

Overall Score Sheet

Section	Points Received	Possible Points
Application Overall Score	<i>80</i>	<i>271</i>
• Education Plan/Academic Framework	27	72
• Organizational Plan and Governance/Organizational Framework	40	131
• Business Plan/ Financial Framework	7	40
• Evidence of Support	5	24
• Required Appendices	1	4
Capacity Interview Score	<i>37</i>	<i>92</i>
• Education Plan	8	12
• Leadership & Governance	10	24
• Facility	2	8
• Finance	4	12
• Planning Year	1	4
• Individualized Question	12	32
Total	117	363



New Mexico Public Education Commission

2016 New Charter School Application Kit
Part C. Application & Rubric



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.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [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.

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) School Size	The application provides all of the required information.			The application does not provide the required information.
CSD EVALUATION:				
Does Not Meet-1				
The applicant's response is rated Does Not Meet.				
The table above lists the proposed grade levels to be served and the student/teacher ratio for years 1 through 5, as well as the number of students the proposed school intends to serve each year. However, the total enrollment cap listed in the table is "300" and does not align with the school information section on page 1 of this application. The school information section lists a requested enrollment cap of 350. Therefore, due to the two different enrollment cap numbers, it cannot be determined if the information in the table is accurate.				

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).

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.

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: Meets – 3

The applicant’s response is rated Meets.

The applicant’s mission statement addresses most of the questions in B. (1) in the following manner:

The mission includes the student outcomes the school seeks to accomplish by stating, “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.”

Within the mission, the school environment is described and is an element in reaching the stated student outcomes, “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.”

Lastly, the mission statement describes the school’s education model, another element in reaching the stated student outcomes, “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.”

Although the applicant’s response addressed most of the questions, it did not speak to what is innovative and unique about the proposed school.

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, measurable, 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.

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.*
- *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.*

	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:

Partially Meets – 2

The applicant's response is rated Partially Meets.

The applicant provides at least two mission/indicator goals which indirectly align to a key element with the school's mission statement as it relates to providing a school environment that allows each student to reach their full academic, emotional, physical, and personal potential. The skills described in Goal/Indicator 1 and 2 are intended to "allow the students' focus to remain on educational pursuits and increase academic proficiency." These tools are skills on mindfulness and distress tolerance.

Goal/Indicator 1 states, "The charter school will teach skills for emotional health and success." The applicant further explains, "Mindfulness Skills will be 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."

Goal/Indicator 2 states, "The school will teach stress management (Distress Tolerance Skills). These skills will teach student how to handle stressors and still be able to remain focused on academic pursuits and increased proficiency."

In addition, the applicant included other goals/indicators to incorporate skills related to handling emotions, problem-solving, and interpersonal relationships.

These goals minimally reflect the mission of providing a school environment that allow each student to reach their full potential, due to the applicant not providing for each goal: the set target, the measures and metrics to determine how each one is rated, and did not write them in SMART format. In addition, the goals reflected only one key element of the mission.

D. Curriculum, Educational Program, Student Performance Standards.

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.*

		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 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	The description AND/OR the timeline provided is incomplete or inadequate. OR-- The application does not respond to this prompt.	
	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.		mission.	
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant's response is rated Does Not Meet.</p> <p>The applicant's response begins with, "This program will follow CCSS and NM Content Standards." Following that statement the response minimally addresses what courses will be offered at the school for students in the middle and high school grades. It states, "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." In addition, the response includes minimal information on state testing requirements, and brief descriptions on teacher qualifications and services provided to students identified for Special Education. These descriptions do not identify the school's curriculum or how it is research-based and reasonable.</p> <p>Due to the fact that the curriculum is not identified in the applicant's response, an evaluation was not conducted to determine if the curriculum aligns with the mission or the New Mexico Common Core State Standards.</p> <p>Lastly, the applicant did not provide a response to describe the timeline and plan for the development of the entire curriculum to include: staff responsible, actions steps to be taken, and deadlines.</p>				

E. Graduation Requirements.

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	<p><i>Only applicable for high school proposals</i></p> <p>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.</p>				<p><i>Only applicable for high school proposals</i></p> <p>The application does not address graduation requirements. OR The Application does not comply with state requirements.</p>

**CSD EVALUATION:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant’s response accounts for some of the requirements for graduation by stating, “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.” Although the response provides information on 14.5 credits, it does not address the credits required for physical and health education, and for either career cluster, workplace readiness, or a language other than English.

Additionally, 7.5 elective credits are required for graduation and in the applicant's response it is unclear what courses will be offered to the students that would allow the student to reach a total of 7.5 credits. The response states, "Electives will be provided in a variety of areas that support the mission of the school and may involve the arts, MESA, 4H, etc."

The final sentence of the applicant's response states, "If students are served in Special Education and are assigned either Career or Ability Pathway, their coursework will be guided by their IEP." This response does not address the requirements for graduation. Overall, the applicant has not clearly articulated how the school will meet state graduation requirements.

F. Instruction.

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 Capital: 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 entities
The 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 program

The 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 students
2018-2019	Grades 7, 8, 9, 10	200 students
2019-2020	Grades 7, 8, 9, 10, 11	250 students
2020-2021	Grades 7, 8, 9, 10, 11, 12	300 students

Students 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)

	2017-2018	Class Schedule					Fridays
	1st Period	2nd Period	HOMEROOM	Lunch	4th Period	5th Period	
MON-THURS	8:00-9:50	10:00-11:50		12:00-12:30	12:40-2:00	2:00-3:50	TUTORING COUNSELING
ENGLISH							
MATH							
SOCIAL STU							
SCIENCE							
ELECTIVE I							
ELECTIVE II							
Mondays=A Days							
Tuesdays=B Days							

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.

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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant's response is rated Partially Meets.</p> <p>The applicant's response provides information on five specific strategies that are associated with increased student achievement. The response begins with:</p>					

“We aim to use five strategies (or tenets) at the foundation of our work, which together constitutes a “blueprint” of school reform. ...The tenets include:

1. Focus on Human Capital: 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.”

The applicant’s description of the five strategies provides a limited overview of the school’s educational philosophy and does not provide an explanation of how the strategies support and align with the mission and curriculum.

Subsequently, a minimal description is provided regarding the instructional methods to be implemented at the school. The applicant states:

“Describe the school’s proposed instructional program

The 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.”

Although, the applicant describes the instructional methods the school plans to use, the response does not provide an explanation of how these methods align with the mission and curriculum. Additionally, the description provided for the instructional methods could not be evaluated to determine if they align with the curriculum due to the applicant not describing the school’s curriculum in section D.1 of I. Academic Framework in the application.

The applicant has also provided information on the grade levels and number of students to be served in the following academic years: 2017-2018, 2018-2019, 2019-2020, and 2020-2021. The total number of students is listed as 300 and contradicts the applicant’s school information page which lists 350. Another portion of the response describes the school schedule. No additional explanation was provided by the applicant to clarify how the “general instructional organization” and “scheduling approach” are connected to the educational philosophy and instructional methods or how they support and align with the mission and curriculum.

A significant portion of the applicant’s response details the “PROJECT EDUCATIONAL COMPONENT” (“Project”) that the school plans to implement. In the “Project Treatment Model” section of the response it states:

“AEA will implement evidence based best practices 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."

The applicant clearly articulates the process for identifying the needs/supports for students and descriptions for the therapeutic services available to students. In addition, items 5 and 7 in this response describes the relationship a student will have with the teacher, clinical staff, and school community. It states:

"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.

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."

The response, related to the Project, provides a clear overview of how the school plans to support the student with "emotional and/or behavioral difficulties" and fulfills a key element of the school's mission that states, "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." However, it is not clear how the description of the Project is connected to the educational philosophy and how it supports and aligns with the curriculum.

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)

	1st Period	2017-2018 2nd Period	Class Schedule	Lunch	4th Period	5th Period	Fridays
MON-THURS	8:00-9:50	10:00-11:50	HOMEROOM	12:00-12:30	12:40-2:00	2:00-3:50	TUTORING COUNSELING
ENGLISH							
MATH							
SOCIAL STU							
SCIENCE							
ELECTIVE I							
ELECTIVE II							
Mondays=A Days							
Tuesdays=B Days							

Students 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.

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.
<p>CSD EVALUATION: Does Not Meet - 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>It is not clear if the daily schedule and calendar comply with state requirements due to the applicant providing an incomplete daily schedule and not including a yearly calendar. In the applicant’s response it states, “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.”</p> <p>Based on the design of the schedule it is unclear what core subjects will be taught in the morning and what activities/classes take place in the afternoon. In addition, imbedded in the daily schedule, no explanation is provided to understand what “Mondays=A days” and “Tuesdays=B days” mean.</p> <p>Although the daily schedule does provide the timeframes for 1st, 2nd, Lunch, 4th and 5th periods, it does not address the gaps between 2nd period and Lunch and Lunch to 4th period. The “Homeroom” block on the daily schedule does not identify a timeframe.</p> <p>Lastly, the applicant’s response did not provide a description of how the daily schedule supports the school’s educational program and how the calendar is optimal for achieving high outcomes for the target population.</p>				

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.

	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.
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CSD EVALUATION:**Does Not Meet – 1**

The applicant's response is rated Does Not Meet.

While the applicant provides a clear description of the target student population they intend to serve, the response minimally addresses how the educational philosophy and instructional methods will be effective with the target student population.

The applicant states, "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." The response is not clear in explaining how smaller class sizes, support for a student's individual learning needs and counseling will benefit students that, "represent all socio economic statuses; however, they may be identified as high risk for dropping out."

Another portion of the applicant's response briefly describes the methods and expectations the school will utilize, but does not explain how the methods and expectations address this statement, "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." There isn't a clear understanding of how the described methods would be effective for the target student population.

Finally, the applicant's response is incomplete due to not addressing a segment of the prompt that requires an explanation of how the yearly calendar and daily schedule will be effective with the target student population.

G. Special Populations.

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

G. (1) Special Education.

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 NNMCM/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.

	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 address both students with disabilities and students classified as gifted. --OR-- The application does not address Special Education.

**CSD EVALUATION:
Partially Meets – 2**

The applicant’s response is rated Partially Meets.

The applicant’s response provides a limited description of the general types of services/supports students with IEPs will be provided. They include: inclusion and pull out services and ancillary services. Specifically, the response lists services/supports gifted students will benefit from. It states , “Regarding gifted students, inclusion models are most successful and are LRE. Students will benefit from programs such as MESA, dual credit courses with NNMCM/NMHU as well as utilize the computer based programs to support enrichment.

Additionally, the response includes a minimal description of how the services/supports will be provided. It states, “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.” The response does not include a clear explanation of how the founders will support students with IEPs or who the school plans to contract with for the ancillary services.

The last portion of this response provides information related to English Language Learners and does address the prompt regarding Special Education. It states”

“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.”

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: Brigrance 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.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(b) Special Education	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:
Partially Meets – 2**

The applicant’s response is rated Partially Meets.

The applicant’s response provides a limited description of how each testing method used by the school will regularly evaluate and monitor a student’s progress toward the attainment of IEP goals. Instead the

brief response focuses on stating the assessment methods the school will use. It states, “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.”

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

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.*

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1
G. (2)(a) English Language Learners (ELLs)	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.
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet. The applicant’s response does not address how the school will provide required curriculum, and it does</p>			

not provide a clear explanation of how the school will provide instructional services/supports for students identified as ELLs. Instead, the applicant describes the annual assessments used to monitor the progress of an ELL student and briefly explains how the assessment results will be used. It states, “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.”

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.*

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

The applicant’s response is rated Meets.

The applicant’s response describes a clear plan for evaluating and monitoring the progress of English Language Learners. First, the school will administer annually the “WAPT, WIDA and Spanish proficiency assessments” to “all ELL students in accordance with BMEB.” Next, the response explains how the assessment results will be used by the instructional staff and administrator, it states, “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." The response clearly indicates the frequency by which the school will assess students and report on their progress.

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>

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 Semester
 PARCC: Grades 7-11 Spring Semester
 Short Cycle Testing: August December February May
 SBAs Science: 4th, 7th, and 11th
 WAPT September
 Wida January
 Spanish Proficiency Fall

In 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.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—8		Meets—6	Partially Meets - 2	Does Not Meet—1
H.(1) Use of Assessments	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:**Partially Meets - 2**

The applicant's response is rated Partially Meets.

The applicant's response provides a list of assessments that includes evidence the school has considered federally and state required assessments. However, four of the seven assessments listed do not include the grade levels at which an assessment will be used and the month or semester of when an assessment will be administered. This response is limited because the applicant does not provide a clear assessment plan that identifies what measures will be used to indicate that students are making academic progress and how the assessments will be used to inform instruction. In addition, no clear evidence is provided to explain if the applicant has considered the school's projected student population.

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

					Ranking											
					← Satisfied		Not Satisfied →									
					Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1								
H.(2) Individual and School-wide Corrective Action	<p>The application provides a clear, comprehensive and cohesive description of the 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.</p>				<p>The application provides a clear description of the 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.</p>				<p>The application provides a limited description of the 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.</p>				<p>The application provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.</p>			
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant’s response minimally describes the use of PARCC and Discovery. It states, “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.” Only a limited description of how data can be distributed for analysis is provided for Discovery. The response indicates, “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.” This portion of the applicant’s response provides a limited explanation of how the assessment data will be analyzed.</p> <p>Additionally, the last portion of this response provides a minimal description of the corrective actions</p>																

when it states, “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.*”, and does not specify whether a corrective action will occur under specific circumstances, what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

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.

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:

Meets – 3

The applicant’s response is rated Meets.

The applicant’s response provides a clear plan that describes the school’s process for communicating to parents and the school’s Governing Body. Student assessment and progress will be communicated to parents through a report card night which “will be held during the 1st and 3rd quarter.” The response states, “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...”

The applicant further explains where and how the student data is tracked and reviewed, “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.”

The method for communicating with the school’s Governing Body is to inform them quarterly “of the progress of the school on progress monitor testing.”

The applicant did not provide a clear explanation of how student assessment and progress will be communicated to the Authorizer and the broader community.

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with 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.

	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:
Does Not Meet - 1

The applicant’s response is rated Does Not Meet.

First, the applicant did not provide bylaws in the application. Second, the applicant did not describe the roles and responsibilities of the members, the offices to be created, and the committees to be developed, specifically those committees that are required by law. In regards to the required committees, the absence of the information can indicate the applicant is in violation of state statutes regarding the requirement to appoint members of the Governing Body to an audit and financial committee. Furthermore, the Governing Body is also required by statute to create an Advisory Council and the applicant’s response does not address that.

The applicant provides a minimal description of the Governing Body that indicates it “will consist of five community members, originally solicited from the community” and the terms “will last 3 years.” This response also includes a brief statement addressing the grounds for removal as, “..conflicts of interest or other misconduct that is against the mores of the community.” No additional information is

provided to define “conflicts of interest or other misconduct.” The penultimate sentence of the response speaks to the relationship between the Governing Body and the school’s administration. It states, “The CEO will report to the board and be hired by the board.” The last sentence does not reflect a duty of the Governing Body. All employees should be employed by the CEO, not the board (Governing Body).

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.

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:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The statement provided in the applicant’s response minimally addresses the preferred area of expertise for three of the five board members. It states, “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...” The remaining two members will come from the general community.

The applicant does not address:

1. The qualifications desired for governing body members in general and specific to the areas of expertise noted above.
2. A list of all proposed, initial Governing Body members along with their experience, skills, and qualifications.

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.

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:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The brief response provided by the applicant describes that board member positions will be advertised in the local paper and radio and states, “Members will be interviewed; members changing in the board will be staggered.”

The applicant’s response is incomplete for the reason that it does provide a clear process or plan for

selecting new Governing Body members.

B. Governing Body Training and Evaluation.

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.*

	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.
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The brief response provided by the applicant describes conferences the board will attend and states, “A <i>trainer will instruct the board on the Open Meetings act and Roberts Rules.</i>” In addition, the applicant did not submit a budget.</p> <p>The applicant’s response is incomplete for the reason that it does not provide a clear plan for Governing Body training that complies with state requirements and is supported by the budget.</p>				

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.*

		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:					
Does Not Meet – 1					
The applicant's response is rated Does Not Meet.					
The applicant's response is incomplete for the reason that it does not address the self-evaluation of Governing Body members.					

C. Leadership and Management.

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.

		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 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	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	The application's description of how the Governing Body will monitor outcomes is inadequate or incomplete . --OR-- The application does not address the prompt.	

	the proposed school, to ensure the proposed school is meeting its mission, and able to manage and sustain a quality school.	proposed school, to ensure the proposed school is meeting its mission.	help the proposed school meet its mission.	
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CSD EVALUATION:**Meets - 9**

The applicant's response is rated Meets.

The applicant's response specifies the personnel that will report to the board and the general monitoring methods to be used. It states, "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."

The response provides the applicant's understanding of communicating outcomes to the board that relate to the academic progress of students, the success of mental health services, financial, and administration/personnel matters. However, the applicant does not describe what the reports include and the type of data that will be presented to determine the capacity of the Governing Body to monitor outcomes.

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 newspaper 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.

	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:

Partially Meets – 2

The applicant’s response is rated Partially Meets.

The applicant’s response provides a limited description that lists a set of characteristics and identifies where the position of head administrator will be advertised. The response states, “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.” No additional detail is provided by the applicant to address the “years of experience” in the various areas listed.

The applicant does not provide a clear plan to hire and evaluate an administrator.

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.*

					Ranking					
					← Satisfied		Not Satisfied →			
					Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1		
C.(3) Head Administrator Job Description					<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>First, the applicant provides no plan to hire and evaluate an administrator. Second, the applicant did not submit appendix B (job description), although in the applicant’s response it states, “<i>Attach job description on appendix B.</i>”</p>									

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.

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(4) Head Administrator Evaluation		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.
	<p>CSD EVALUATION: Partially Meets – 2</p> <p>The Applicant’s response is rated Partially Meets.</p> <p>The applicant’s response provides a limited description that lists a set of “areas of criteria”. It states, “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.” No additional detail is provided by the applicant to address how the “areas of criteria” will be used to evaluate the head administrator or when and how often the evaluation will take place.</p> <p>The applicant does include a statement that considers the mission and goals of the school by stating, “This administrator also acts as the liaison with the mental health agency who will be providing the mental health services.” However, the applicant’s response does not clarify whether this is an additional component of the evaluation or the administrator’s responsibility.</p>				

D. Organizational Structure of the proposed school.

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.

	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:

Does Not Meet – 1

The applicant’s response is rated Does Not Meet.

The applicant’s response provides a brief statement regarding the supervisory responsibility between governance, administration, teaching, support staff, and external agencies. It states, “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.” Furthermore, the applicant does not include an organizational chart and supportive narrative to demonstrate a clear understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies.

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.*

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.
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>First, the applicant does not address job descriptions for key staff. Second, the applicant did not submit appendix C (staff job descriptions) with the application.</p>				

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.

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.	
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant’s response includes the number of “certified staff” needed in the first year of operation for a projected enrollment of 150 students and a student-teacher ratio of “20:1”. The 20:1 ratio contradicts the 16:1 ratio listed in section A. School Size - I. Academic Framework of this application Due to the reasons that the student-teacher ratio differs within the application and no budget was provided by the</p>				

applicant, an alignment between the budget and projected staffing needs cannot be conducted by the review team.

The applicant does describe a variety of skills required for teachers. It states, “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.”

Although, the description summarizes the skills and certifications the school administration is seeking in a teacher, the applicant’s response does not provide a clear staffing plan for evaluating highly-qualified staff.

The applicant’s response concludes with a brief statement addressing the job search process, but it does not include evidence of a clear plan for hiring highly-qualified staff. It states, “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.”

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 utilizing CCSS or State Standards.

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:

Does Not Meet – 1

The applicant’s response is rated Does Not Meet.

The applicant’s response includes a list of topics teachers will be trained on. This response does not address a Professional Development Plan that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. In addition, the applicant did not submit a budget in this application.

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). 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.

		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:**Partially Meets – 2**

The applicant's response is rated Partially Meets.

The applicant provides a limited description of the benefits, annual number of contract days, and pay terms. It states, "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." The applicant's response does not clarify what is meant by "PED rate" or details on the contract requirements. In addition the applicant's response does not address the employer/employee relationship.

The applicant does describe the working schedule for "certified staff" but does not provide detail of a schedule for other classes of employees. The response states, "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."

The last sentence of the applicant's response minimally addresses the area of the employees' recognized representatives, by stating, "A CBA will be drawn up with AFT/NEA to provide representation of staff. The applicant does not clarify what is meant by "CBA".

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the 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.

	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.
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant provides a limited description that identifies services that are available for parents that attend the monthly PAC meeting. Those include, “A meal will be provided to parents who attend the PAC meeting. Child care will be available.....The school will have an open door policy and ready interpreters for parents who are not English speakers.”</p> <p>The applicant does not address how developing a PAC will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The applicant does indicate that the “board will be visible to the community” and “administrators will be visible to the teachers and the students.” However, the applicant does not describe how that would be implemented.</p>				

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.

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

Meets – 3

The applicant’s response is rated Meets.

The applicant provides a clear plan for receiving and processing concerns and complaints which includes reasonable steps and ensures a timely response from the administration and the Governing Body. The applicant’s response follows a logical order that starts with the communication between the parent and teacher. It states, “A parent will request that a teacher resolve a problem within the teacher-students interactions.” In the response, if the first step does not remediate the concern or complaint issued by the parent, the following will occur, “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.” Once the administrator communicates the decision, the applicant’s plan includes a process if the parent or teacher do not agree with the decision. The response states, “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.”

G. Student Recruitment and Enrollment.

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. Advertisizing 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.

	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:

Partially Meets – 2

The applicant’s response is rated Partially Meets.

The applicant provides a limited outreach and recruitment plan that includes the venues that will be used to advertise in June 2017. In addition, the applicant’s response contains a timeline for re-enrolling students and advertising for open enrollment in the second year of operation. Furthermore, the plan states a lottery would take place if, “the enrollment meet the deadline and exceed the anticipated number of students, a lottery will be conducted to assure fairness.” The applicant’s response does not clarify if the lottery is intended for the first or second years.

The applicant’s response regarding the plan for outreach and recruitment prior to the first year of operation of the school, only includes advertising beginng in June 2017. This timeframe is not

reasonable due to the reason that it provides an approximate 3-month window prior to the first day of school.

Furthermore, the applicant does not address how the plan ensures equal access to the proposed school and does not provide a description of its effectiveness in attracting a representative student body from the targeted community. Since the applicant did not include a budget in this application, no comparison was made by the review team to determine if the plan is supported by the budget.

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.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1
G.(2) Lottery Process	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 statutes. --OR-- The application does not address the lottery process.
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant does not provide a plan for how the lottery process will be implemented and does not address any tentative timeframes or dates. Instead, it indicates a lottery will be used that complies with state statutes on equal access, but does not provide any specific information.</p>			

H. Legal Compliance.

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 ownership 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 employ 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.*

	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:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant provides an incomplete Conflict of Interest policy describing what circumstances a person would be considered to have a conflict of interest. No additional information is provided to clarify what is meant by “first or second generation relatives” or “those having business ownership connections.” In addition, the applicant did not provide a sample disclosure statement.

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

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.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
i. (1). Third Party Relationships	<p><i>If Applicable</i> 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 understanding of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>

CSD EVALUATION:
Does Not Meet – 1

The applicant’s response is rated Does Not Meet.

The applicant’s does not provide a clear description of the third party relationships that would include the name of the organization or contract and does not address an understanding of the legal implication of those relationships to the proposed school. Instead, the applicant indicates the third party “partnerships” are with “the mental health agency and also for ancillary staff”.

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.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet-1
I.(2) Proposed Agreement	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> The application provides an inadequate or incomplete response --OR-- Does not address the prompt.</p>
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant did not submit Appendix D and does not address the prompt.</p>			

J. Waivers.

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	<input type="checkbox"/>	Click here to enter text.
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input type="checkbox"/>	Click here to enter text.
Staffing pattern	<input type="checkbox"/>	Click here to enter text.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input type="checkbox"/>	Click here to enter text.
Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School principal duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input type="checkbox"/>	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.	

	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: Not applicable				

K. Transportation and Food.

K. (1) *If Applicable*, state 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.*

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

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.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
K.(2) Food Services	<p><i>If Applicable</i></p> <p>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.</p>	<p><i>If Applicable</i></p> <p>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.</p>	<p><i>If Applicable</i></p> <p>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.</p>	<p><i>If Applicable</i></p> <p>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.</p> <p>--OR--</p> <p>The applicant plans to offer food services to its students but provides no other information.</p>
<p>CSD EVALUATION:</p> <p>Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant’s response indicates the school intends to serve breakfast and lunch but does not provide a plan for how food services will be offered to the students.</p>				

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](http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf).

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.*

	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: Does Not Meet – 1				
The applicant’s response is rated Does Not Meet.				
The applicant did not submit Appendix E.				

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.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2) Facility Plan	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.
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>Although the applicant identifies “the Cordova property” in the targeted geographic location, it does not indicate if the property is an appropriate and viable one. In addition, the applicant does not describe a clear plan to prepare the 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.</p>				

III. Financial Framework

A. Budgets.

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

A.(1) Provide, and attach as **Appendix 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.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	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:
Does Not Meet – 1

The applicant’s response is rated Does Not Meet.

Appendix F submitted by the applicant is incomplete based on missing items from the SEG Computation Revenue Worksheets. In the worksheets reflecting years 1 through 4, estimates are missing from several categories including those for special education and bilingual, in addition to other components. The year

5 worksheet includes an estimate for the special education count that is not the recommended percentage. All worksheets do not contain a SEG Value.

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.

Ranking					
		Satisfied ←		Not Satisfied →	
		Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5-Year Budget Plan		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: Does Not Meet – 1				
The applicant’s response is rated as Does Not Meet.					
The applicant did not submit a 5-year budget plan with the application.					

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.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(3) Budget Narrative	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The application provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative.</p>
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant does not provide a budget narrative and a budget plan was not submitted with the application.</p>				

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.*

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

The applicant’s response is rated Does Not Meet.

The applicant does not address the prompt and no appendix is attached as stated in the response, “*See attached appendix.*”

B. Financial Policies, Oversight, Compliance, and Sustainability

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 statutes, 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.*

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(1) Financial Policies and Internal Controls	<p>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 statutes, regulations, and rules relative to the proposed school’s procedures.</p>	<p>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 statutes, regulations, and rules relative to the proposed school’s procedures.</p>	<p>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 statutes, regulations, and rules relative to the proposed school’s procedures.</p>	<p>The application provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.</p>	

CSD EVALUATION:
Does Not Meet – 1

The applicant’s response is rated Does Not Meet.

The applicant’s response provides an incomplete description of the school’s internal control procedures and does not provide detail on how the school will 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 statutes, regulations, and rules relative to the proposed school’s procedures.

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.*

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(2) Financial Personnel	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>--OR--</p> <p>The application does not address identification of appropriate financial personnel for the proposed school.</p>	

CSD EVALUATION:
Does Not Meet - 1

The applicant’s response is rated Does Not Meet.

The applicant does not address the prompt.

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.

		Ranking			
		Satisfied		Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(3) Financial Oversight	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant’s response does not provide a clear plan for how the Governing Body will provide proper legal and fiscal oversight.</p>				

IV. Evidence of Support

A. Outreach Activities.

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.

	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.
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet</p> <p>The applicant does not provide evidence that the school has developed an outreach program to reach a broad audience and understand the community needs. Instead the applicant’s response describes that town hall meetings will take place in the fall of 2016 and that surveys have been analyzed. According to Part B of the application, An Analysis of Variance was conducted and included in Appendix E. The applicant does not include Appendix E in the application.</p>				

B. Community Support.

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 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.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. (1) Evidence of Support	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:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant’s response states, “The data was analyzed and is reported in the executive summary.” This summary provides data that is based on a report written in 2013 by the New Mexico Public Health Department. The applicant does not summarize the results of the data and therefore does not address the prompt.

C. Community Relationships

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.*

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(1) Community Relationships Optional evidence of support.	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.	
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant does not address how the school has developed networking relationships or resource agreements with local community agencies, groups, or individuals.</p>				

D. Uniqueness and Innovation.

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.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(1) Uniqueness of Proposed School	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:
Partially Meets - 2**

The applicant’s response is rated Partially Meets.

The applicant’s response provides a clear understanding of the uniqueness and innovation of the proposed educational program with a focus on emotional health and well-being. The applicant does not provide clear evidence of the demand for the proposed educational program in the geographic area in which the school plans to locate.

Appendices and Attachments

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

		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.
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant did not submit Appendices A, B, C, D, E, or G. Although Appendix F is included in the application, the forms were incomplete.</p>					



New Mexico Public Education Commission

2016 New Charter School Application Kit Part D. Capacity Interview Questions



Questions and Follow-up Questions				
<i>Each question and any related probing follow-up questions are scored together for a total of up to 4 points each.</i>				
Educational Plan: Mission		1. How is the mission, as described in the application, essential to the success of the proposed school?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Meets: The applicant began by stating the mission statement and elaborated on elements of the mission, that described how students feel respected, empowered and how this mission “breaks the cycle”. The applicant also provided statistics based on the founder’s work knowledge with a mental health organization. The answer, as a whole demonstrated evidence of the applicant’s understanding of how the mental component combined with academics will create an opportunity for students that will be essential in the success of the proposed school.
Educational Plan: Innovation		2. What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Meets: The applicant explained that the proposed school will contribute “hope” to the Espanola community and provide students a second chance and opportunity. They further described that the targeted community does not provide a second chance for students, specifically those students that are expelled from schools in the Espanola community. The answer demonstrated a reasonable understanding of the school’s contribution to the community, however the applicant did not address how providing hope and an opportunity are essential to the success of the proposed school.
Educational Plan: Mission Implementation		3. How will you evaluate whether your mission and implementation of it are working?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: The applicant’s answer indicated that diagnostic (for emotional and social well-being) and short cycle assessments would be used to evaluate the mission and its implementation. Additional information was not provided to explain how the specified tools would evaluate the mission and whether the implementation of it was working. In the written application, the applicant described mission indicator/goals but did not elaborate on those specific goals related to the mission in the capacity interview.

Rubric for Questions: 1 – 3	4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
	<p>The answer to these questions demonstrate a comprehensive, clear, and reasonable understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. All answers given align with and enhance the related information presented in the written application.</p>	<p>The answer to these questions demonstrate a reasonable understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. Most answers given align with and enhance the related information presented in the written application.</p>	<p>The answer to these questions demonstrate a limited understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. Some answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to the questions were inadequate or incomplete.</p>
<p>Leadership & Governance</p>	<p>4. What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?</p>			
<p>Score</p>				<p>Review Team Comments: Partially Meets: The applicant described that the role of a governing body “GB” is to hire the “right” leader, develop goals and policies for the school. The applicant’s answer listed a few elements of the role of a GB but it was unclear if those elements will be the role of the proposed school’s GB. The applicant stated that they would advertise the position of GB members to the community through social media and the newspaper. They indicated that a potential member would provide a short biography and letter of intent. Next, an interview would be conducted with the founding members and students. The applicant did not provide a response for how potential members would be identified and selected through the process described or how the process supports the success of the proposed school.</p>
<p>4 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>2 <input checked="" type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>	
<p>Leadership & Governance</p>	<p>5. What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?</p>			
<p>Score</p>				<p>Review Team Comments: Partially Meets: The applicant’s answer stated that the role of the school leader is to provide oversight, ensure alignment with the mission and to hold teachers accountable. The process for hiring a school leader was summarized by the applicant and included searching for a person with experience, a willingness to work with the target population and social justice issues. The applicant continued to say that an interview would take place, references would be checked, and that they planned to develop an interview screening. Although the elements</p>
<p>4 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>2 <input checked="" type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>	

				<p>described by the applicant are components regularly seen in a hiring process, the applicant did not provide additional details to explain the strategic process for selecting a school leader for the proposed school. In addition, the applicant did not provide information on the role the school leader has in the success of a charter school.</p>
<p>Leadership & Governance</p>				<p>6. How does a high quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?</p>
<p>Score</p>				<p>Review Team Comments: Partially Meets: The applicant stated that a reflection of the school’s success is increased enrollment and additional grant funding. The applicant continued to list persons they knew to conduct an annual evaluation and indicated a tool would be used to score the data. The founding members further stated that they had no intention to leave their current positions but were looking for others to run this program. The applicant’s answer did not provide a complete strategic process for conducting the evaluations or how the process supports the success of the proposed school.</p>
<p>4 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>2 <input checked="" type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>	
<p>Rubric for Questions: 4 – 6</p>				
<p>4—Exceeds</p>		<p>3—Meets</p>		<p>2—Partially Meets</p>
<p>The answers to these questions demonstrate a comprehensive, clear and reasonable understanding of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. All answers given align with and enhance the related information presented in the written application.</p>		<p>The answers to these questions demonstrate a reasonable understanding of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. Most answers given align with and enhance the related information presented in the written application.</p>		<p>The answers to these questions demonstrate a limited understanding of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. Some answers given align with and enhance the related information presented in the written application.</p>
<p>1—Does Not Meet</p>				
<p>The answers to the questions were inadequate or incomplete.</p>				

Leadership & Governance				7. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school’s administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.	
Score				Review Team Comments: Partially Meets: The applicant’s answer provided a limited understanding of the roles and responsibilities of the governing body and relationships between the founders and the administration. The applicant outlined that the founder’s responsibility is to go through the application process and the GB will create policies and protocols. Mr. Barros stated that the next step would be to develop a strategic plan to outline all intricate pieces, however, details on the plan were not provided by the applicant. The applicant also added that the GB is responsible for hiring the school administration. Based on this response, the founders have acknowledged that their focus was on submitting the application and that development of plans for the transitional period are left as a “next step”. It is not certain if that will be the responsibility of the founding members or of the selected GB. The applicant did not provide an answer to describe how relationships between the founder, governing body, and school administration will evolve.	
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Rubric for questions: 7		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answer to these questions demonstrate a comprehensive, clear, and reasonable understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. All answers given align with and enhance the related information presented in the written application.	The answer to these questions demonstrate a reasonable understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. Most answers given align with and enhance the related information presented in the written application.	The answer to these questions demonstrate a limited understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. Some answers given align with and enhance the related information presented in the written application.	The answers to the questions were inadequate or incomplete.

Leadership & Governance					8. Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establishing and implementing them and how these will contribute to the success of the proposed school.						
Score					Review Team Comments:						
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant listed components included in by-laws but did not address the specific components of the by-laws for the GB of the proposed school. Furthermore, the applicant did not describe the strategic process the proposed school will use to establish and implement the by-laws or how the by-laws will contribute to the success of the proposed school.							
Leadership & Governance					9. How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?						
Score					Review Team Comments:						
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant stated that the administrator is responsible for compliance and implementation but provided no further detail on how that will take place at the proposed school. The applicant provided an incomplete answer that did not detail the process the proposed school will implement to ensure compliance, implementation, and determine changes needed.							
Rubric for Questions: 8 – 9					4—Exceeds		3—Meets		2—Partially Meets		1—Does Not Meet
					The answers to these questions demonstrate a comprehensive, clear, and reasonable understanding of the importance of by-laws and policies, and of implementing effective practice that flows from policy. All answers given align with and enhance the information presented in the written application.		The answers to these questions demonstrate a reasonable understanding of the importance of by-laws and policies, and of implementing effective practice that flows from policy. Most answers given align with and enhance the information presented in the written application.		The answers to these questions demonstrate a limited understanding of the importance of by-laws and policies, and of implementing effective practice that flows from policy. Some answers given align with and enhance the information presented in the written application.		The answers to the questions were inadequate or incomplete.

Facility					10. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school?
Score					Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>		Does Not Meet: The applicant described having a verbal agreement with Kelly Cook for a facility and that Ms. Cook is willing to bring the facility up to the codes required. No written agreement has been made between Ms. Cook and the applicant. The applicant did state that the founding members would be responsible for acquiring a facility and ensuring the facility meets all requirements. The applicant's answer demonstrates a limited plan for acquiring a facility based on a lack of steps or processes and their answer did not align with what was written in the application.
Facility					11. If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?
Score					Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>		Does Not Meet: The applicant stated that Ms. Cook has provided them multiple options, however, the applicant did not provide any concrete details on those multiple options. They indicated that Ms. Cook has informed them that 90% of facilities are vacant. The applicant's answer demonstrates a limited plan for securing an adequate facility based on a lack of information to describe the applicant's next steps plan.
Rubric for Questions 10 – 11		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answers to these questions demonstrate a comprehensive, clear and reasonable plan for securing an adequate facility. All answers given align with and enhance the related information presented in the written application.	The answers to these questions demonstrate a reasonable plan for securing an adequate facility. Most answers given align with and enhance the related information presented in the written application.	The answers to these questions demonstrate a limited plan for securing an adequate facility. All answers given align with and enhance the related information presented in the written application.	The answers to the questions were inadequate or incomplete.

Finance				12. How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: The applicant described how they have developed relationships with community leaders and investors that would provide donations from the community for chairs and furniture, and support with grant writing to apply for grants. They emphasized their relationship with the local senator. In addition, the applicant stated that Ms. Cook would provide the facility at no charge until the funds are received. Although, the applicant has described multiple resources to supplement its budget, no specific details on each resource was provided to indicate an agreement has been made with leaders or investors.
Finance				13. In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant indicated that they intend to enroll 50 students per grade level and stated the "word is out there" about the proposed school. Once the applicant took the information about the proposed school to the community, they started receiving invitations to many health fairs. In addition, the applicant stated that they have had several persons contacting them for a staff position in the proposed school. The applicant stated that recruitment and an early-on application process will be used to make enrollment projections. The applicant did not provide detailed information on how those processes will provide them enrollment projections to establish and submit the first budget. In addition, no information was provided on how the applicant will ensure those projections are reasonable and align closely to the actual 40 day count.
Finance				14. Suppose your actual enrollment on the first day is 50% below your pre-opening "enrollments" and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant started by stating that they would have to re-evaluate their marketing or weakness in the program, if the situation addressed in the question would come to fruition. Next, the applicant indicated they would like to find someone like the founding member, LeAnne Salazar, a person that is multi-endorsed. The applicant's response did not address what the implications to the proposed

				school's budget/business plan would be or what the next steps would entail. No further information was provided.														
Rubric for Questions 12 – 14				4—Exceeds		3—Meets		2—Partially Meets		1—Does Not Meet								
				The answers to these questions demonstrate a comprehensive, clear and reasonable understanding of, and competence in, sound fiscal practice. All answers given align with and enhance the related information presented in the written application.		The answers to these questions demonstrate a reasonable understanding of, and competence in, sound fiscal practice. Most answers given align with and enhance the related information presented in the written application.		The answers to these questions demonstrate a limited understanding of, and competence in, sound fiscal practice. Some answers given align with and enhance the related information presented in the written application.		The answers to the questions were inadequate or incomplete.								
Planning Year				15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening?														
Score				Review Team Comments:														
<table border="1"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>				4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does Not Meet: The applicant stated appointing a board, hiring an administrator, needing personnel, curricular needs, student needs, food services and others. Although they provided a list of items, the applicant did not provide additional detail on the process and schedule for acquiring or completing the mentioned items during the planning year in order to be ready for the opening of the proposed school.						
4	3	2	1															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>															
Rubric for Question: 15				4—Exceeds		3—Meets		2—Partially Meets		1—Does Not Meet								
				The answers to these questions demonstrate a comprehensive, clear, and reasonable understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result		The answers to these questions demonstrate a reasonable understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely		The answers to these questions demonstrate a limited understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely		The answers to the questions were inadequate or incomplete.								

		in a successful and timely school opening. All answers given align with and enhance the related information presented in the written application.	school opening. Most answers given align with and enhance the related information presented in the written application.	school opening. Some answers given align with and enhance the related information presented in the written application.	
Review Team's Individualized Questions		16. Can you describe to us the curriculum that will be utilized for the subject matter courses being offered in the middle school grades and high school grades?			
Score		Review Team Comments:			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant first stated that a hybrid curriculum will be used and provided Ideal NM as a model. The applicant further indicated that the budget will dictate what they can or cannot purchase, and stated that as the reason for not having a plan for curriculum at the time of the capacity interview. Not further information was provided.	
Review Team's Individualized Questions		17. How will you ensure that high school students meet the graduation requirements of completing 24.5 credits?			
Score		Review Team Comments:			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: Ms. Salazar, a founding member began the response with a description of what she does at her current position that aligns with ensuring that high school students meet the graduation requirements. The applicant then began listing elective course titles, welding and automotive, and stated there are a lot of possibilities, but nothing is set. It will depend on the personnel one hires. The applicant also indicated they have been talking about dual-credit courses. Although the applicant provided some information on the elective courses the proposed school is considering, no concrete decisions had been made on what those courses would be.	
Review Team's Individualized Questions		18. What instructional methods will be implemented for the curriculum used at the school? How do these methods align with the school's educational philosophy?			
Score		Review Team Comments:			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: The applicant started by stating direct instruction, small group, and Howard Gardner's multiple intelligences are instructional methods to be implemented with curriculum. Next, began speaking to the philosophy and how the proposed school speaks to the diversity of the students. As a follow-up she indicated that the educational philosophy is included in the Executive Summary of the written application	

				and that the tenets described in section F. (1) of the Academic Framework are not a part of that philosophy. The applicant continued to read each tenet and provide an example for each. They also described about creating a culture, starting from ground level. While the applicant provided a variety of possibilities for instructing students, they did not provide concrete details on the methods to be used for implementing the curriculum (that has not been identified by the applicant) and how those methods align with the school’s educational philosophy.
Review Team’s Individualized Questions				19. Please describe a day in the life of a 7 th grader including the length of the school day, how many periods and breaks the student would have in a day?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant described a 7 th grade student having breakfast, attending 45 minute blocks of core curriculum with a mix of elective courses. An elective course may be Spanish. The applicant described the instructional schedule in the written application and discovered that the block periods are not 45 minutes but much longer. The applicant’s response did not provide a clear picture of what a 7 th grade student would experience at the proposed school throughout the length of the school day.
Review Team’s Individualized Questions				20. Since data driven instruction is key to the educational philosophy of your program, can you tell us about your approach in regularly evaluating and monitoring the progress of students identified with disabilities and English Language Learner students?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant states using WAC and Access for evaluating students and the use of a GLAD or SIOP models as it relates to English Language Learner students. For students identified with disabilities, the applicant stated they would look for an assessment to evaluate what was taught. They also added that students would have individual plans. The applicant’s response did not address their approach for regularly evaluating and monitoring the progress of students for their proposed school. Multiple assessment instruments and specific models were described but the applicant did not provide concrete details on which tools or models would be utilized at the proposed school.
Review Team’s Individualized Questions				21. How will the assessment tools inform the school that all students are making academic progress?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Meets: The applicant described that all students will have data folders and that short-cycle assessments from MAP will be used. The applicant indicated that these tools will guide the creation of lessons needed

				and determine if proficiency is maintained. In addition, the applicant intends to daily track the mental health of the students in order to inform the teachers. The applicant described the connection between the mental health well-being of a student and their academic progress and how this information is vital for teachers.
Review Team's Individualized Questions				22. Can you clarify for us what the contract requirements are for employees and describe their full benefits package?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant provided a minimal response that included the number of contract days and automatic benefits. No additional information was provided.
Review Team's Individualized Questions				23. How will the development of PAC provide meaningful involvement in the governance and operation of the school? What types of topics will be discussed at the monthly meetings?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	Does Not Meet: The applicant indicated the PAC is instrumental to the development of the bilingual curriculum program, school safety plans, Title I & III requirements, and stated they will require parent involvement. It was not clear whether the topics provided in the applicant's response referred to the PAC for the proposed school or if in general these are topics that make a PAC instrumental to a school. No additional detail was provided to address how PAC provides meaningful involvement in the governance and operation of the proposed school.
Rubric for Individualized Questions				
4—Exceeds		3—Meets		2—Partially Meets
The answers to these questions are <u>comprehensive, clear, and reasonable</u> . <u>All answers</u> given align with and enhance the related information presented in the written application. The answers to these questions adequately address		The answers to these questions are <u>reasonable</u> . <u>Most answers</u> given align with and enhance the related information presented in the written application. The answers to these questions adequately address		The answers to these questions are <u>limited</u> . <u>Some answers</u> given align with and enhance the related information presented in the written application. The answers to these questions somewhat address
				1—Does Not Meet
				The answers to the questions were <u>inadequate or incomplete</u> . The answers to these questions do not address questions/concerns about information presented in the application, and increase or remain unchanged the questions about the

	<p>questions/concerns about information presented in the application and clearly demonstrate a strong capacity to implement a legally compliant charter school that improves student achievement.</p>	<p>information presented in the application and demonstrate the capacity to implement a legally compliant charter school that improves student achievement.</p>	<p>information presented in the application, but leave some questions about the applicant's capacity to implement a legally compliant charter school that improves student achievement.</p>	<p>applicant's capacity to implement a legally compliant charter school that improves student achievement.</p>
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