Certified, Licensed, and Other Key Staff | ☐ |
| D | Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (\*Required if applicable\*) | ☐ |
| E | PSFA-Approved Projected Facility Plan Documentation | ☐ |
| F | Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets  | ☐ |
| G | 5-year budget plan | ☐ |

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|  | Ranking |
| Satisfied | Not Satisfied  |
|  | Exceeds—4 | Meets—3  | Partially Meets - 2 | Does Not Meet—1 |
|  Appendices | The application provides all of the required appendices. |  | The application provides most of the significant appendices | The application does not provide the most significant appendices.--OR--The application does not include all of the required appendices. |
| **CSD EVALUATION:** Click here to enter text. |