



**NEW MEXICO PUBLIC EDUCATION DEPARTMENT  
OPTIONS FOR PARENTS  
CHARTER SCHOOLS DIVISION**

**2011 CHARTER SCHOOL APPLICATION  
SUMMARY EVALUATION AND RECOMMENDATION**

**School Name and Location:** William W. & Josephine Dorn Charter Community School, Albuquerque, NM

**Date:** September 2, 2011

**Grade Levels and Total Enrollment Cap:** Grades K-5, 180 Cap

*General Premise:* Each application is unique and was evaluated on its own merits. No comparisons were made or should be made with other applications. The overriding question on each application was whether the application was complete and adequate to deliver the educational plan aligned with the mission of the proposed school.

*Process:* This Summary Evaluation and Recommendation is a result of a thorough process of examining the Charter School Application by an experienced review team, a rigorous Capacity Interview, and the applicant's responses at the Community Input hearing before the Public Education Commission (Commission).

*Criteria:* The information collected throughout the Process provided the evidentiary basis for the Charter Schools Division's assessment of whether the Charter School Application is complete and adequate and, thus, whether it should be approved, approved with conditions or denied.

The following definitions of the criteria were applied:

**1. COMPLETE:**

- a. The explanation to each prompt is sufficiently detailed and fully developed.
- b. Response addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic approach to the requested information.
- c. No additional information is required to provide the reviewer with an understanding of key components of the requested information or the school's plan.

**2. INCOMPLETE:**

- a. No information provided in response to some or all of the prompts.

- b. Prompts are met, but overall the responses lack meaningful detail or would require *additional* information to demonstrate an understanding of the key issue or concept to be addressed.
- c. Section not thoroughly explained and demonstrates a lack of preparation.
- d. Information is inaccurate that reflects a fundamental misunderstanding of the key concept to be addressed by the section.

**3. ADEQUATE:**

- a. The response flows and makes sense and presents a clear, realistic plan for how this prompt or section fits into the school’s overall operations.
- b. The information provided is evidence that the applicant understands the concept/issue to be addressed in response to the application requirement.
- c. The response aligns with the rest of the section, addresses the concept/issue, and identifies clear and measurable outcomes where applicable.
- d. Where applicable, the response is consistent and aligns with the mission and vision as well as the other sections of the application.

**4. INADEQUATE:**

- a. The response raises concerns about whether the applicant understands the request and the basic issue raised by the request.
- b. Response raises substantial concerns about the applicant’s ability to meet the requirement in practice.
- c. The founder’s overall plan for the school is difficult to comprehend and/or presents an unrealistic plan for the operation of a school or any aspect of the school.
- d. The response is difficult to comprehend.
- e. The section does not align, or the reviewer cannot ascertain whether the response aligns with the overall plan articulated.

**EVALUATION**

**IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED**

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school’s plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

**SECTION IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED  
SUMMARY**

<b>Inadequate or Incomplete</b>	<b>Adequate and Complete</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**EVIDENCE SUPPORTING EVALUATION OF THIS SECTION:**

Statements in support of Conclusion.	Reference(s)(application, responses to interview questions, public comment)
<p>The William W. and Josephine Dorn Charter Community School (WWJDC) seeks to accomplish the elimination of psycho-social barriers to learning that are faced by at-risk students from various socio-economic and racial/ethnic backgrounds and abilities in the Albuquerque metro. The needs of students in the community are clearly articulated. Academic and Social Growth Plans for each student will be developed to address the whole child with community support. The importance of community and environment will be taught as a key component to developing “neighborhood literacy” and civic engagement.</p> <p>The mission is clear and the information provided in the Achievement of Mission subsection reflects a great deal of thought about how the school will determine if it is achieving its mission. The explanation of need is well researched, detailed, pertinent, clear and complete.</p> <p>A partnership with the United South Broadway Corporation will provide expertise and experience with the tenets of a community school model based on 15 years of involvement with the University-Assisted Community School Project, the Albuquerque Community School Project and other community-based projects. “It is the intent of the WWJDC to focus on not only curriculum and managerial reform, but to include an often forgotten third component of reform, mitigating barriers so that children and youth can successfully access their educational opportunities and families can successfully build skills and knowledge to engage with their child’s education.” (p. 16)</p>	<p>p. 13-19</p>

**V. EDUCATIONAL PLAN**

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

**SECTION V. EDUCATIONAL PLAN SUMMARY**

<b>Inadequate or Incomplete</b>	<b>Adequate and Complete</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**EVIDENCE SUPPORTING EVALUATION OF THIS SECTION:**

Statements in support of Conclusion.	Reference(s)(application, responses to interview questions, public comment)
<p>William W. and Josephine Dorn Charter Community School (WWJDC) has clearly articulated a philosophy and approach to instruction that is sufficiently detailed, and fully developed. The integration of academic, environmental, social/emotional and health instructional programs to holistically help children develop the ability make informed and reasoned decisions for the public good. The school successfully argues that a strong and purposeful partnership between the school and community is essential to student academic success.</p>	<p>p. 20-31</p>
<p>The research upon which the proposed curriculum will be based is clearly presented. A clear, realistic approach to curriculum development and alignment with the New Mexico Standards provides a strong base to support implementation when the school becomes operational. Strategies and methods to be used in delivering the curriculum are clearly described. The proposed curriculum is aligned with key components of mission. .</p>	<p>p. 31-37</p>
<p>Statutory requirements are met by the proposed plan for length of school day and year as well as instructional hours. In combination with the Albuquerque Community School Project, the school will also offer a 1.75-hour extended day to ensure adequate delivery of the instructional program proposed by WWJDC. Nine student-centered goals which address several aspects of student achievement, including academics, attendance, behavior, and project-based learning are provided.</p>	<p>p. 37-39</p>
<p>Development of the Academic &amp; Social Growth Plan is at the core of holistically meeting individual student needs. As a community school in partnership with the United South Broadway Corporation (USBC), the expertise and experience of the USBC staff will assist the school in understanding the</p>	

<p>needs of students and families when identifying strengths and risk factors within the Academic &amp; Social Growth Plan. This Plan will assist the individual student, WWJDC staff, parent and family in recognizing and developing learning strategies and supports to ameliorate cognitive and behaviorally-related issues attributed to risk factors. Academic &amp; Social Growth Plans for students requiring remediation will be reviewed bi-monthly. Additionally, tutoring and/or a Saturday Academy will be offered to reinforce basic skills.</p> <p>The applicants provide a sufficiently detailed plan for serving special populations. The plan includes specific strategies and information that demonstrates thorough preparation and presents a clear, realistic approach. An understanding of special education requirements including provision of a free, appropriate education to students identified with disabilities is also demonstrated by the applicants.</p> <p>Overall, the Educational Plan demonstrates the capacity of the founders in designing curriculum, instruction and support services to meet the needs of the students of the community that the school intends to serve. The Educational Plan is clearly aligned to the school’s mission.</p>	<p>p. 40-47</p>
---	-----------------

**FINANCIAL PLAN**

The Financial Plan should provide a description of how the school leadership intends to manage the school’s finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports implementation of the mission and educational plan.

**SECTION VII. FINANCIAL PLAN SUMMARY**

<b>Inadequate or Incomplete</b>	<b>Adequate and Complete</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**EVIDENCE SUPPORTING EVALUATION OF THIS SECTION:**

Statements in support of Conclusion.	Reference(s)(application, responses to interview
--------------------------------------	--

	questions, public comment)
<p>The completed Form 910B5 SEG revenue estimate worksheet for each of the 5-year charter term is sufficiently detailed and demonstrates a thorough understanding the revenue calculation process. The 5-year operating budget plan provided is complete and balanced.</p> <p>The school recognizes the need for sound fiscal management and has identified seven strategies for accomplishing this. The school's fiscal management plan is sufficiently detailed and demonstrates an understanding of the requirements for responsible oversight practices.</p>	p. 48-56

**VIII. GOVERNANCE /MANAGEMENT PLAN**

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The plan should outline how decisions are made at the school site, and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

**SECTION VIII. GOVERNANCE / MANAGEMENT PLAN SUMMARY**

<b>Inadequate or Incomplete</b>	<b>Adequate and Complete</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**EVIDENCE SUPPORTING EVALUATION OF THIS SECTION:**

Statements in support of Conclusion.	Reference(s)(application, responses to interview questions, public comment)
The Governance/Management Plan presented for William W. & Josephine Dorn Charter Community School is supported by a strong partnership with the United South Broadway Corporation that will not be involved in the Governing Council of the school, but commits to supporting WWJDC in building the necessary fiscal and operational capacity to ensure success. A facility owned by USBC is offered for lease to the school	p. 57-78

<p>and the owners will be responsible for all necessary building code requirements to make the building a location conducive to supporting WWJDC’s educational program.</p> <p>Clear descriptions are provided for most of the required areas including Governing Council structure and responsibilities, community involvement, employee relations including supervision and evaluation of all staff positions, admission and enrollment policies, student discipline, staffing plans, instructional time and school calendar, salary schedules that comply with minimum state requirements, other student services and facilities. The response also demonstrates a clear understanding of educational adequacy standards and the need to consult with the Public School Facility Authority (PSFA) during the planning and approval process.</p> <p>During the 7/30/11 capacity interview the applicants indicated that they anticipate developing a Memorandum of Understanding (MOU) with the major support focused on the start up of the school. They will be able to provide resources such as janitorial services, business manager support, executive support, and much more.</p>	
--	--

**I. REQUIREMENTS**

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

**REQUIREMENTS SUMMARY**

<b>Inadequate or Incomplete</b>	<b>Adequate and Complete</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**EVIDENCE SUPPORTING EVALUATION OF THIS SECTION:**

Statements in support of Conclusion.	Reference(s)(application, responses to interview questions, public comment)

<p>All requirements of this section were fully addressed. William W. &amp; Josephine Dorn Charter Community School will comply with requirements to carry insurance and has identified waivers for which they will apply.</p>	
---	--

**IX. APPENDICES**

The contents of the appendices will be analyzed as they pertain to the appropriate sections IV through VIII of the application.

**REQUIREMENTS SUMMARY**

<b>Inadequate or Incomplete</b>	<b>Adequate and Complete</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**EVIDENCE SUPPORTING EVALUATION OF THIS SECTION:**

<p>Statements in support of Conclusion.</p>	<p>Reference(s)(application, responses to interview questions, public comment)</p>
<p>All required documents for the Appendices are provided. The analysis of the contents can be found in the relevant sections of the Application’s Synthesized Analysis.</p>	

**RECOMMENDATION**

Approve:

Overall the application is complete and adequate; and during their Capacity Interview and public input hearings, the applicant(s) demonstrated the capacity to implement the education and governance/management plans as described in the application. No serious deficiencies were identified that would indicate the applicant(s) do not have the experience, knowledge and competence to successfully open and operate a charter school.

Approve with Conditions:

Overall the application is complete and adequate; and during their Capacity Interview and public input hearings, the applicant(s) demonstrated the capacity to implement the education and governance/management plans as described in the application. No serious deficiencies were identified that would indicate the applicant(s) do not have the experience, knowledge and competence to successfully open and operate a charter school, however, the conditions recommended below are necessary to correct minor concerns raised by the reviewers.



Deny:

Overall the application contained serious deficiencies and is, consequently, incomplete and/or inadequate. The deficiencies were not or could not be clarified or corrected by the applicants during the Capacity Interview and the presentation during the community input hearing.

## **PROPOSED CONDITIONS**

Granting of the charter contract is conditioned upon the Applicant expressly agreeing to the following conditions:

1. **PLANNING YEAR CHECKLIST:** The Applicant will complete the *2011-12 Planning Year Checklist* as developed by the Charter Schools Division according to the timelines set forth therein, which shall include the following items specific to the Applicant:

- a. Review and revise the three organizational goals and the first of the nine student-centered goals to meet SMART Goal criteria. Revise timeframe for achievement as noted in the Application Synthesized Analysis.
- b. Further develop professional development plan to ensure implementation of the strategies and methods to be used in delivering the curriculum.
- c. Develop procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school's student performance expectations.

2. **BOARD OF FINANCE DESIGNATION:** The governing body of the charter school must submit an application to the Public Education Commission to be designated as a board of finance pursuant to 6.80.4.16 NMAC on or before the end of its planning year; June 30, 2012. The Applicant acknowledges that it shall not be entitled to receive any state or federal funding until such time as it has been granted board of finance status by the PEC.

3. **PSFA CERTIFICATION OF FACILITIES:** The charter school will demonstrate to the CSD that prior to commencing operations that it has sought and obtained certification from the New Mexico Public Insurance Authority that the facility the charter school intends to occupy will receive a condition rating equal to or better than the average condition for all New Mexico public schools for the year the charter intends to occupy the facility or the charter school can demonstrate that within eighteen months of occupancy that it has a plan for achieving the wNMCI. NMSA 1978 Section 22-8B-4.2(C)(2011).

4. **FEDERAL STANDARDS:** The Applicant acknowledges that for NMPED to comply with recently adopted changes in federal law that affect New Mexico's eligibility for federal charter school program grant funds, 1) all charter contracts must be legally binding, 2) require that the NMPED conduct an independent and timely annual independent audit of the charter school's financial statements that are filed with the school's chartering agency, 3) require the charter school to **demonstrate improved student academic achievement**, and 4) **that the PEC shall use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.** This federal requirement shall apply regardless of the current language in the Charter Schools Act, whether implied or explicit.

5. **WRITTEN ACCEPTANCE:** The charter shall be effective upon the Applicant indicating by a signed statement by the founders that he/she or they accept(s) the conditions of

approval set forth herein. Written acceptance of this condition must be mailed, sent by facsimile or email to:

Patricia Matthews, Director  
Options for Parent  
300 Don Gaspar, Room 301  
Santa Fe, New Mexico 87501  
(505) 827-6725  
[patricia.matthews@state.nm.us](mailto:patricia.matthews@state.nm.us)

6. **COMMENCEMENT OF OPERATIONS:** Prior to the end of the planning year (June 30, 2012), the charter school shall demonstrate that it has satisfied any condition stated herein or by operation of law before commencing full operation for the remainder of its charter term. NMSA 1978 Section 22-8B-12.

**OPTIONS FOR PARENTS – CHARTER SCHOOLS DIVISION**

A handwritten signature in black ink, appearing to read "Patricia Matthews", written over a horizontal line.

By: \_\_\_\_\_  
Director of Options for Parents, or Designee