



**New Mexico Public Education Commission**

**2014 New Charter School Application Kit**  
**Part C. Application & Rubric**



**School Information:**

Name of Proposed Charter School:

School Address (if known): **South 8<sup>th</sup> Street and West Florida Street**

School Location (City/Town): **Deming, New Mexico 88030**

School District within which your school will be located: **Deming Public School District**

Grades to be served: **6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Projected Enrollment Cap: **400 Students**

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

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

## Academics

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

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	125	6, 7, 8	20/1
Year 2	194	6, 7, 8	20/1
Year 3	263	6, 7, 8	20/1
Year 4	332	6, 7, 8	20/1
Year 5	400	6, 7, 8	20/1
At Capacity (Enrollment Cap)	400	6, 7, 8	20/1

	Included		Not included
A. School Size	The applicant provides all of the required information.		The application does not provide the required information.
	← Satisfied		Not Satisfied →

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

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

*Academic Opportunities Academy will prepare students for scholastic excellence through an innovative core curriculum and enrichment program that challenges, supports and nurtures learning.*

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

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

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

For instance, if a school’s mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for SMART Format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective of the School's Mission.** A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

#### C.(1) Mission-Specific Indicators/goals *Required*

Identify and provide two mission-specific indicators/goals in the following section. Include the following key elements:

- First, ensure that the annual indicators/goals provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicators/goals. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.” **NOTE: Please see examples in the glossary or in Part A of this application.**

#### *Goal/Indicator 1 related to School's Mission:*

*Goal 1: Measure student achievement and performance via AOA's innovative, core curriculum and enrichment after school program that provides a foundation for learning and advancement to high school, college and beyond.*

#### *Objectives:*

- 50% of our students will achieve the proficient level in the core curriculum by the end of their first year of attendance.*
- 85% of our students will achieve the proficient level in the core curriculum by the end of their second year attendance.*
- 97.5% of our students will achieve the proficient level in the core curriculum by the end of their third year attendance.*
- 80% of students attending the enrichment after school and tutorial programs will respond positively that they feel the activities help them in their other studies, and provide a safe, nurturing environment to learn new things.*

#### *Goal/Indicator 2 related to School's Mission:*

*Goal 2: Advance students into the next higher level of proficiency each year as outlined in the Common Core State Standards and the National College Credit Recommendation Service for each grade level via evidence provided through performance assessments.*

#### *Objectives:*

- 99-100% of students who begin the year in the advanced Range for reading and math will master the assessment.*

*B. 60% to 80% of students who begin the year in the Nearing Proficiency range in Reading and Math will master the assessment.*

*C. 80% to 99% of students who begin the year in the Proficient Range in Reading and Math will master the assessment.*

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

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

*Rationale for Goal/Indicator 1: As AOA strives to prepare its students for academic achievement, it gives them the foundation and stepping stones for advancement and greater proficiencies in core subjects. The core curriculum provides the underpinning for student's progressing into high school. Additionally, as students excel in AOA's core and its enrichment after school programs, it will prepare them holistically for high school and an even more ambitious science, technology, engineering, arts, and math (STEAM) curriculum envisioned for AOA's future. Therefore, it is imperative that the core subjects be mastered in order to navigate and excel in more ambitious and rigorous academic and community environments.*

*AOA will be using the Edmentum curriculum for grades 6-8 and the assessments used for determining success for students will be aligned with this external and more objective method. AOA's instruction will be a blend of online learning and traditional classroom instruction so teachers' guidance and support are present but the concept of assessment is restructured giving an evidence-based approach that is described further in the next section D which defines our curriculum.*

*Additionally, AOA's main rationale for development of the charter is a direct response to parents who feel their children need greater options as the Deming area schools have demonstrated under achievement. AOA's innovative approach is evidence-based and can ensure greater student success.*

*We believe an underserved area in the classroom is to support students in becoming vocationally and financially literate; therefore, the need for math and reading proficiency is vital. AOA will use a self-paced mastery approach and as students' progress they will have the opportunity to engage in enrichment after school programs that can either support their daily learning directly with tutorial help or engage learners in activities that enrich their learning, i.e. dual-language, STEAM subjects, science competitions, Battle of the Book competitions, and Junior Achievement-like activities that can engage and challenge students' formative learning.*

*Similarly, we have researched the outcome-based evidence for the dual language environments that we will offer through the after school enrichment program, and have included these in the following narrative section. Several schools in New Mexico and within the U.S. are offering quality two-way dual language instruction. The Gomez and Gomez two-way dual language model that we are reviewing is being used in three states and over 450 schools. Cien Aguas Charter School in New Mexico uses a similar model and has demonstrated success. AOA will optimize success by phasing in the two-way dual language model of instruction during after school enrichment and will refine and modify the model throughout the five year charter.*

*Finally, AOA believes that the STEAM subjects of science, technology, engineering, arts, and math speak to the students of the 21st Century and in providing these we are answering the nation's call to strengthen STEM Ed in the classroom. Several schools in New Mexico and within the U.S. are providing quality STEM curricula and we plan to offer these in the after school enrichment program. This will also serve as a demonstration for a future pilot of an integrated STEAM curriculum, which we hope to implement aspects of this curriculum earlier where feasible.*

*AOA takes an asset-based approach to its offering and has communicated with local and national groups and companies to analyze and determine the best curriculum. These include: Edmentum, Lego, Autodesk, Engineers, Architects, El Paso Playhouse, Mr. Jaime Olivas of Capshaw, Olivas Music Centers <http://www.capshawolivas.net/>, and several dance and physical education instructors.*

*We believe the formula for greater success is the blend of day school core learning with after school tutorial and enrichment activities. Finally, the data that AOA has reviewed regarding this blend of core and enrichment components demonstrate students' matriculation. The successful outcomes of these programs are described in the evidence-based data in the following sections.*

*Rationale for Goal/Indicator 2: AOA will use a Curriculum Mapping Database and Software system to continuously assess each students' knowledge and skills according to current State standards and then give students the opportunity to pace themselves through the rigor of the curriculum. Initially students may have only a choice of two options, but by the end of our 5th academic year, we plan to offer up to ten assignment/project choices for our students to select. We have also consulted with the curriculum experts on integrating the curriculum data with our system. Basically we will use a database program integrated with software that will analyze the data and assign student options on projects and activities. In essence, we are extending the idea of the gradebook to become a super grade book. During our first year we will use an Excel spreadsheet with teacher interaction until our Curriculum Mapping Database*

*and Software is fully operational. We have reviewed the evidence and data supporting self-paced, individualized learning and the outcomes are synergistic to AOA’s goals.*

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

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

D.(1) Provide a description of a curriculum and instructional program with the potential to raise the achievement of the intended student population. The description provided must be research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly align with the Common Core State Standards, New Mexico Content Standards, and the school’s mission.

--OR--

Provide and describe a clear, comprehensive, and reasonable timeline and plan for the development of the curriculum and instructional program including the identification of responsible staff and deadlines (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe here).

*Curriculum, Instructional Program, student performance standards OR Timeline for Development Process Introduction: AOA’s overall strategic priority is to matriculate students in a small-school; non-regimented, multi-grade environment that meets the educational needs of all classes of students and prepares our graduates for high school, college and the work place.*

*Through its charter and the formative years, AOA will establish best practices that can be replicated for core and enrichment subjects, as well as entrepreneurial vocational enhancements that inspire students, parents and the community to advance individually and collectively.*

*AOA’s Five Year Strategic Priorities and Timeline*

*AOA will phase in its curriculum through the first five years of operation and will include the following priorities and timeline:*

*Year 1- 3 Incorporate Edmentum core curriculums, with a blended after school enrichment program that includes Spanish, STEAM subjects, and vocational activities.*

*Year 4- Incorporate two-way, dual language curriculum both English and Spanish.*

*Year 5- Incorporate financial literacy curriculum.*

*The following narrative presents the evidence supporting the innovative and holistic curriculum model that AOA has developed:*

#### *Relevancy and Evidence supporting AOA's Core Curriculum –Edmentum*

*AOA will use a blend of traditional classroom teacher instruction and a curriculum developed by Edmentum, a Minnesota-based online learning company supporting over 65,000 teachers a day, throughout the U.S.*

*The Edmentum curriculum presents great synergy with a number of AOA's teaching philosophies and pedagogies for learning. It provides the same self- mastery approach that AOA esteems and builds the content at the heart of its courses and curriculum. Edmentum provides a number of programs that are web-based which support students holistically. Specifically, the P.L.A.T.O. - Programmed Logic for Automated Teaching Operations (Plato) Courseware provides semester-long courses on a range of core and elective subjects. Developers start with a curriculum structure built around discreet learning objectives. Then each learning module, or lesson, is focused on one individual objective. Each module includes an introduction to the new material, a chance to practice or apply new knowledge, and an opportunity to demonstrate mastery of the objective before progressing to the next module. This structure is built into units of related material and includes pretests to assess prior knowledge, as well as post tests and end-of-semester tests to confirm mastery for broader levels of content beyond the lesson.*

*The adoption of Edmentum as the AOA curricula along with traditional instructional methods is aligned to New Mexico State Standards and Benchmarks, as well as Common Core. To ensure true integration and synergy, AOA will employ the following steps to a successful onboarding of curriculum and the Common Core Standards:*

- *Unpack the Standards*

*The Common Core State Standards (CCSS) define what our students need to know to be successful, not how they must learn. The act of "unpacking" the standards gives AOA a clear picture of what the new standards intend for a student within the context of a wealth of curricula that can bridge these needs.*

- *Crosswalk to find Commonalities*

*Many of the concepts currently taught in our classrooms today are contained in the Common Core State Standards. Cross walking will aid AOA in determining which concepts are already part of the curricula and help transition to a new integrated curriculum. Many states have now built crosswalks from the state's existing standards to the Common Core.*

- *Curriculum Mapping*

*AOA will integrate this concept into a best practice whereby, we will be able to establish an open line of communication, assessment, and reporting on the standards, student progress toward these and our overall success.*

- *Teach Teachers how to teach the Common Core*

*Provide professional development to create a meaningful curriculum. Take a step back to ensure that teachers are seeing the big picture. Example: A sixth grade teacher needs to look beyond the sixth grade*

*standards (in grades both above and below) to determine what students should have learned before and what will be expected of them next.*

- *Evaluate where students are in relation to the CCSS?*

*Once AOA's teachers know what they need to teach and how to teach it, AOA will accurately evaluate where the student is in relation to the Common Core State Standards thereby identifying the specific standards to be addressed.*

- *Implement solutions to meet all of AOA students' needs*

*AOA will ensure that all students have the ability to access the same curriculum through multiple means of learning and to provide meaningful opportunities to demonstrate their knowledge. AOA will be in dialogue with New Mexico Dept. of Ed/ New Mexico Charter School Division to continually adapt, integrate, and ensure the highest quality of the curriculum unfolds with the NMCCS.*

- *Monitor progress*

*Through its Curriculum Mapping, AOA will put in place an infrastructure that adequately monitors and benchmarks our students against these standards to ensure success.*

- *Reflect and reevaluate*

*Along with our students, teachers, parents and community stakeholders, AOA will reflect and evaluate that the curriculum is meeting the standards and that students are achieving positive outcomes.*

*Why Edmentum: Evidenced-based outcomes and fifty years of Innovation*

*Along with the ease of alignment of the curriculum with Common Core as outlined above, AOA has chosen Edmentum for the following key factors:*

1. *Edmentum has a 50 year demonstrated history for improving student outcomes;*
2. *Edmentum's evidence-based research is longitudinal; and,*
3. *Edmentum is up to the challenge for engaging the minds of students in the 21st Century using methods that are aligned with innovative pedagogies.*

*In addition, the primary scope of curricula provides students with powerful tools for success with course supports such as Study Island, and other guided practices. The system offers a scaffolding of instruction which provides step-by-step guidance while teaching a process or concept, as well as the use of on-screen characters that mentor the learner. Finally, with the blend of traditional classroom instruction, students who need greater support will engage with a teacher 1:1 or in small teacher-led cohorts.*

*Building on the Scaffolding Principle and Self-Mastery*

*Educational researcher, B.S. Bloom's theories related to cognitive approaches to inquiry teaching have been refined over the decades. In the 1990s, cognitive psychologist Lorin Anderson worked with educational psychologist David R. Krathwohl to publish an adaptation of Bloom's work that reflected taxonomy more closely tied to 21st century learning. The Anderson-Krathwohl revision maintained Bloom's six levels but labeled each level with verbs rather than nouns, conceptualized Synthesis as Creating, and moved Creating up to the highest level in the taxonomy.*

*The six levels of learning in the Anderson-Krathwohl taxonomy are: 1) Remembering, 2) Understanding, 3) Applying, 4) Analyzing, 5) Evaluating, and 6) Creating.*

*AOA believes in a rigorous curriculum that prepares students holistically. Building on the work of Bloom, Anderson, and Krathwohl, the International Center for Leadership in Education, under the leadership of Dr. Bill Daggett, created a Rigor/Relevance Framework model for learning and student achievement based on two dimensions. The first dimension is rigor, which refers to academic rigor, or level of knowledge and learning, as defined in the taxonomies of Bloom and Anderson-Krathwohl. The second*

*dimension is relevance, meaning the ability to apply concepts or skills to solve real-world problems. Relevance, as defined in Dr. Daggett's Application Model of Rigor/Relevance, has a five-level continuum:*

*Level 1—Knowledge in one discipline*

*Level 2—Applying knowledge in one discipline*

*Level 3—Applying knowledge across multiple disciplines*

*Level 4—Applying knowledge to predictable real-world situations*

*Level 5—Applying knowledge to unpredictable real-world situations*

#### *AOA Providing Individualizing Learning for Each Student*

*A range of instructional design theories have as one of their goals, the outcome of individualized learning. For example, Scandura's Structural Learning Theory (Scandura 1973 and Scandura 1976), Collins & Steven's Cognitive Theory of Inquiry Teaching (Collins and Stevens 1982; Collins and Stevens 1983), and Merrill's Component Display Theory (Merrill 1983), all have certain factors in common when it comes to tailoring instruction to each individual in a group or class. The commonality lies in the presence of these three elements:*

- An approach that breaks the content to be taught into a structure that includes goals or objectives;*
- Regular opportunities to assess each learner in terms of whether they have mastered a particular goal or set of goals;*
- Prescribing content specific to the individual learner that includes only material for the goals they have not yet mastered. Also known as personalized learning, the coursework and learning can be done in collaboration with others, not just as an individual. The important aspect is that the instruction follows a path that meets the individual needs of a learner, regardless of the instructional method used (group work, discussion, projects, tutorials, Web-based, etc.).*

*Through Edmentum, AOA will provide access to high-quality education, using rigorous, Web-based course offerings. The following further describes some of the research that analyzes the relevancy of online learning via the Edmentum curriculum and what AOA aims to adopt within its school culture for success and student achievement.*

#### *Overview of the Edmentum's Marzano Research Lab Study*

*In traditional classrooms, educators and students arrive with a certain set of expectations, shaped largely by past experiences. Although students may need occasional reminders of what is required of them, the educational setting is familiar to both students and teachers. In addition, decades of research has explored classroom practices related to student achievement and identified instructional strategies that show positive, measurable effects on student achievement in a traditional classroom setting (Hattie, 1992; Marzano, 1998; Wenglinsky, 2002; Marzano, 2003). Teacher focused variables associated with raising the academic achievement of students is commonly grouped into three categories: instruction, classroom management, and curriculum design (Marzano, 2000).*

*In contrast to the considerable research into instructional strategies used in a traditional classroom setting, there is a dearth of literature that examines the effect of instructional strategies on student academic outcomes in an online learning environment. While comprehensive standards for online teaching—such as the International Association for K-12 Online Learning's (iNACOL) 2011 Quality Standards for Online Teaching—have been established, existing frameworks for online instruction are not based on research that has specifically addressed the effectiveness or impact of these guidelines on student achievement.*

*To address this void, Edmentum contracted with Marzano Research Laboratory (MRL), an education firm led by Dr. Robert Marzano that seeks “to continuously develop tools that translate high-quality education research into practical applications educators can put to use,” to evaluate the relationship between student learning and effective teacher pedagogical practices with respect to the use of online instructional solutions. This study sought to identify effective instructional practices in the online learning environment. Results from the study are summarized below.*

#### *Process and Analysis of the Edmentum Study*

*The study examined perceptions of instructional practices and achievement data from 1,828 students and 141 teachers at 23 sites in 12 states (California, Florida, Iowa, Illinois, Indiana, Massachusetts, Maine, New Hampshire, New York, Ohio, Oklahoma, and Pennsylvania), looking specifically at Edmentum’s online solutions in three instructional settings (pure virtual, blended, and classroom/lab) across four purposes (original credit, credit recovery, intervention, and advanced placement).*

*The Marzano Research Lab adapted a comprehensive framework for effective instruction, into student and teacher surveys that measured perceptions of instruction and administered the surveys to the study participants. In addition, student achievement data was collected to analyze the relationship between teacher practices and learner outcomes.*

*The Study was structured around ten instructional design questions representing three categories of teacher behavior, practices, and strategies (referred to as “lesson segments”) that are commonly observed during instruction and that have been found to significantly impact student achievement. The three categories:*

#### *1. Strategies involving routine events:*

- What do teachers do to establish and communicate learning goals, track student progress, and celebrate success?*
- What do teachers do to establish or maintain classroom rules and procedures?*

#### *2. Strategies enacted on the spot:*

- What do teachers do to engage students?*
- What do teachers do to establish or maintain classroom rules and procedures?*
- What do teachers do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?*
- What do teachers do to establish and maintain effective relationships with students?*
- What do teachers do to communicate high expectations for all students?*

#### *3. Strategies addressing content:*

- What do teachers do to help students effectively interact with new knowledge?*
- What do teachers do to help students practice and deepen their understanding of new knowledge?*
- What do teachers do to help students generate and test hypotheses about new knowledge?*

#### *Findings of the Study*

*The process of learning has often been viewed as a largely passive experience in which knowledge is received and stored for future use. Over the past 20 years, however, cognitive research has led to theories and paradigms that reflect a more active model of knowledge acquisition. Similarly, one of the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this*

*study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes.*

*Across all categories of teaching strategies, teachers reported frequent engagement of instructional behaviors and practices that have been found to positively impact learner outcomes up to 99% of the time. Student perceptions of teaching strategies corroborated the self-reported practices of teachers, reporting that teachers frequently implement effective instructional strategies using Plato Courseware up to 88% of the time. Regardless of instructional setting (pure virtual, blended, classroom/lab) or course purpose, teachers consistently and frequently implement effective instructional strategies.*

*Evidence and Support for Leveraging Students Technology use in the Digital Age – an Advantage for Education and AOA Innovation*

*AOA believes that there is a great opportunity to shape a student’s knowledge platform in the use of technology and that online learning can be the next most effective way to engage middle school students. The following data suggests that today’s students are savvy digital users. The data was derived from a cohort of students ages 12-17.*

*In reviewing these statistics, AOA believes that technology and the Digital Age can provide an advantage in education and help students anchor new and synergistic patterns of technology usage well before their high school years:*

- *Internet Use—The Internet is fully entrenched in the lives of young people; 94 percent of teens now use the Internet or email.*
- *Access to the Internet—Among teenage Internet users, 89 percent access the Internet from home, 77 percent do so from school, 71 percent do so from a friend or relative’s house, and 60 percent do so from a library.*
- *Daily Internet Use—Nearly two thirds (63 percent) of teenage Internet users now go online daily, and more than one third (35 percent) of teens who are online use the Internet multiple times each day.*
- *Access to Technology—Six in ten teens (59 percent) now have a desktop or laptop computer, but computers are not the only technology that teens use to communicate. Cell phone use has grown rapidly among teens in recent years: 71percent of teens currently have a cell phone, up from 45 percent in 2004 and 63 percent in 2006. Overall, more than four in ten teens (45 percent) personally have both a computer and a cell phone. Among older teens, ownership of cell phones (81 percent) and computers (65 percent) is particularly high.*
- *Electronic Communication—Eighty-five percent of teens ages 12 to17 engage at least occasionally in some form of electronic personal communication, which includes text messaging, sending e-mail or instant messages, or posting comments on social networking sites (Writing, Technology, and Teens 2008).*
- *Computer and Video Gaming—Fully 97 percent of students ages 12-17 play computer, Web, portable, or console games.*
- *Further Research reveals the following statistics:*
  - *50 percent of teens played games “yesterday.”*
  - *86 percent of teens play on a console like the Xbox, PlayStation, or Wii.*
  - *73 percent play games on a desktop or a laptop computer.*
  - *60 percent use a portable gaming device like a Sony PlayStation Portable, a Nintendo DS, or a Game Boy.*
  - *48 percent use a cell phone or handheld organizer to play games (Teens, Video Games, and Civics 2008).*

*Evidence from the U.S. Department of Education supporting a Blend of Traditional Classroom and Online Learning*

*Finally, AOA has reviewed reports from the U.S. Department of Education for evidence to support its innovative blend of online and traditional classroom curriculum. The following important findings are presented from the 2009 U.S. Department of Education Study and Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies:*

- Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.*
- Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction. (AOA'S approach)*
- Studies in which learners in the online condition spent more time on task than students in the face-to-face condition found a greater benefit for online learning.*
- The effectiveness of online learning approaches appears quite broad across different content and learner types.*
- Elements such as video or online quizzes do not appear to influence the amount that students learn in online classes.*
- Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection.*
- Providing guidance for learning for groups of students appears less successful than does using such mechanisms with individual learners.*

*Evidence Supporting the Relevancy of an After School Enrichment Curriculum with Bi-lingual Language As a feeder and pilot for a future dual-language based curriculum, AOA will provide an after school bi-lingual language program for students. The student's native language will be embraced and developed, creating a sense of pride in their heritage, family, and community. Alongside Spanish, English will hold a place of equal importance. The educational experience will be culturally relevant and enriching for the students and will be a unique and proven educational model.*

*Evidence-based research for dual-language instruction by George Mason University Professors Virginia Collier and Wayne Thomas demonstrates that children in a transitional bilingual education program who are in a segregated classroom for the duration of 2-3 years (early exit) will score in 24th percentile nationally. Collier and Thomas' research also demonstrates that the strongest predictor of second language acquisition is the amount of formal schooling received in the native language. Students that participated in one-way or two-way dual language programs over a sustained duration were able to consistently reach the 50th percentile (national average) in both languages.*

*Evidence Supporting an After School Enrichment Curriculum focusing on science, technology, engineering, arts, and math (STEAM)*

*In recent test results of high school students from 65 industrial countries, the Program for International Student Assessment (PISA) coordinated by the Organization for Economic Cooperation and Development (OECD), ranked the United States below the average in mathematics and science. The U.S. Secretary of Education Anne Duncan issued a call for action stating, "We have to see this as a wake-up call...we consider these results to be accurate and reliable and we can quibble or face the brutal truth that we are being out-educated." How we prepare students to compete and thrive in an evolving world must be fundamentally re-imagined with STEM education becoming the cornerstone of this new paradigm*

*AOA believes that a science, technology, engineering, and math education that combines fine arts (STEAM) presents a well-rounded curriculum and is a lifeline to our nation's further advancement, especially in the sciences. The standard science that is being taught in rural, suburban, and inner-city schools throughout the U.S. today, has allowed our children to continue to fall dramatically behind in science and math.*

*AOA will offer students an after-school STEAM Ed program. AOA's mission and goals promote a well-rounded education that helps prepare students for further educational advancement and the world of work, whereby they will be able to earn a sustaining income for greater self-sufficiency. AOA's after-school component will enhance and inspire scholastic excellence and achievement for all our students especially underserved students. The after-school component will be based on the following core principles:*

- The best and most advanced science education should be available to all children.*
- The methods we use to teach science should develop both teachers and students. We must promote learning that is hands-on, experiential, and links both teacher and student to advanced labs, research scientists, and innovative teaching and learning approaches.*
- Science education helps students excel academically in their career of choice, not exclusively as scientists but as students who reach their potential through their own career path.*

*As we prepare students to be leaders of the 21st Century, it is imperative that we provide them with the core elements of a sound science education. Great science is based on scientific inquiry and as such, AOA aims to adapt science education based on scientific inquiry methods. Broadly applied, AOA believes this will undergird advancement preparing students to be pioneers in science fields and helps remedy the science-intelligence deficit of the nation.*

*Evidence Supporting After School Program that focuses on the future Vocational Needs of Students*  
*AOA will implement an after-school "junior achievement-style" educational component called the Smart Village to enhance its already holistic educational curriculum and introduce middle school students to inspired thinking and special projects that focus on financial literacy and vocational learning/ training. AOA's Smart Village will present students with the opportunity to develop a product, a widget, a game, etc. while introducing them to future vocational pursuits.*

*This will be done in the AOA signature approach which is to present new ideas in an open-source method, whereby we will help formulate the building blocks for entrepreneurial thinking, and business planning. Over the next 5-10 years the New Mexico labor market will dramatically change in its job force as many new developments are currently under way. It is our hope that AOA's Smart Village after-school program will open up student's minds to these sectors, as well as others like the technology arena which will challenge and inspire their vocational choices.*

*The efficacy of vocational-based programs can be determined in gleaning the success of Junior Achievement (JA), an organization preparing students to compete in a global economy. Since 1919, JA has served over 93 million students worldwide, and has spent over \$3.9 million worldwide on outcome-based evaluation. Ninety-six percent of JA's programs have been independently evaluated within the past four years, and the most definitive statistic that AOA can take away from these is, "more than 8 out of 10 of JA alumni agree that the program helped prepare them for the world of work".*

*In reviewing the literature and evaluations on vocationally-based programs serving elementary and middle school students, the evidence is clear that these programs equip youth with the knowledge, skills,*

*and attitudes necessary for future success. Students who participate in Junior Achievement’s work-readiness programs are more prepared than their peers for the future workforce.*

*AOA’s curriculum will focus on connecting the dots between what is being taught in the classroom and the relevance of the information for the future. In a study of recent high school dropouts, four out of five agree that schools can help improve the dropout rate by having more opportunities for real-world learning and enhancing the connection between school and work (Bridgeland, Dilulio, & Morison, 2006).*

*AOA aims to increase the number of students who are offered the opportunity to participate in meaningful programs like these which will further prepare them to successfully participate in a global economy.*

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

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

*Research/Data*

*AOA has projected proficiency rates well above local Deming Schools. These are qualified and relate to the success benchmarks provided in case analysis of the Edmentum curriculum. We feel we can substantiate the benchmarks we have projected and achieve a higher rate of achievement and greater positive outcomes than the current Deming academic outcomes for its students.*

*For this case analysis we have chosen the Gila Vista school in Yuma, AZ because of the parallels in demographics and curriculum used. We believe that AOA, like Gila Vista Junior High school, an Edmentum-based curriculum school, will be ahead of the curve. AOA and Gila Vista share similar demographics with Deming having a 65% Hispanic community compared to Yuma at 70%. Deming rates higher at 96% than Yuma at 67% for students who are eligible for free/reduced lunch.*

*In the case of Gila Vista who tracked student proficiencies in the first three years of using Edmentum's Plato courseware, the school's rating from the state has improved from "Performing" to "Performing Plus", a reflection on the school's test scores and AYP. On average, scores for Gila Vista on Arizona's AIMS test have improved four percentage points in reading and three percentage points in math. Gila Vista's principal, Mr. Tyndall, expects even greater improvement over time, "...benchmark results indicate that we have approximately 70% of our students meeting the standards. We began the year at 55%." Anecdotally, Mr. Tyndall, reports that students are working harder on Plato than they would have in the old-fashioned manner. According to Mr. Tyndall, the students indicated that they are much more willing to attempt 40 math problems on the computer than with pencil and paper, and feel that Plato's tutorials help them better understand math concepts.*

*Looking at this case study and the following table – we can see that Yuma began the school year at a higher rate than Deming Middle School and the District. That said, we believe that the curriculum will adequately support AOA in producing higher rates of achievement than the current data demonstrates. The following table demonstrates math, reading and science scores for 6th grade students of the Deming Middle school.*

*Test Proficiency by Grade and Subject - Grade 6 - % of students at or above proficiency*

*Math Test*

	<i>School</i>	<i>District</i>	<i>State</i>
<i>2011</i>	<i>25.7%</i>	<i>24.1%</i>	<i>36.7%</i>
<i>2010</i>	<i>26.1%</i>	<i>24.5%</i>	<i>34.6%</i>

*Reading Test*

<i>2011</i>	<i>43.9%</i>	<i>39.7%</i>	<i>47.8%</i>
<i>2010</i>	<i>37.4%</i>	<i>34.3%</i>	<i>39.6%</i>

*Science Test*

<i>2010</i>	<i>16.6%</i>	<i>15.0%</i>	<i>30.3%</i>
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	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant <b>provides clearly defined research and data</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant <b>provides research and data</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides <b>some research and data</b> that <b>appears</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided <b>incomplete or inadequate</b> research or data.  --OR-- The application does not respond to this prompt.
Comments:				

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

*Scope and Sequence*

*AOA intends to provide a comprehensive curriculum that presents a diverse array of subjects that support academic and personal development. Initially, AOA will use a curriculum developed by Edmentum, a Minnesota-based online learning company supporting over 65,000 teachers a day. The specific sequence of lessons for the core subjects is attached in the appendices. The following aspects provide an overview of the curriculum which will be integrated within the Edmentum scope:*

*Reading and Language Arts*

*English Language Arts (ELA) will be taught (and Spanish Language Arts (SLA) will be offered in the enrichment after school component) with the same rigor that is indicated in the Core Standards. This will be accomplished by creating a mirror approach of all units of study and learning activities in core courses.*

*The Spanish language after- school enrichment component will serve as pilot for the future AOA’s Dual-Language College Prep Program, which is modeled closely after the Cien Aguas International School’s Dual-Language Program. Having consulted with David Rogers of the Dual Language Education of New Mexico (DLENM) we will be incorporating many of the aspects of the dual-language program that Cien Aguas models into our classes. Our goals are to eventually reach a 50/50 model in the classroom. ELA and SLA will include instruction in the specific areas of spelling, reading, reading comprehension, grammar, composition, research and study skills; higher order thinking skills, creative expression and penmanship. Each of these areas will be taught at the individual grade levels at*

*AOA will build on each of these to provide a comprehensive and progressive learning experience. Much of the reading curriculum will be based off of the BASIS School’s (Tucson, AZ) literature curriculum. In addition, standards will be developed that parallel the English Language Arts standards for reading and writing at each grade level. All of our learning activities will be purposefully written to align to the standards within this framework. Our curriculum mapping database will provide a measurement of*

*progress toward mastery on a continual basis for all of these standards and provide for individualization of the learning experience for every student.*

#### *Fine Arts*

*We believe that fine arts programs help students learn skills in dedication, long-term goal setting and concentration. Students learn that dedication in the short-term, can lead to success in the future, as long as they set attainable goals and are dedicated to reaching those goals. For instance, painting a mural is a hands-on approach to working patiently and being committed to reaching the eventual results. These skills will provide students with an experiential approach to learning life skills.*

*AOA will present painting instruction in an art class, alternating at the end of a project with music instruction. Students will also have the opportunity to create traditional 2-D and 3-D artworks, create digital artwork, produce multimedia presentations and movies, participate in drama class, and engage in vocal performance. These additional goals and curricula provide students with skills that will enhance the traditional academic studies.*

*All students will be introduced to a variety of dance styles, including ballroom dances, line dancing, Salsa, Cha Cha Cha, Mamba, Merengue, Rumba, Samba, Jive, Paso Doble, Zumba and P90X, typical fitness gym activities, aerobic exercises and other appropriate physical activities, and will develop a personal fitness health and weight control program. Students will have the opportunity to participate in male, female, and coed oriented programs, and to decide which they prefer. Giving students a choice about their physical fitness promotes self- autonomy and allows students to customize a program that they have great interest.*

*Music education will begin in the sixth grade. Our goal is for each child to learn to play at least one musical instrument and to learn vocal performance. Similarly, theater arts will be introduced to all students, rather than reserving it for a few at the upper grades. Visual arts of all styles and media, along with computer graphic design, will be introduced and mastered throughout all the grade levels in our school. Throughout this process, students will be introduced to local visiting artists, receive short-term tutoring from artists and musicians, and experience a variety of arts-related activities in the community. Students will also become familiar with the cultures of several different nations and some of their traditions. This will assist the students in eventually learning not only a grammatical language, but a comprehensive study of various countries and how their language fits into their cultures and traditions. Students will study each country's history, including art, literature, science and technology associated with the nation.*

#### *Social Studies*

*The typical topics in social studies, political education, civics, economics, geography, and history will be augmented with units of study in sociology, anthropology and psychology. The curriculum used will cover ten major areas of social studies and sciences, including the culture, understanding the past from various perspectives, people and environments, individual development and identity, the impact of various groups and institutions, authority and governance, resources, the significance of science and technology on a society, global connections, and civic ideas and practices. These will again be studied in various forms at each grade level, resulting in a progressive study which builds on the previous grade level.*

*The following outline provides an initial framework for AOA's core curriculum and a sequential implementation to the subjects presented:*

#### *Scope Overview in Subjects Presented*

1. *Math*
2. *Science*
3. *Language Arts*
4. *Social Studies*
5. *Physical Education / Dance / Health*
6. *Fine Arts (Art, Music, Vocal Music, Drama)*
7. *Business*

*Math Scope and Sequence*

*6th Grade*

*Compare and Order Numbers*

*Equivalent Representation of Numbers*

*Prime Factorization*

*Number Lines*

*Real World Problems*

*Compute Solutions*

*Estimating Strategies*

*Ratios, Proportions and Percentages*

*Symbolize Problem Situations*

*Venn Diagrams*

*Solve Equations and Inequalities*

*Generate Formulas*

*Change in Variables*

*Angles and Lines*

*2-Dimensional Shapes*

*3-Dimensional Shapes*

*Drawing Objects*

*Circles*

*Coordinate System*

*Symmetry*

*Convert Units*

*Estimate Measurements*

*Select Units and Tools of Measurement*

*Measuring Length*

*Perimeter*

*Interpreting Graphs*

*Selecting Graph Type*

*Analyze Statistical Data*

*Statistical Analysis*

*Statistical Claims*

*Possible Combinations of a Set*

*Possible Outcomes*

*Probability*

*Mathematics*

*7th Grade*

*Absolute Value*  
*Real Numbers*  
*Properties of Arithmetic*  
*Scientific Notation*  
*Order of Operations*  
*Fractions, Decimal and Percentages*  
*Percentages*  
*Exponents*  
*Squares and Square Roots*  
*Estimate Solutions*  
*Real World Problems*  
*Patterns*  
*Linear Functions*  
*Coordinate System*  
*Rates*  
*Algebraic Expressions*  
*Solve Linear Equations and Inequalities*  
*Symbolize Problem Solutions*  
*Similar and Congruent Figures*  
*Circles*  
*Pythagorean Theorem*  
*Classify 3-Dimensional Objects*  
*Coordinate Geometry*  
*Properties of 2-Dimensional Figures*  
*Convert Units*  
*Select Units*  
*Compare Measurements*  
*Perimeter and Area*  
*Scale Drawings*  
*Creating Graphs*  
*Selecting a Graph Type*  
*Central Tendency and Spread*  
*Interpret Graphs*  
*Plots and Diagrams*  
*Sampling Analysis*  
*Statistical Claims*  
*Probability*

*Mathematics**8th Grade*

*Sorting Numbers*  
*Properties of Arithmetic*  
*Compute Solutions*  
*Symbolize Problem Solutions*  
*Estimation*

*Real World Problems*  
*Proportional Relationships*  
*Linear Relationships*  
*Linear Equations and Inequalities*  
*Formulas*  
*Ratios, Proportions and Percentages*  
*Patterns*  
*Rates*  
*Points, Lines and Planes*  
*2-Dimensional Figures*  
*3-Dimensional Figures*  
*Pythagorean Theorem*  
*Distance*  
*Object Transformations*  
*Angles*  
*Similar and Congruent Figures*  
*Drawing Figures*  
*Convert Units*  
*Perimeter and Area*  
*Surface Area and Volume*  
*Plots and Diagrams*  
*Interpret Graphs*  
*Central Tendency*  
*Sampling Analysis*  
*Creating Graphs*  
*Probability*

*Science*

*6th Grade*

*Scientific Inquiry*  
*Collect and Interpret Data*  
*Properties of Matter*  
*Energy*  
*Gravity and Motion*  
*Organisms and Their Environments*  
*Life Through Time*  
*The Universe*  
*The Solar System*  
*Planets and Moons*  
*Earth, Sun and Moon*  
*Dynamic Earth*  
*Atmosphere and Climate*  
*Weather*  
*Science and Society*

*Science*

*7th Grade*

*Scientific Investigations*  
*Scientific Evidence*  
*Matter and Living Systems*  
*Energy, Force, and Motion in Living Systems*  
*Ecosystems: Organization*  
*Ecosystem Interactions*  
*Biomes*  
*Cells*  
*Cell Structures and Functions*  
*Classification of Organisms*  
*Reproduction*  
*Heredity*  
*Natural Selection*  
*Evolution*  
*Life in Earth's Systems*  
*Science, Technology and Health*

*Science**8th Grade*

*Scientific Investigations*  
*Collect and Interpret Data*  
*Properties of Matter*  
*Atoms, Elements, and the Periodic Table*  
*Changes in Matter*  
*Forms and Transformation of Energy*  
*Electrical Energy*  
*Light and Sound Waves*  
*Energy Resources*  
*Force and Motion*  
*Newton's Laws*  
*Matter in Living Systems*  
*Energy in Living Systems*  
*The Universe*  
*Dynamic Earth*  
*Science and Technology*  
*Technology and Society*

*Social Studies**6th Grade**Social Studies*

*The Ancient World, including early peoples, Mesopotamia, Egypt, Greece, Rome, Western Europe  
(including the time of the Middle Ages)*

*7th Grade**History of New Mexico**8th Grade**United States History with an emphasis on the period from 1783 to 1914.**6th Grade**English Language Arts**Textual Evidence**Inferences**Theme**Summary**Plot**Characters**Setting**Figurative Meanings**Connotative Meanings**Meaning and Tone**Point of View**Compare and Contrast**Central Ideas**Technical Meanings**Structure**Evaluating Arguments**Introducing and Closing Topics**Supporting and Developing Topics**Appropriate Transitions**Headings and Graphics**Varied Sentence Structure**Sensory Details**Task, Purpose, and Audience**Planning**Revising**Editing**Gathering Relevant Information**Citing Sources**Quoting and Paraphrasing Data**Adjectives and Adverbs**Subject-Verb Agreement**Pronouns**Capitalization**Punctuation**Spelling**Context Clues*

*Multiple Meaning of Words*  
*Roots and Affixes*  
*Dictionaries*  
*Interrelationships of Words*

*6th Grade*

*Reading*

*Main Idea and Supporting Details*  
*Informational Materials*  
*Summarization*  
*Making Connections*  
*Conclusions and Inferences*  
*Generating Questions*  
*Variety of Sources*  
*Author's Purpose*  
*Author's Point of View*  
*Persuasive Techniques*  
*Appropriate Language Structure*  
*Context Clues*  
*Follow Directions*  
*Compare and Contrast*  
*Characters*  
*Plot*  
*Setting*  
*Literary Devices*  
*Theme*  
*Point of View*  
*Mood and Style*  
*Cultural Literature*

*7th Grade*

*English Language Arts*

*Textual Evidence*  
*Inferences*  
*Theme*  
*Summary*  
*Plot*  
*Characterization*  
*Development of Plot*  
*Setting*  
*Figurative Meanings*  
*Connotative Meanings*  
*Rhymes and Repetition of Sounds*  
*Point of View*  
*Compare and Contrast*

*Central Ideas and Key Details*  
*Technical Meanings*  
*Meaning and Tone*  
*Text Structure*  
*Author's Point of View*  
*Evaluating Arguments*  
*Introducing and Closing Topics*  
*Supporting and Developing Topics*  
*Headings and Graphics*  
*Appropriate Transitions*  
*Varied Sentence Structure*  
*Precise Language and Sensory Details*  
*Task, Purpose, and Audience*  
*Planning*  
*Revising*  
*Editing*  
*Gathering Relevant Information*  
*Citing Information*  
*Quoting and Paraphrasing Data*  
*Adjectives and Adverbs*  
*Subject-Verb Agreement*  
*Pronouns*  
*Phrases and Clauses*  
*Misplaced and Dangling Modifiers*  
*Capitalization*  
*Punctuation*  
*Spelling*  
*Context Clues*  
*Multiple Meaning Words*  
*Roots and Affixes*  
*Reference Materials*  
*Interrelationships of Words*

*7th Grade*

*Reading*

*Main Idea and Relevant Facts*  
*Summarization*  
*Making Connections*  
*Inferences and Judgments*  
*Identifying Sources*  
*Comparing Sources*  
*Citing Sources*  
*Problem and Solution*  
*Organizational Structures*  
*Purpose and Audience*  
*Author's Perspective*  
*Context Clues*

*Compare and Contrast Information*

*Character*

*Plot and Conflict*

*Setting*

*Literary Devices*

*Theme*

*Cultural Literature*

*Variety of Texts*

*8th Grade*

*English Language Arts*

*Textual Evidence*

*Inferences*

*Theme*

*Objective Summary*

*Plot*

*Setting*

*Characters*

*Analyzing Comparisons*

*Meaning and Tone*

*Producing Suspense and Humor*

*Compare and Contrast*

*Central Ideas*

*Technical Meanings*

*Analyzing Structures and Text*

*Author's Point of View*

*Evaluating Author's Claims*

*Introducing and Closing Topics*

*Supporting and Developing Topics*

*Appropriate Transitions*

*Headings and Graphics*

*Varied Sentence Structure*

*Precise Language and Sensory Details*

*Task, Purpose and Audience*

*Planning*

*Revising*

*Editing*

*Gathering Relevant Information*

*Citing Information*

*Quoting and Paraphrasing Data*

*Adjectives and Adverbs*

*Subject-Verb Agreement*

*Pronouns*

*Phrases and Clauses*

*Verbals*

*Active and Passive Voice*

*Using Verbs in Moods*

*Capitalization*  
*Punctuation*  
*Spelling*  
*Context Clues*  
*Multiple Meaning Words*  
*Roots and Affixes*  
*Reference Materials*  
*Roots and Affixes*  
*Interpreting Figures of Speech*  
*Relationships Between Words*  
*Denotations and Connotations*

*8th Grade*

*Reading*

*Main Idea and Supporting Details*  
*Compare and Contrast*  
*Visual Representations*  
*Using Notes*  
*Using and Citing Sources*  
*Purpose and Audience*  
*Author's Bias*  
*Inferences and Conclusions*  
*Parts of a Text*  
*Point of View*  
*Genres*  
*Cultural and Historical Literature*  
*Character*  
*Plot and Conflict*  
*Setting*  
*Literary Devices*  
*Tone*  
*Poetry*  
*Theme*

*6th, 7th, 8th Grade Fine Arts*

*To be developed during the planning year.*

*6th, 7th, and 8th Grade Physical Education/Health*

*To be developed during the planning year with an emphasis toward the following:*

*Physical Education*

*AOA will focus on physical fitness, nutrition, and promote healthy lifestyles that will counteract the growing trends of obesity and risky lifestyles in today's society. The physical education design is one of variety and interest development. All students will be introduced to activities such as the, a variety of dance styles, aerobic exercise and other typical fitness gym style activities. Since these are common fitness activities in adult society, they are good candidates for basic instruction at this grade level.*

*Activities will include instruction in aerobic and anaerobic exercise, heart rate, basic exercise techniques, fitness circuits, resistance band and medicine ball workouts, balance, strength, flexibility, and range of motion. Students will also learn body awareness, body composition, nutrition, and develop a personal fitness plan. Students at AOA will be encouraged to participate in various fitness events around the community, including competitions, races, and community leagues. These experiences will not only keep students physically fit and healthy, but they will provide ample opportunities for future involvement in sports at a high school level, community involvement, or simply a desire to remain physically healthy.*

*6th, 7th, and 8th Grade Business*

*To be developed during the planning year*

*Keyboarding*

*Microsoft Word*

*Microsoft Excel*

*Microsoft Power Point*

*Career and Job Skills*

*Stock Market Trading*

*The science curriculum will also include students preparing and competing in Mobile Robotics and Robotics competitions.*

*The curriculum outlined above will be aligned with the NMCCSS in ELA, SLA, and mathematics, and aligned for all other subjects by its implementation in the fall of 2015.*

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

**E. Graduation Requirements.**

E.(1) Identify your school’s proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further

information please see the following link:

<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

*Graduation Requirements*

*Academic Opportunities Academy does not seek any changes from the minimum graduation requirements for middle school students.*

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

**F. Instruction.**

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

### *AOA Primary Instructional Strategies*

*The following methods and systems will be implemented for teachers and will provide differentiated instruction to meet the needs of all students:*

#### *Student Choice*

*Student choice refers to the process of allowing students to choose learning activities from a lesson selection group when appropriate. The learning activities within a lesson selection group will provide for a variety of teacher-led, cooperative learning and individual practice activities that vary in depth, complexity and learning styles. Additionally, modified assignments to meet Limited English Proficiency (LEP) needs, simplified English lessons to meet the needs of ESOL (English Students of Other Languages) students and challenging assignments to meet the need of GT (Gifted and Talented) and Special Education students will be offered, as is appropriate.*

#### *Self-Paced Mastery Learning with Tutorial Support*

*AOA plans to work with students in a self-paced program that promotes students advancing from one lesson to another based on a 90% mastery of the knowledge and skills related directly to that lesson. Students will receive a computer tablet at the start of each school day and work through the various lessons in a blended fashion of autonomy and teacher assisted instruction. Multiple activities organized as a lesson selection group will be available for each lesson that a student is required to learn.*

*The corollary to self-paced mastery learning is the dissolution of the typical grade level classroom. If individual needs are to be met, then large classroom instruction that aims primarily at the students in the middle of the group needs to be avoided. Students will be pulled out of the Main Academic Area Classroom when instruction is needed on the same concept based on data collected within the Curriculum Mapping and Database Software. Algorithms will be developed that will identify students needing instruction and place them in “classes”. The teacher will prepare for these classes, and when ready, will notify the students in that “class” where and when this instruction will begin. The teacher will notify these students by messages sent to the student’s tablet computer. The teacher will provide instruction for as long as necessary, not to exceed 90 minutes at a time. If additional instruction is needed, then two or more periods of instruction will be given until all students master the concept. The teacher also may dismiss some students earlier if these students have demonstrated mastery of the concept. All teachers will be held accountable to the effectiveness of their teaching based on data collected from the Curriculum Mapping and Database Software. Teachers will be expected to reflect on their teaching practice based on the data. If a class conflict occurs, students already in a class will be rescheduled for the next available class that they missed.*

*Our plan includes a large number of highly trained, certified educational aides, dual-certified teachers and part-time teachers in order to reduce the student to teacher ratio and to provide more in- depth supports. AOA’s plan will employ two educational aides for every teacher employed. These individuals will assist the teachers by carrying out instructional duties under the guidance of the teachers. We believe that having more adults present will better motivate all the students to excel while also providing lower performing students with the individual attention that they require. AOA will maintain a staff ratio of 20:1.*

*AOA has studied other successful charter schools and there are three that reflect best practices that AOA hopes to adopt: Breakthrough Schools, YES Prep School and Match School. Breakthrough School in Ohio is a distinguished school receiving high ratings from the Ohio Department of Education. Breakthrough School has components that AOA can adapt and modify to use in its educational plan. Similar Breakthrough Schools, AOA will have multi-age classes that align with children’s developmental stages,*

*and if available AOA will recruit a cadre of volunteers and college interns to assist in various aspects at the school. We hope to achieve similar success as seen in Breakthrough Schools where in 2010 students (90% African American and 80% low-income) “significantly outperformed Ohio public school students on average on every single test at every single grade level” (Business of Good, 2013).*

*A second role-model school that AOA will emulate is YES Prep in Texas. YES ranked twenty-fourth in the nation for charter schools and graduates 100% of its seniors. Serving a similar demographic (80% economically disadvantaged and 95% minority), YES Prep has built a model of success through an extended school calendar, longer school days, rigorous academic curriculum, and a support system that provides instructional and tutoring assistance for any student who requires it. The YES model strives to complement the teacher’s instruction and provides individualized attention to those students requiring additional instruction.*

*Like YES, AOA will place certified educational aides in our Main Educational Space Classroom and provide teachers supports that benefit the students in small group and one-to-one assistance.*

*AOA will also base its approach on the MATCH charter school in Boston. MATCH relies heavily on full-time Educational Aides to provide educational assistance to students, including a majority of the “grunt work, like practicing math skills with struggling students” (Carr, 2010). This assistance allows full-time teachers to focus on their lesson plans and collaborating with parents. Ranked 63rd nationally among charter schools, MATCH provides students with an extended school day and two hours of tutoring for every student. AOA will base its model on MATCH’s success, providing individualized instruction and an extended school day to ensure students are given the opportunity to be successful in their educational and future endeavors.*

*In the same manner, AOA will recruit as many volunteers as possible from among the parents and grandparents of our students. These individuals will receive the same training and direction as the Educational Aides. This recruitment will also add to the intergenerational system that the Breakthrough Schools in Ohio have successfully implemented. This approach allows members of the community to be directly involved in students’ education, regardless of their age. This intergenerational approach has proven successful, primarily because students are introduced to older members of their community who have gained years of wisdom and education and who are able to pass that along to students. This approach also bridges many of the community gaps that can occur in an economically disadvantaged community and improve the relationships of the community members. Working toward a common goal has been shown to bring communities together, as evidenced in the Cleveland area.*

#### *Tiered Instruction*

*AOA’s proposed model of education represents a self-paced, individualized, multi-grade educational program that will offer students choices that fit their desires, strengths, learning styles, interests, and educational needs. Our model utilizes a detailed curriculum-mapping database that provides real-time data to everyone involved in each child’s education. This database has algorithms we designed to offer several instructional activity options to each student based on his or her current educational needs. This database provides accurate reports, and is designed to measure student success as effectively as possible. This data will also be easily accessible to parents, allowing them to become more involved in their children’s education.*

*This model, referred to as “tiered” or “differentiated” instruction, is “a process to approach teaching and learning for student of differing abilities in the same class. The intent is to maximize each student’s growth and individual success by meeting each student where he or she is...rather than expecting students to modify themselves for the curriculum” (Huebner, 2010). This form of instruction ensures that*

*each student is appropriately challenged, thus maximizing learning. A growing body of research shows positive results of tiered instruction. One study found that tiered instruction “consistently yielded positive results across a broad range of targeted groups” (Huebner, 2010). An example of differentiated instruction can be seen in the Trenton Public Schools located in New Jersey. The Trenton Public School district requires all teachers to “develop lessons and units that...accommodate various learning styles” (Trenton, 2013).*

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

*Effectiveness*

*The proposed strategy for AOA's charter school has been researched with a target group that mirrors the results of successful schools and projects positive student outcomes based on proven strategies and qualified methods. Statistics and data are provided in Section D.*

*The basis of effectiveness at AOA is a self-empowered, student-directed set of courses within a supportive and familiar student body. Students who are self motivated and have excellent study skills are given the academic freedom to progress as fast as they are able, without anyone else slowing them down. Students who need assistance are given the attention they need. Those students who need intensive assistance will work in small groups or individually with an educational aide. Based on our campus data, educational aides will be given assignments as to which students they will be responsible to monitor and assist.*

*Classroom instruction will be provided to students and coordinated within the overall needs of the campus. Approximately half of the students will be in the pull out classrooms at any given time. If a student has a conflict between two or more classes, the student will be instructed based on which class has the highest priority based on that student's needs. The student will be included in the next available class also based on the priorities for each student's needs.*

*AOA will have a generalist approach with all teachers responsible for all students. Teachers will provide instruction to students in all grade levels within their content area. Students will attend classes based on their instructional need and not their particular grade level. Students from each grade level may be in a particular pull out classroom as defined by their current academic needs.*

*Students will have access to a variety of educational products available from Edmentum based on their individual needs. The computer based instruction will work in conjunction with the support and guidance of teachers and educational aides.*

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

*Differentiated Instruction*

*Our students will be provided differentiated instruction through a self-paced, individualized approach. Teachers will teach in small classes where each of the students have similar instructional needs. The teacher can dismiss students who have shown that they have mastered the current lesson. The teacher can modify their lessons and strategies for the remaining students until every student is successful. The teacher can even work with one student if that is what is needed to achieve the success of every student.*

*Some students will be able to learn by reading and studying, others may learn best by watching videos, others may have hands on projects or activities, others may work well in study groups, other students may choose to work independently, One of the reasons we plan to develop our Curriculum Mapping Database and Software is to provide the most appropriate individualized, self-paced instruction possible*

*to each student. We recognize the need for differentiating instruction based on the student's individualized needs. This is one of the reasons many students are not successful in traditional classroom settings.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a <b>clear, comprehensive, and cohesive</b> overview of the instructional strategies and methods to be implemented that <b>clearly</b> support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a <b>clear</b> overview of the instructional strategies and methods to be implemented that <b>adequately</b> support and align with the school's mission, curriculum, instructional program, and performance standards..	The school provides a <b>limited</b> overview of the instructional strategies and methods to be implemented that <b>partially or do not</b> support and align with the school's mission, curriculum, instructional program, and performance standards.	The school's overview of instructional strategies and methods is <b>incomplete or inadequate.</b> --OR-- The application <b>does not address</b> instructional strategies.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The school provides a <b>clear, comprehensive and cohesive</b> explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a <b>clear</b> explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a <b>limited</b> explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an <b>inadequate and/or incomplete</b> explanation of how the proposed methods/strategies are effective with the target student population. --OR-- The school does not address the prompt.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

F.(3) Differentiated Instruction	The school provides a <b>clear and comprehensive</b> description of how instruction will be differentiated based on identified student needs and <b>specific</b> examples are provided.	The school provides a <b>clear</b> description of how instruction will be differentiated based on identified student needs and at least one <b>specific</b> example is provided.	The school provides a <b>limited</b> description of how instruction will be differentiated based on identified student needs and <b>no examples or inadequate examples</b> are provided.	The school provides an <b>incomplete and/or inadequate</b> description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comments:				

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

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

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

*Access to Services*

*All requirements for the New Mexico Department of Education corresponding State regulations will be met by AOA, and will address the needs of special populations through appropriate public education methods provided in the least restrictive environment. AOA will ensure that students who are gifted or who have a diagnosed disability participate with their peers to the fullest extent possible as determined by their personalized IEP.*

*Students who require special education services will be assisted appropriately within regular education classrooms. The continuum of special population services will range from a level at which students are monitored minimally with minor modifications, such as extended assessment time, to a higher level of service that could include 1:1 support from a full-time educational assistant or direct instruction from a licensed special education teacher. A revised curriculum will be developed in direct partnership with special education staff for students who require it. The student’s IEP will be reviewed at each semester to assist in goal setting, transition objectives, and the student’s interests. The academic and transition goals set will meet New Mexico State Standards as well as NMCCSS.*

*Addressing individual needs in the special student population could include allowing for an extra class in order to master a specific subject, or a sheltered instruction plan to ensure a student can gain mastery in the English language and be successful in a general classroom setting.*

*We seek to serve all students who wish to attend Academic Opportunities Academy. We will accept those students that have had documented behavioral issues. Our charter school model is designed to provide individualized, self-paced instruction to every student, not just those in special education/504. We seek to achieve academic success for those students who have not been successful in other settings.*

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

*IEP Monitoring*

*We have discussed how modifications can be included in our Curriculum Mapping Database and Software. Our programmers have told us that they can modify assignments based on the requirements of an IEP. Once an additional modification has been added to our Curriculum Mapping Database and Software it can be assigned to any student who would benefit from that modification.*

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

*Graduation*

*N/A*

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

*Addressing Staffing Needs*

*Academic Opportunities Academy plans to use T & T Staff Management Inc. as our Human Resource provider. We have had initial discussions in obtaining special education ancillary staff such as Diagnosticians, Speech Therapists, Occupational Therapists and other related professionals.*

*In addition, we have a secondary agency that can provide AOA with support for its special needs students. Cooperative Education Services can assist in purchasing as well as providing temporary special education personnel on an hourly basis.*

*Cooperative Educational Services  
4216 Balloon Park Road NE  
Albuquerque, New Mexico 87109*

*<http://www.ces.org/>*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) – (d) Special Education	The school provides a <b>clear, cohesive, and comprehensive</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.	The school provides a <b>clear</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.	The school provides a <b>limited</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.	The school provides an <b>incomplete and/or inadequate</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.  --OR-- The application <b>does not address</b> Special Education.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	<p>The school provides a <b>clear, cohesive, and comprehensive</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p>	<p>The school provides a <b>clear</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p>	<p>The school provides a <b>limited</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p>	<p>The school provides an <b>incomplete and/or inadequate</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. --OR-- The application <b>does not address</b> the regular evaluation and monitoring of students with special needs.</p>
	<p>Exceeds—4</p>	<p>Meets—3</p>	<p>Partially Meets - 2</p>	<p>Does Not Meet—1</p>
<p><i>High Schools Only</i></p>	<p><i>High Schools Only</i></p>	<p><i>High Schools Only</i></p>	<p><i>High Schools Only</i></p>	<p><i>High Schools Only</i></p>
	<p>The school provides a <b>clear, cohesive and comprehensive</b> plan for graduating students with special education needs that complies with federal and state regulations.</p>	<p>The school provides a <b>clear</b> plan for graduating students with special education needs that complies with federal and state regulations.</p>	<p>The school provides a <b>limited</b> plan for graduating students with special education needs.</p>	<p>The school provides an <b>incomplete and/or inadequate</b> plan for graduating students with special education needs. --OR-- The application <b>does not address</b> graduating students with special education needs.</p>
	<p>Exceeds—4</p>	<p>Meets—3</p>	<p>Partially Meets - 2</p>	<p>Does Not Meet—1</p>
	<p>The school provides a <b>clear, cohesive and comprehensive</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>fully</b></p>	<p>The school provides a <b>clear</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>adequately</b> addresses how the school will provide ancillary staff support.</p>	<p>The school provides a <b>limited</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>does not or minimally</b> addresses how the school will provide ancillary staff support.</p>	<p>The school provides an <b>incomplete and/or inadequate</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. --OR-- The application <b>did not address</b> budgeting, staffing,</p>

	addresses how the school will provide ancillary staff support.			and ancillary services.
Comments:				

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

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

*Monitoring 504*

*In New Mexico, the Student Assistance Team (SAT) is the starting point to consider whether or not a student needs to be evaluated for a Section 504 Plan. When a student has not responded positively to research-based interventions in a SAT intervention Plan and/or has a suspected disability, the SAT may determine that it needs to consider this option. Thus, a Section 504 Plan is a Tier 2 intervention of the state’s Response to Intervention (RtI) framework.*

*Responsibility for considering and developing a Section 504 Accommodation Plan consists of a core group that includes the principal, referring and/or classroom teacher, school counselor, and parents—virtually the same as the core members of the SAT.*

*A student is identified for and entitled to a Section 504 Accommodation Plan if an evaluation shows that the student has a mental or physical impairment that substantially limits one or more major life activities. This determination is based on a current evaluation and made by a Section 504 team, including the parent.*

*Students who enroll with existing 504 plans will have these plans reviewed to ensure that these plans provide all the services that the student requires. (<http://ped.state.nm.us/RtI/dl10/Section504.pdf>)*

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

Comments:

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

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

*Identifying ELL*

*All students who enroll with Academic Opportunities Academy will be given a home language survey to determine if a student may need ELL sheltered instruction. Students or parents who indicate that English is the student's second language, will be given an initial assessment of the student's language skills. Our Bilingual TOEFEL Teacher will be notified so that individualized instruction can be provided to the student.*

*For its ELL students, AOA will implement, to the extent possible, the two way dual language program based on the Gomez and Gomez system for our ELL (English Language Learners). All students will have the opportunity to participate in dual language programs during the after enrichment programs offered.*

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

*Services*

*Academic Opportunities Academy will implement a dual language program for our ELL learners based on the Gomez and Gomez model. Our students who are not ELL learners will not be involved in our two-way, dual-language program, except in the after school program if they so choose.*

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

*Differentiated Instruction*

*AOA's two-way dual language model supports ELL students, as well as the English speaking student. Both will need to learn their non-dominant language. Students will initially start working in their native language 90% of the time and their non-dominant language 10% of the time and gradually increase their non-dominant language until the student is equally dominant in both languages and then continues to work in both languages on a 50-50 basis.*

*Evidence-based research by George Mason University Professors Virginia Collier and Wayne Thomas demonstrates that children in a transitional bilingual education program who are in a segregated classroom for the duration of 2-3 years (early exit) will score in 24th percentile nationally. Collier and Thomas' research also demonstrates that the strongest predictor of second language acquisition is the amount of formal schooling received in the native language. Students that participated in one-way or two-way dual language programs over a sustained duration were able to consistently reach the 50th percentile (national average) in both languages.*

*AOA will model its dual-language learning program after Cien Aguas International School in Albuquerque, New Mexico. Cien Aguas delivers its classes in Spanish and English "according to the 90-10 model of dual language immersion (Cien Aguas, 2013). AOA will reflect the program offered by Cien Aguas, but will tailor it to provide effective dual-language learning beginning in the sixth grade (Cien Aguas begins dual-language learning in kindergarten). The dual language program offered by Cien*

*Aguas uses curriculum from the International Baccalaureate Organization (IB), which incorporates global concepts for learning into five main areas.*

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

*Monitoring*

*AOA's Curriculum Mapping Database and Software will assess all aspects of the curriculum including how well our ELL students progress. The Bilingual TESOL Teacher will also be responsible for instruction, assessment, and monitoring all of the ELL students on the campus, and will be in full compliance of Federal Title III, New Mexico Bilingual Multicultural Bureau requirements.*

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

*Staffing*

*To the extent possible we will hire teachers that are fully bilingual in both English and Spanish. When that option is not available we would like to hire at least one teacher in each content area that is fluent in Spanish. The other teacher can be an English speaker. The same is true with our Educational Aides as well.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (3)(a)-(e) English Language Learners (ELLs)	The school provides a <b>clear, comprehensive, and cohesive</b> explanation of how English language learners will be identified.	The school provides a <b>clear</b> explanation of how English language learners will be identified.	The school provides a <b>limited</b> explanation of how English language learners will be identified.	The school provides an <b>inadequate and/or incomplete</b> explanation of how English language learners will be identified.  --OR-- The application <b>does not address</b> the identification of English Language Learners.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, comprehensive, and cohesive</b> explanation of how the school will provide services/supports to identified students.	The school provides a <b>clear</b> explanation of how the school will provide services/supports to identified students.	The school provides a <b>limited</b> explanation of how the school will provide services/supports to identified students.	The school provides an <b>inadequate and/or incomplete</b> explanation of how the school will provide services/supports to identified students.  --OR-- The application <b>does not address</b> how the school will provide services/supports to identified students.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

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

**H. Assessment and Accountability.** A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the school’s student performance indicators/goals, and should be presented

along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

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

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

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

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

#### *Use of Assessments*

*All assessment data will be incorporated in the Curriculum Mapping Database and Software. AOA's teachers will review this data on an ongoing basis to identify the greatest academic weaknesses of our campus and of each student. Once the most important concepts from the New Mexico Content Standards with Benchmarks and Performance Standards have been identified the Teacher will prepare lessons to provide the instruction necessary to obtain student success.*

*Various methods of student assessment are vital and integral to a student's success at AOA. Performance assessments will evaluate the hands-on approach to learning that students at AOA will be provided with. They will measure each student's understanding of various topics and will allow students to demonstrate that they have achieved mastery in each subject. These assessments will be combined with other evaluations which will be integrated in a database that will monitor students' progress.*

*As previously described, AOA will use curriculum mapping software to record all of the results of each student's assessments and learning activities. These scores will be disaggregated and correlated to all standards adopted for the school. The purpose is to provide a real time image of each student's progress that can be quantitatively compared to his/her learning prescription.*

*The primary assessment method will include four important elements. The first element is a series of placement tests that will occur during the first week that a student attends the school. The assessment*

*used will be the MAP (Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), IDEL (Indicadores Dinámicos del Éxito en la Lectura) or other comparable placement assessments. The purpose of this testing is to provide a baseline of where the student is at and help discover any serious gaps in a student’s prior learning that will need to be addressed in order to ensure success during the current school year.*

*Edmentum will create benchmark exams for AOA as necessary to monitor our campus academic progress.*

*We plan to conduct at least three short cycle assessments each school year using a New Mexico Public Education Department approved assessment.AOA will use the current and best available assesments approved by the New Mexico PED.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
H.(1) Use of Assessments	The school provides a <b>clear, comprehensive and cohesive plan</b> 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. <b>Clear</b> evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a <b>clear</b> 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. <b>Some</b> evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a <b>limited</b> 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. <b>Limited or no</b> evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides an <b>incomplete and/or inadequate</b> assessment plan. --OR-- The application <b>did not address</b> plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.

Comments:

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

*Individual and School-Wide Corrective Action*

*Our Curriculum Mapping Database and Software will provide all stakeholders with the data to evaluate our effectiveness as a school in meeting the needs of our students according to the standards set by the State of New Mexico. We will identify shortfalls, and integrate this into the mapping, so that we can best facilitate remediation or the necessary corrective actions. The following key people will take an active role in the School's corrective action.*

*Head Administrator /Principal*

*The Head Administrator/Principal needs to monitor our Curriculum Mapping Database and Software as well as campus operations, state assessments and other factors to ensure that Academic Opportunities Academy is in full compliance with all aspects of its charter. The Head Administrator /Principal should keep the AOA board informed as to the performance of the school and recommendations to remedy any shortfalls. The Head Administrator/Principal will be responsible for all aspects of school operations at the campus level and should be monitoring all aspects of the campus operations. As shortfalls in goals become apparent the Head Administrator/Principal must inform the Superintendent with their recommendations to remedy the shortfall.*

*AOA Board*

*The AOA Board will have access to our overall campus Curriculum Mapping Database and Software. When there is any shortfall of any area of our academic program they should meet to determine a plan of action to remedy any shortfalls in a timely manner.*

*Teachers*

*Teachers are responsible for all aspects relating to their duties and their content area. Should they be aware of any shortfall they must notify the Principal with their recommendations to remedy any shortfalls.*

*Educational Aides*

*Educational Aides are responsible for assisting teachers and their duties in their content area. Should they be aware of any shortfall they must notify their teacher or teachers that they support and any recommendations that they may have to remedy any shortfalls.*

*Community Advisory Groups*

*As shortfalls in goals are identified, one of the Community Advisory Groups will be assigned to research options available to remedy the shortfall and select the best option they are able to obtain to resolve the shortfall. They will report their findings to the Superintendent and the AOA board.*

*Additionally, AOA understands the parameters for Title I schools and includes the following in its knowledge platform and plan:*

*Title I schools that do not make AYP for two consecutive years are identified as a School In Need of Improvement.*

*In year one of School Improvement, the school must develop an improvement plan and offer school choice.*

*In year two, the school must offer Supplemental Educational Services (SES) in addition to school choice.*

*In year three, the school district must implement one or more of a list of corrective actions. A restructuring plan is developed when the school or district has not made AYP for a total of 5 consecutive years.*

*Academic Opportunities Academy seeks to exceed all academic requirements at the state and federal level. We intend to continuously monitor every student's academic performance and that of our campus through the use of our Curriculum Mapping Database and Software system. We plan to use this data to monitor and correct any academic weaknesses as soon as they are made available to us.*

*AOA's Community Advisory Groups will monitor our academic performance and look for weaknesses and best practices to make every improvement we can, both with our individual students, as well as our campus. If we do not meet our AYP requirements, we would conduct public meetings with our parents and the community to seek input on where and how we could improve our performance.*

*We would consult with other charter schools, NMPED, NMCCS, ACES, and others to evaluate where we could improve.*

*We will seek to improve every aspect of our operations on an ongoing basis.*

*We will study our data, interview our students, teachers, educational aides, parents/guardians and others to obtain insight as to how we could improve our educational program.*

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

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

*Reporting on Progress*

*Parents will have access to their student's data and the data related to their student's grade level and that of the campus. AOA will support, guide, and train its parents to be able to access this information via the Curriculum Mapping Interface. Parents and guardians who do not have access to computers for grade and assessment review can request that written reports will be mailed o them on a periodic basis.*

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

## Organization

### A. Governing Body Creation/Capacity.

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

*Governance Description*

*Provided in Appendix B are the proposed Governing bylaws for AOA.*

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

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

*Description of Prospective Governance Expertise*

*We are in the process of developing the governing board. We have the following transitional board who collectively set the bar for the skills and expertise we will be recruiting and developing within the AOA governing board.*

*The key members of the AOA's current leadership team are Mark Casavantes, Wes Clarkson, and Ben Tice. Mark Casavantes, Wes Clarkson, and Ben Tice will also be the school leadership/management team. The leadership team represents individual and collective expertise in the capacity building and institutional development that is a vital need for AOA in its first inaugural years. Each team member has over 30 years of individual service in education, as well as the non-profit sector. Mr. Casavantes, Clarkson, and Tice have all been school administrators and/or superintendents, and each has firsthand knowledge of the needs of the community having lived in the community.*

*In addition, AOA has been working with organizational consultant, Elena Liberatori. Ms. Liberatori has worked as executive director of non-profit organizations, as well as private foundations, and is currently an adjunct teacher at New York University, teaching courses in non-profit management and best practices in fund development, board governance and strategic planning.*

*Once a charter is awarded, we plan to initiate the selection process for our New Mexico board using the resources of the New Mexico Coalition of Charter Schools and T & T Staff Management Inc. to recommend and screen potential candidates. We plan to also include parents/guardians of students who attend AOA as representatives to the governing board.*

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

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how future governing body members will be selected as vacancies arise.

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

*Selection of Members*

*AOA currently has a three member founding board of directors who perform the fiduciary and governance duties that are required for any non-profit organization. Our goal is to develop, build and cultivate a larger, broad-based board of approximately 10 members whose leadership will be representative of the community, as well as expertise in education, finance, legal, and whose networks can help undergird and support AOA with additional funds and contributions. New board members will match the current leadership skill set of the existing leadership team and together will be a seasoned group of business and educational experts who are adept at operating successful businesses and educational models/schools, as well as evaluating the organization's success, proven methods and overall quality.*

*Recruiting the best and the most highly engaged board members with professional backgrounds, and strong skill sets in the areas of business, education, human resources, finance, accounting, law, leadership, management, marketing, strategic planning, fundraising, grants, policy, facilities, technology, Six Sigma, and other related skills is paramount.*

*All potential board members will be given a full background check in accordance with New Mexico requirements, a full reference and employment check, interviews, and related screenings to insure our board members are the best available. T & T Staff Management will conduct all our screenings and recommend candidates for consideration to be our board members.*

*Academic Opportunities Academy board members must be effective in communicating the school's mission, vision, and goals; planning for our future; setting sound policy; modeling professionalism; overseeing finances, program evaluation, building sustainable relationships with the Deming community, NMPED, parents, guardians, students, businesses, institutions of higher learning, government entities, charitable foundations, and other stakeholders.*

*In addition, AOA plans to use the New Mexico Coalition of Charter Schools and T & T Staff Management Inc. to screen candidates to be potential board members. The current AOA board will interview these candidates and select the initial New Mexico board. Once the New Mexico board has been selected the new board will self select future board members that have been screened by either the NMCCS or T & T Staff Management Inc. to meet all of the requirements to serve as a board member in New Mexico. As prospective members are recruited and screened, nominations will be made by current board members. Individuals who are nominated will need to submit a resume, complete a background check and be interviewed by the full board, after the board development committee has made the initial screening. The board will vote to accept or deny the individual nominated.*

*Once our board has been selected they will be given all of the required training as soon as possible.*

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

**B. Governing Body Training and Evaluation.**

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

*Governance Training*

*Academic Opportunities Academy board members will receive mandatory training from NMPED and /or other approved providers of training who can explain PED's rules, policies, procedures, the powers and duties of the governing board, legal concepts for schools, finance and budget matters and any other information PED deems relevant.*

*Academic Opportunities Academy will comply with all provisions of the New Mexico Open Meetings Act NMSA 1978, Sections 10-15-1 to 10-15-4. All board meeting dates, times, and location will be published in the Deming Headlight newspaper, the school's website, and in a prominent place in the lobby of the school campus.*

*An AOA Board Development Committee will meet regularly to design a board packet and develop a strategy and priorities for prospective new members onboarding and training. Given budget parameters, we will also provide ongoing video-conference workshop and training in board development via available PED expertise and AOA's consultant who is well versed in the requirements of operating and reporting activities, and operational monitoring of a school's success.*

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

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

*Governance Evaluation*

*Academic Opportunities Academy strongly believes that the AOA board, administrators, and office managers must be fully responsible for full compliance of all aspects of our charter, federal, state, and local laws and regulations. Our governance evaluation will be based on the effectiveness of our school and our full compliance with all aspects of our charter, federal, state, and local laws and regulations. We recognize that governance, administration, leadership, management, fiscal responsibility, educational responsibility is critical to our success.*

*AOA has an excellent leadership team which includes Mark Casavantes, Wes Clarkson, and Ben Tice all of whom have been involved in the operation of charter schools. As discussed previously, AOA will implement the Community Advisory team who will assist in monitoring and evaluation processes. In addition, the Curriculum Mapping database and software will help inform the respective teams, and school groups about student performance. Additionally, AOA may work with a leadership and organizational development consultant, who has experience in grant reporting and evidenced-based evaluation methods and has assisted in evaluation and reporting for a myriad of organizations including large scale up/national models in education and health arena, both domestically and internationally. Academic Opportunities Academy board will develop criteria for self-evaluating their effectiveness on an annual basis.*

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

### C. Leadership and Management.

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

#### *Monitoring*

*Alongside the charter requirements and mandates, AOA will develop a working strategic plan that will help set priorities, focus, and assist in executing the actionable items that need to be addressed to keep the School in line with its goals.*

*AOA's leadership team is well versed in the requirements of operating and reporting the activities, and operational monitoring of the school's success. There will be an Executive Committee of the board that monitors and reviews all policy, grant reporting requirements, financial and overall processes. In addition there will be a Fundraising, Program (includes curriculum and students services), Board Development and Teacher Support Committees. In addition, as stated in the AOA by-laws the following ancillary committees may be formed as needed:*

- Student, and Staff Safety, Emergency Response Plans*
- Research, Development, Ideas, Creativity, Innovation, Evaluation*
- Curriculum Mapping and Database Software, IT*
- Continuous Improvement, and Six-Sigma Management*
- Staff Development, Teaching, Learning, Academics, Curriculum and Instruction*
- Student, Parental, Teacher, Staff, Involvement, Open Houses*
- Advertising, Marketing, Social Media*
- Compliance, State Reports, Federal Reports*
- Legal, Contracts*
- Purchasing*
- Governance, Policy, Routines and Procedures*
- Charter School Applications, Charter School Modifications*
- Fund Raising, Grant Writing*
- Facilities, Maintenance, Design, Construction, Architecture, Engineering*

- *Energy Conservation, Waste Management*
- *Human Resources*

*The Board's Executive Committee will meet monthly and the ancillary committees will meet as needed and report ongoing progress toward the strategic plan and charter mandates.*

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

C.(2) Identify and provide a **clear, comprehensive, and cohesive** description of the leadership characteristics and qualifications for the head administrator needed to run your school. In your description, take **into account the mission of the school.** Accordingly, include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running your school and delivering its unique mission.

Finally, provide **evidence of a clear plan** to both hire and subsequently evaluate a highly- qualified administrator.

*Head Administrator/Principal Selection*

*Mark Casavantes is a native of El Paso, and is the primary head administrator candidate for AOA. Mark brings to the table over 30 years of expertise in education serving in positions as teacher, assistant principal, math, computer science, and architecture teacher/coach in state competitions. Mark served as a Naval Officer in the Civil Engineer Corps managing the Long Beach naval yard and contracts ranging in*

*six and seven figures. Mark supervised over 110 enlisted and an additional 70 civilian employees. He is a visionary for education and student achievement in the El Paso District. He is a highly qualified individual who can lead, innovate and inspire our students and teachers to high achievement.*

*Mark also has a depth of experience in site development and has been involved in architecture, engineering, design, and construction since 1974. He was a Site Development Specialist in the Air Force with the 823rd Civil Engineering Squadron a R.E.D. H.O.R.S.E. (Rapid Emergency Deployable Heavy Operations Repair Squadron Engineers) unit. He graduated with a degree in Architecture from Southern California Institute of Architecture in Los Angeles and was an architectural and civil engineering designer for condominiums on 12th and California in Santa Monica with architect James Chuda, Denny’s Restaurants, Winchell’s Donut Houses, Shell Oil’s Scotford Oil Refinery and Terminal Facility rail road tracks. Mark was a general contractor in the Los Angeles area specializing in commercial projects for the cities of Long Beach, El Monte, Rosemead, California. Other projects included Bob Cox Die Casting, Standard Oil Refinery repairs and remodels in El Segundo, California. Mark was involved in the site selection, remodeling, and interior design of Premier High School in El Paso..*

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

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

*Head Administrator/Principal Evaluation*

*The Head Administrator/Principal’s evaluation will be based on the effectiveness of our school and our full compliance with all aspects of our charter, federal, state, and local laws and regulations. We*

*recognize that governance, administration, leadership, management, fiscal responsibility, educational responsibility is critical to our success.*

*Academic Opportunities Academy board will develop criteria for evaluating the Head Administrator/ Principal on their effectiveness on at least an annual basis.*

*The Academic Opportunities Academy board, Head Administrator/ Principal will perform similar self-evaluations, as well as obtain input from parents, guardians, students and other community members.*

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

**D. Organizational Structure of the School.**

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

*Organizational Structure*

*The Academic Opportunities Academy Board will hire and fire the Head Administrator/Principal, oversee the fiscal and legal compliance of all operations, implement policy, hear grievances that have been*

*appealed, and perform all other duties as defined by the Academic Opportunities Academy Articles of Incorporation/bylaws.*

*The Head Administrator/Principal will report to the Academic Opportunities Academy Board and be responsible for all operations of the campus in accordance with all federal, state and local laws and regulations, the NMPED charter, and Academic Opportunities Academy Articles of Incorporation/bylaws, and board policy. The Head Administrator/Principal will hire, fire, and supervise all employees as well as provide an annual review of all employees.*

*The Assistant Principal will assist the Head Administrator/Principal in all of their duties and responsibilities campus in accordance with all federal, state and local laws and regulations, the NMPED charter, and Academic Opportunities Academy Articles of Incorporation/bylaws, and board policy.*

*The Office Manager, Teachers, Educational Aides, Social Workers, and Clerks will be supervised by the Principal. They will perform all their duties according to their job descriptions.*

*Academic Opportunities Academy will give all parents, guardians, employees, community members, and students a voice through the Community Advisory Groups. AOA believes in continuous improvement and democratic operations. Our Community Advisory Groups will study, research, brainstorm, and provide recommendations about all aspects of our operations on an ongoing basis. They will forward their recommendations to the AOA Board for their action.*

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



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

*Job Description*

*All job descriptions for AOA are included in Appendix D.*

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

*Staff Evaluation*

*Academic Opportunities Academy plans to develop an evaluation that is based on the mission, vision, and goals of our charter. We will be in compliance with federal, state and local laws and regulations, New Mexico Public Education Department requirements, and students will also have a say in teacher evaluation and assessment.*

*During the beginning of the year, at in-services and when a new employee is hired, a supervisor will go over all the components and requirements of the staff evaluation process. Employees will be given an employee handbook which will also include the staff evaluation process, and ongoing opportunity to fully understand the employee/employer relationship.*

*All employees will be given an annual evaluation. The employee will meet with their immediate supervisor to review their evaluation. The employee and supervisor will sign the evaluations and the employee will be given a copy for their records.*

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the school’s staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum.

Accordingly, ensure that your plan is clearly aligned with the budget, projected enrollment, and implementation schedule.

*Staffing Plan*

*Until Academic Opportunities Academy has enrolled at least one student, the staffing will be limited to the Head Administrator/Principal, Assistant Principal and Office Manager.*

*The first teacher to be hired will be the Bilingual Education Teacher.*

*When Academic Opportunities Academy has enrolled its first special education student we will hire a Special Education Teacher.*

*The New Mexico board, Head Administrator/Principal, Assistant Principal and Office Manager will meet on a monthly basis to make recommendations for additional personnel based on the student enrollment, available budget, and requirements of our charter.*

*Initially our plan is to hire at least one teacher in each of the content areas needed for our campus.*

*Based on the recommendations of the New Mexico board, Head Administrator/Principal, Assistant Principal and Office Manager recommendations will be made to hire Clerks, Educational Aides, Teachers and Social Workers until our staffing plan is complete upon reaching our enrollment cap.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3) a and b Staffing Plan Need and Alignment	The school provides a <b>clear, comprehensive, and cohesive</b> staffing plan that demonstrates an understanding of staffing needs and appears <b>reasonable and adequate</b> to support effective and timely implementation of the academic program/ curriculum.	The school provides a <b>clear</b> staffing plan that <b>appears adequate</b> to support effective and timely implementation of the academic program/ curriculum.	The school provides a <b>limited</b> staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is <b>inadequate or, incomplete.</b> --OR-- The application <b>does not provide</b> a staffing plan.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school's staffing plan is <b>clearly</b> aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is <b>clear</b> and complete and <b>generally appears</b> to be aligned with the budget.	The school's staffing plan is <b>adequate and partially</b> aligned with the budget.	The school's staffing plan is <b>inadequate or incomplete</b> and does not align with the budget.  --OR-- The application <b>does not provide</b> a staffing plan.
Comments:				

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

*School Day/Year*

*Our school day will begin at 7:30 a.m. each day. Students will be able to get their breakfast meal, play and socialize until 8:00 a.m.*

*At 8:00 a.m. the Pledge of Allegiance to the United States Flag will be conducted.*

*Next the Pledge of Allegiance to the New Mexico Flag will be conducted.*

*Announcements*

*Next all school announcements, awards and student recognition will be given out.*

*Student Recognition*

*We plan to recognize several positive achievements of our students each day. We want to recognize our best students in each content area, our students who made the most improvement, our students who are working the hardest, our students who complete a course, or grade level. We will recognize our student performance for the previous school day, the previous, week, and overall this school year.*

*Class Day Begins*

*Students will check out the computer tablets and begin the day in a self-paced process. The purpose of our non-graded, individualized, self-paced program is to eliminate wasted time experienced by the average student in most private or public schools.*

*Pull-Out Classes*

*Starting at 8:15 a.m. Teachers will begin their pull out classes. The classes will be determined by our campus data to determine where our greatest academic needs are.*

*The pull-out class is just one component of our academic model. We recognize that every student is going to have different academic needs. Some of our students may be able to be given a study guide and prepare to challenge a class by credit by exam, while other students may need individual or small group tutoring. Our pull-out classes will be provided for all students who have not mastered a concept after*

*using the products provided by Edmentum or other assignments, projects, reading, studying, that may have been assigned to the student previously.*

*In typical classroom scenarios, if a student has already mastered a lesson, he or she must sit through repeated re-teaching of the same lesson and as a result is not learning. The student is bored and disinterested in the class. We believe this student should be allowed to work on learning concepts and objectives that have not yet been mastered. Also, classroom sizes can be smaller as only students needing the lesson will be sitting in the class. Our Teachers will be empowered to do what they think is best for all our students.*

*Teachers will prepare for classes based on the campus data within their content area(s) based on the academic needs of our students. Once the Teacher is prepared to teach their class they will notify students on their tablet computer when classes will begin and in which classroom. The teacher will teach the students according to methods of best practices. Teachers will be able to dismiss students individually from the class when the Teacher has assessed that the student has mastered the concept of the current lesson. Teachers will determine when each class ends, but in no case will classes last more than 90 minutes. The teacher can schedule additional classes if students need more than one session to master the lesson. Teachers will reflect on their performance by reviewing their student's performance data. Classes will be limited to 20 students. If a Teacher has identified 200 students that need to learn a particular concept, the Teacher will prepare lessons for that concept. The Teacher will then begin to teach classes of up to 20 students at a time until all those students have been taught that concept. The Teacher will then research our school data to determine what concept needs to be taught next and repeat the process. Teachers will be able to and are encouraged to collaborate with each other. Teachers can set aside time to plan and work collaboratively during the school day as they see fit. With this academic freedom, we believe our teachers will excel and make very significant differences in our students' academic abilities and our students' lives.*

*Academic Opportunities Academy will institute that all teachers will teach all of our students. The diversity of our teaching staff will result in increased improvement of all our students. Each student will be exposed to the strengths of each of our Teachers. We will seek teachers with different strengths to complement our other teachers. For example one math teacher may be stronger in algebraic skills while the other teacher may be stronger in geometry.*

*Some classes will be scheduled on a daily basis such as our Fine Arts, and Physical Education.*

*Classes will be dismissed for lunch. If a class was not finished, the class will resume after lunch.*

*In the event a student has a conflict with another class offered at the same time, the class that is most important and has a greater priority for the student will take precedence. The other class will be scheduled for a later time. If a student is already in a class with another Teacher, that student will complete the current lesson and have the other class rescheduled for a later time.*

#### *Main Academic Space*

*The Main Academic Space will be staffed with Educational Aides who will monitor students for safety and on task behaviors. Some Educational Aides will guide small groups or individuals in assignments, projects or study groups. Some Educational Aides will monitor students and provide short intermittent assistance as needed to students. Educational Aides may assist Teachers in the classroom when needed. Students will have tablet computers and will have access to the variety of products offered by Edmentum. Online educational products will provide students with instruction, but it in no means intended to be the only*

*source of instruction. For this reason Teachers and Educational Aides will provide the additional support needed to insure all our students are successful.*

*This student may be a self-starter that may be able to study independently from a study guide from the resources and methods of their choosing. Other students may need extensive assistance.*

*Teachers will assign Educational Aides to various duties such as monitoring student safety and on task behaviors, will be allocated amongst our students based on the priorities and needs of our students. Students can notify Educational Aides they are in need of assistance by sending a message to our Educational Aides from their tablet computers. Educational Aides will be encouraged to collaborate with our Teachers to provide information on areas our students are having difficulty with as well as topics and lessons that have been effective with our students.*

*In the event of a Teacher absence our Educational Aides will act as the Substitute Teacher. Our Teachers will train our Educational Aides by having our Educational Aides conduct classes on a periodic basis under the guidance and direction of the Teacher as a Student Teacher. Academic Opportunities Academy desires to promote our Educational Aides to eventually become our Teachers.*

*Some Educational Aides may work exclusively with one student or a small group of students to ensure their academic needs are met. Our classroom teachers will teach or prepare to teach our students based on our student's and campus needs. Our student's academic needs will be identified using our curriculum mapping database and software.*

*Due to this dynamic system there is no class schedule that the student follows. Computer technology has advanced to the point that student performance can be recorded and monitored in almost real time. This will allow all AOA staff to be able to monitor how each student is doing, seeing who is progressing satisfactorily and who needs attention. The curriculum database and software reports will let students, parents/guardians, and staff know if a student has completed at least one days' worth of academic progress every school day, if a student is improving or declining in their progress, and to get detailed data on what academic skills a student needs assistance with.*

#### *After School Enrichment Program*

*Academic Opportunities Academy understands that many parents are not equipped to provide the academic supports that students need. Our plan is to provide all the educational services for all of our students during the school day so that the student and parents/guardians have no homework or academic assignments outside of the school day at Academic Opportunities Academy.*

*Academic Opportunities Academy also understands that many students need academic recovery due to being behind one or more grade levels. Having additional time for these students provides them the opportunity to get back to their current grade level and possibly progress beyond their current grade level.*

*For our students who are on grade level, we want to provide enriching educational opportunities in our after school program that they will enjoy. We plan to offer robotics, academic competition, dance, art, music, vocal music, theater / drama, stock market trading, STEM subjects, Spanish language and and vocational activities.*

*Also, we believe that unsupervised youth are at risk of problems with gangs, drugs, alcohol, sex, pregnancy, and other problems which we believe can be reduced with increased student supervision.*

*Many parents/guardians work and are unable to supervise their children between the time most schools dismiss and when parents leave their places of employment. This is another benefit of our after school program.*

**DAILY SCHEDULE**

- 7:30 a.m. *Building Opens*
- 7:30 a.m. *Breakfast / Play / Socializing*
- 8:00 a.m. *Pledge of Allegiance to the United States*  
*Pledge of Allegiance to the New Mexico Flag*  
*Announcements*  
*Awards and Student Recognition*  
*Positive Encouragement*
- 8:15 a.m. *Begin the Instructional Day*  
*Check out Tablet Computers*  
*Pull-Out Classes Begin*  
*Independent and Group Student Work Begins*
- 12:00 noon *Lunch / Play*
- 1:00 p.m. *Continue the Instructional Day*  
*Pull-Out Classes Continue*  
*Independent and Group Student Work Continues*
- 4:00 p.m. *Afternoon Snack*  
*Pull-Out Classes End*  
*After School Program Begins*  
*Students continue their work until an academic day is completed.*  
*Check in Tablet Computers*  
*Educational games*  
*Spanish Language*  
*Robotics*  
*STEM Subjects*  
*SMART Village vocational projects*  
*U.I.L. Teams*  
*Parents/Guardians Sign Out Students*
- 7:00 p.m. *Instructional Day Ends*
- 7:30 p.m. *Building Closes*

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

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

*Professional Development Plan*

*Edmentum will provide professional development on the use of their product, and we will use the Unpacking the Core Plan discussed in Section D to bridge Edmentum and NM core standards.*

*Gomez and Gomez will provide professional development on their two-way, dual language instruction for our TESOL Bilingual Education Teacher.*

*Our founders, some who operating schools will provide professional development on our charter, implementation of the educational model, and our Curriculum Mapping Database and Software.*

*Our Office Manager will provide training to clerks and other staff members regarding registering of students and operation of the office functions of the school.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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D.(5) Professional Development Plan	The school provides a <b>clear, comprehensive, and compelling</b> plan for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. The plan is <b>completely</b> supported by the budget.	The school provides a <b>clear plan</b> for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. The plan is <b>mostly</b> supported by the budget.	The school provides a <b>limited</b> plan for Professional Development that meets state requirements <b>and appears to be somewhat</b> supported by the budget.	The school provides an <b>inadequate or incomplete</b> Professional Development Plan. --OR-- The application <b>does not address</b> a Professional Development Plan.
Comments:				

**E. Employees.**

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

*Employer/Employee Relationship*

*AOA envisions a culture and environment where employer/employee relations are fair, equitable and copasetic. AOA believes in giving all staff members a voice. We will require each staff member to belong to at least one Community Advisory Group. Our Community Advisory Groups will study all aspects of our school operations including employee compensation and other issues. Basically our staff will have the benefits of a union without the expense of union dues.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee	The school <b>clearly describes</b> the employer/employee relationship and provides <b>clear terms</b> of employment for all classes of	The school <b>describes</b> the employer/employee relationship and provides the <b>terms</b> of employment for all classes of employees. The school <b>explains</b>	The school provides a <b>limited</b> description of the terms of employment for all classes of employees <b>and may or may not address</b> how the school will address	The school’s description of the employer/employee relationship is <b>incomplete or inadequate.</b> --OR-- The application <b>does</b>

	employees. The school <b>completely and appropriately explains</b> how it will address employees' recognized representatives.	how it will address employees' recognized representative.	employees' recognized representatives.	<b>not address</b> the relationship between the employer and the employee.
Comments:				

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

*Personnel Policies*

*AOA's Human Resources Committee of the Board will help develop, write and evaluate effective personnel policies. In addition, these will be used to inform and develop an employee handbook that includes the following, as well as what is detailed in the appendix:*

- Statement that our handbook is not a contract*
- Mission statement*
- Equal Employment Opportunity (EEO) statement*
- Anti-harassment policies*
- Complaint and problem solving procedure*
- Employee responsibilities*
- Leaves of absence policies*
- Discipline policies*

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

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

*Staff Discipline Process*

- In the event that an employee demonstrates behavior requiring disciplinary process, AOA will:*
- Present a Verbal warning in private with the Principal and Social Worker.*
- Present a Written warning in private with the Principal and Social Worker.*
- Engage the employee in a Growth Plan developed with a timeline to remedy unsatisfactory behaviors.*

*Serious infractions will result in immediate termination where the safety of students and staff are involved or criminal behavior (misdemeanor or felony) is involved.*

*Meeting with the New Mexico board and legal counsel to investigate termination.*

*Termination*

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

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

*Grievance Process*

*Academic Opportunities Academy seeks to avoid situations which would result in a grievance by treating every employee in a fair and equitable manner. In the event a grievance does occur, we seek to resolve the grievance if at all possible.*

*Any employee may present a grievance regarding a personnel decision to the Assistant Principal. The Assistant Principal will have ten (10) working days to review the grievance and make their decision. If the employee is still not satisfied with the decision they may appeal to the Head Administrator. The Head Administrator will have ten (10) working days to reach their decision.*

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

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

F.(1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how **parental involvement will help to advance** the school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

*Community Involvement*

*AOA strongly encourages all parents/guardians, students, community members, businesses, nonprofits, and all others who wish to participate in our continuous improvement program to do so. AOA seeks to be the most outstanding charter school and we intend to continuously seek our new and innovative ideas to make these continuous incremental improvements. Every aspect of AOA operations will be reviewed periodically by our community advisory groups. Our community advisory groups will brainstorm, research, test, evaluate, refine and improve every aspect of or charter school operations. These groups will report their work to the AOA board for approvals.*

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

F.(1) Community involvement.	The school provides a <b>clear, comprehensive, and cohesive</b> plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how <b>parental involvement will help to advance</b> the school's mission.	The school provides a <b>clear</b> plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school.	The school provides a <b>limited</b> plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school.	The school provides an <b>inadequate and incomplete</b> plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school.  --OR-- The application <b>does not address</b> community involvement.
Comments:				

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

*Complaint Resolution*

*Parents are welcome and encouraged to join one or more Community Advisory Groups to address concerns regarding specific aspects to our operation.*

*Parents are welcome to address their concerns with the Assistant Principal or Head Administrator.*

*Parents are welcome to address their concerns with the Academic Opportunities Academy board during scheduled board meetings.*

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

**G. Student Policies.**

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

*Student Discipline Policy*

*Academic Opportunities Academy will seek to have as few rules as possible to have a safe, effective learning environment for all students and staff.*

*Students will always be afforded due process. These discipline procedures and rules are consistent with state and federal laws*

*Academic Opportunities Academy seeks to resolve the root problems children face that cause disciplinary problems. When a student is causing a problem the Teacher or Educational Aides will attempt to redirect the student's behavior. If the staff member is unsuccessful, they will notify the Social Worker who will work with the student to redirect the student's behavior. The Social Worker will notify the Assistant Principal or Principal when a student continues to be a disciplinary problem. The student may be assigned to work with a Teacher and Social Worker in a separate classroom where the student will be instructed in appropriate behavior. Parental involvement in the student's discipline may be necessary. The Assistant Principal or Head Administrator may assign after school detention during the after school enrichment period until the behavioral problems are corrected.*

*Rewards and incentives will be given for good behavior.*

*Corporal punishment is prohibited.*

*Students have the right to defend themselves and students who act in self- defense will not be punished.*

*Students will have the right to due process:*

- *Prior to each school year the staff will be trained to implement the discipline policy.*
- *A thorough investigation will be conducted by the Social Workers, Assistant Principal and/or Head Administrator.*
- *The student will be given the opportunity to respond and present evidence.*
- *The Social Workers, Assistant Principal, and Head Administrator will meet with the parents/guardians to discuss the appropriate corrective action.*
- *The student may be assigned to a separate classroom in order to receive instruction on following the campus rules as well as detention until the behaviors are corrected.*

*Rules:*

- 1. All students need to manage their time so that they complete one academic day's worth of work each school day.*
- 2. All students will behave in a manner that is not disruptive to other students or staff.*
- 3. All students need to treat everyone with dignity and respect. This includes the eradication of bullying, fighting, intimidation, aggressive behaviors, use of profanity, racial or ethnic slurs, derogatory terms, sexual harassment, throwing objects, etc.*
- 4. All students need to ensure the proper care of all property within their control.*
- 5. All students need to follow all staff directions the first time they are given.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

G.(1) Student Discipline Policy	The school provides <b>clear, comprehensive, and cohesive</b> Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a <b>detailed explanation</b> of how it will take into account the rights of students with disabilities.	The school provides a <b>clear</b> Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules . The school provides <b>an explanation</b> of how it will take into account the rights of students with disabilities.	The school provides <b>limited</b> Student Discipline Policies that <b>partially</b> comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.	The school provides <b>incomplete or inadequate</b> Student Discipline Policies set forth in the Public Education Department rules.  --OR-- The application <b>does not address</b> student discipline policies.
Comments:				

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

*Alternative Placements*

*We plan to hire Social Workers to assist our students with behavioral issues. In fact, our plan is to refer all students who have discipline problems to our Social Workers to work with them.*

*Academic Opportunities Academy understands that there may be students with significant discipline problems. When this occurs, our plan is to use one classroom for these students and work toward teaching them how to behave appropriately with their peers and be supportive of our school model. A Teacher and Social Worker will work with these students until they can return to the regular Academic Opportunities Academy model.*

*Academic Opportunities Academy seeks to avoid suspending any student unless the safety of our staff or other students is at risk.*

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

**H. Student Recruitment and Enrollment.**

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

*Student Recruitment*

*Academic Opportunities Academy realizes that the life blood of our school is student enrollment. Every effort will be made to enroll and retain as many students as possible until we reach our enrollment capacity.*

*Once we have a campus, we plan to conduct open houses every Saturday until we reach our enrollment capacity.*

*Academic Opportunities Academy has run radio advertisements via Deming, New Mexico radio stations in order to introduce ourselves to the Deming community, build relationships within the Deming community, to determine the level of interest and community support for our charter school, and to develop a list of students who are interested in enrolling in our charter school in Deming.*

*Academic Opportunities Academy will run newspaper advertisements in the Deming Headlight and other local papers in order to recruit students.*

*Academic Opportunities Academy has printed fliers and passed them out in the Deming community.*

*While passing out these fliers, Mr. Casavantes has talked with many residents of Deming and has found growing support for a charter school. Academic Opportunities Academy plans to provide an employee incentive based on our student enrollment.*

	Ranking
--	---------

	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Student Recruitment	The school provides a <b>clear, comprehensive, and cohesive</b> outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are <b>reasonable</b> . The outreach/ marketing plan is <b>completely supported</b> by the budget.	The school provides a <b>clear</b> outreach and recruitment plan that ensures equal access to the school. <b>Adequate</b> recruitment /enrollment timelines are presented. The outreach/ marketing plan <b>appears to be supported</b> by the budget.	The school provides a <b>limited</b> recruitment plan for ensuring equal access to the school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is <b>partially supported</b> by the budget.	The school provides an <b>inadequate or incomplete</b> outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the school. The outreach / marketing plan does not appear to be supported by the budget.  --OR-- The school <b>does not address</b> student recruitment.
Comments:				

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

*Lottery Process*

*Students will be enrolled on a first come first served basis. A lottery will be conducted if the number of applicants exceeds our maximum enrollment prior to July 1 of each year.*

*Each student will be assigned a number, and the numbers will be selected at random from the lottery.*

*The students will be listed as admitted in the order they are drawn until all slots have been filled.*

*Additional names will be placed on a waiting list in the order they are drawn from the lottery.*

*All students who apply after the lottery will be placed on our waiting list.*

*The charter will exempt from the lottery all siblings of current employees of Academic Opportunities Academy*

*Academic Opportunities Academy will exempt from the lottery all children in foster care and all homeless children.*

*The founders have no school aged children to enroll.*

*In our second through fifth year our enrollment process will include the following requirements:*

*Academic Opportunities Academy will give priority to its current students and siblings or other children living with current Academic Opportunities Academy students including all foster and homeless children.*

*If a student applies to the school outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.*

*Parents and guardians will be asked to register for the next school year no later than thirty days before the end of each academic year so that the student will ensure his/her enrollment with AOA for the next academic year.*

*The lottery will be held on the following Saturday immediately following July 1 of each year. If July 1 falls on a Saturday, then the lottery will be held on the following Saturday.*

*After all students have been selected by lottery for the given school year, the lottery will continue with each name being placed on a waiting list in the order the remaining names are drawn. When an opening for enrollment of a new student occurs, the parents/guardians will be notified in the order they are listed that an opening exist to enroll their children. Parents/guardians must register their children by completing and bringing the appropriate registration documents within ten days of being notified. If a parent or guardian fails to bring the documents within ten (10) school days they will be placed back on the top of the waiting list and the next parent/guardian will be contacted to enroll their children.*

*Academic Opportunities Academy does not discriminate against individuals on the basis of race, color, sexual orientation, gender identity, religion, disability, academic ability, athletic ability or artistic ability or the district where the child resides age, ancestry, or national, ethnic origin in its operations of admissions policies. We do give employment preference to honorably discharged veterans of any branch of service on the United States of America.*

*AOA will not specialize in the performing arts and therefore will not require applicants to demonstrate artistic ability for admission to the school.*

*AOA will serve all students, even those who have not been successful or have been significantly challenged in a traditional public or private school settings. This includes students with documented histories of misconduct.*

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

Comments:

*Enrollment Process*

*Academic Opportunities Academy has collected names and contact information from parents who are interested in attending our charter school. We plan to accept applications until our capacity of 400 students is reached. If our capacity is reached prior to July 1, 2015, a lottery will be conducted in accordance with federal law to admit students through a random selection process. If the number of applications does not exceed the maximum number of our student capacity then a lottery is not required.*

*All students who meet the eligibility requirements for attending a public school are welcome to apply for admission to AOA.*

*AOA will comply with all federal and state laws and regulations regarding student admissions. Since we offer a self-paced individualized program we will not have any limits on any class size or grade level that we serve.*

**I. Legal Compliance.**

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

*Conflict Of Interest*

*A complete Policy is appended. In general AOA defines Conflicts of Interest in the following manner along with the Policy parameters:*

*A Conflict of Interest refers to a situation in which an individual's financial, professional, or other personal considerations may directly or indirectly affect, or have the appearance of affecting, an individual's professional judgment in exercising any Charter School duty or responsibility. Typically, a Conflict of Interest may arise when an individual has the opportunity or appears to have the opportunity to influence the School's business, administrative, academic, or other decisions in ways that could lead to financial, professional, or personal gain or advantage of any kind, whether or not the value is readily ascertainable.*

*All individual members of the AOA community are expected to:*

- a. abide by the Conflict of Interest Policy and standards set forth in this Policy,*
- b. fully and continually disclose professional and relevant personal activities and relationships that create a Conflict of Interest or have the appearance of creating a Conflict of Interest as required by AOA,*
- c. remedy Conflicts of Interest or comply with any management or monitoring plan that helps to understand and implement this policy.*

	Ranking	
	← Satisfied	Not Satisfied →

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

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

<http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

*Transparency*

*AOA plans to make available all information to the public that is not restricted by student or employee privacy requirements through board meetings, our web site, public meetings, open houses, Community Advisory Groups or a request for information.*

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

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

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

*Third Party Relationships*  
*There currently are no third party partners or relationships.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1

<p>J.(1). Third Party Relationships</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relation-ship(s), and the school provides a <b>clear,comprehensive, and cohesive</b> description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a <b>complete understanding</b> of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a <b>clear</b> description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates <b>knowledge</b> of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides <b>some</b> information about the relationships and how it/they will support the school. The school may or may not indicate a <b>limited knowledge</b> of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school's response is <b>inadequate or incomplete.</b> --OR-- The school indicates that there is /are third party relationship(s), but the application <b>does not address</b> the relationship.</p>
<p>Comments:</p>				

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

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

**K. Waivers.**

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale **clearly demonstrates** how requested waivers **align with the school’s proposed autonomy, its mission, and the educational program and curriculum**. For further information please see the following link:  
[http://ped.state.nm.us/admin.personnel/waiver\\_requests.html](http://ped.state.nm.us/admin.personnel/waiver_requests.html).

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school’s plan.
	yes	no	
Individual class load	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Teaching load	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Length of school day	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Staffing pattern	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Subject areas	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Purchase of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Evaluation standards for school personnel	<input type="checkbox"/>	<input type="checkbox"/>	Insert

School principal duties	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Drivers education	<input type="checkbox"/>	<input type="checkbox"/>	Insert

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

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert

Topic	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3 <input type="checkbox"/>	Meets—2 <input type="checkbox"/>	Partially Meets—1 <input type="checkbox"/>	Does Not Meet—0 <input type="checkbox"/>
K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale <b>clearly demonstrates</b> how requested waivers <b>align with the school's proposed autonomy, its mission, and the educational program and curriculum.</b>	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a <b>limited</b> list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to <b>identify the waivers</b> in III.K.(1) and (2).  Or, the application <b>does not</b> address waivers.
	Exceeds—3 <input type="checkbox"/>	Meets—2 <input type="checkbox"/>	Partially Meets—1 <input type="checkbox"/>	Does Not Meet—0 <input type="checkbox"/>

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

**L. Transportation and Food.**

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

*Transportation*

*Student transportation will be provided by Corre Caminos Bus Services which operates in Southern New Mexico including Deming.*

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

		budget.		<b>state</b> whether or not it plans to offer transportation to its students.
Comments:				

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

*Food Services*

*AOA plans to contract with a food services provider in Deming, New Mexico. All meals will be in compliance with federal, state and local requirements.*

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

**M. Facilities/ School Environment.**

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 25<sup>th</sup>, 2014.**

The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

[http://www.nmpsfa.org/pdf/MasterPlan/Applicant\\_Charter\\_School\\_EdSpec\\_FMP\\_Review\\_Checklist\\_3\\_8\\_2012.pdf](http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf).

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

*Projected Facility Needs*

*Completed Appendices I and J are attached describing the Facilities Master Plan and AOA's approval.*

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

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

*Facility Plan*

*AOA has received approval for its Facilities Plan submitted in April. The approval confirmation and plan are included in appendices.Plans for our current location at 8th and Florida in Deming, New Mexico have begun with our architect and engineers.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(2) Facility	The school provides evidence that it has researched potential facilities/properties	The school provides evidence that it has researched potential facilities/properties	The school provides evidence that it has done <b>some research</b> on potential	The school <b>does not provide</b> evidence that it has researched or begun a search for an

	<p>and <b>identified at least one appropriate, viable facility/ property in the targeted geographic location.</b> The evidence includes a <b>clear plan</b> to prepare the facility/property in time for the school's opening.</p>	<p>and <b>made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.</b></p>	<p>facilities/properties in the desired geographic location.</p>	<p>appropriate facility/property. --OR-- The application <b>does not address</b> the school's facility needs.</p>
<p>Comments:</p>				

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

*Projected Facility Costs*

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

## Finance

### A. Budgets.

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

A.(1) Provide, and attach as Appendix J, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding.

A.(2) Provide, and attach as Appendix K, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the school's mission and aligns with the school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.

#### *Budget Narrative*

*A1 and A2 Appendices J and K are attached.*

*A3 Revenue in the accompanying 5-year budget projections are reflected as being derived solely from the State Equalization Guarantee (SEG) utilizing the Unit value in effect for the FY15 fiscal year (\$4,005.75) as a constant. The school anticipates that upon approval of its charter application, an approximate nine-month planning period will be in place to prepare for opening in the fall of 2015. During the planning period, Academic Opportunities Academy will aggressively pursue fund raising through individual and corporate entities and apply for any and all available grant opportunities to assist with the myriad of required startup costs such as network infrastructure, classroom and administrative furnishings, fixed asset and supplies purchases, and any contracted services deemed necessary which are allowable under grant guidelines.*

*Since revenue derived through fundraising and grants are never guaranteed, the design of the budget is intended to show that the school will be able to achieve its mission and accompanying academic goals without having to rely on additional funding. The Academic Opportunities Academy is aware that the projected SEG is only assured if the school meets its enrollment projections. In addition, the projections do not reflect state or federal flowthrough funding such as Title I, IDEA-B Entitlement, Instructional Materials, or Capital Outlay through SB-9 State Match, HB-33, or Public School Facilities Authority Lease Assistance.*

*In order to help clarify budget assumptions for Object Code Expenditures shown in the 5-year projections, please reference Appendix K.1.*

	Ranking
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	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet <b>clearly demonstrates understanding of and capacity to implement</b> New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The <b>worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement</b> New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet <b>contains some errors that may raise questions about understanding of and capacity to implement</b> New Mexico public school funding.	The school provides an <b>incomplete or inadequate</b> 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each of the 5-year budget plan.  --OR-- The application <b>does not include</b> a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5-Year Budget Plan	The school provides a five-year budget that <b>clearly supports</b> the school’s mission and aligns with the school’s five-year growth plan, including staffing, facilities, educational program, and services. The draft budget <b>clearly demonstrates</b> the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that <b>appears to support</b> the school’s mission and the school’s five-year growth plan, including staffing, facilities, educational program and services. The draft budget <b>adequately demonstrates</b> the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that <b>generally supports</b> the school’s five-year growth plan. However, the draft budget <b>may raise some questions</b> about the financial capacity or the long-term sustainability of the school.	The school provides an <b>inadequate or incomplete</b> five-year budget.  --OR-- The application does not include a 5-year budget.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

A(3) Budget Narrative	The school provides a <b>clear, comprehensive, cohesive, and reasonable budget narrative</b> that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school’s mission, educational program, staffing, and facility. The budget narrative demonstrates the school’s <b>thorough understanding</b> of the budget and of budgeting.	The school provides a <b>clear budget narrative with some meaningful detail</b> that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the school’s mission, educational program, staffing and facility. The budget narrative demonstrates the school’s <b>general understanding</b> of the budget and of budgeting.	The school provides a <b>limited budget narrative</b> that explains some basic assumptions, how those were determined, and identifies some priorities. The budget <b>narrative may raise some questions</b> about the school’s understanding of the budget and of budgeting.	The school provides an incomplete or inadequate budget narrative.  --OR-- The application does not provide a budget narrative.
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Comments:

A.(4)(a) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

(b) Provide a narrative description of how your school will modify the budget when there are students with special education needs currently attending the school, but under the funding formula the school will only receive additional funding during the next school year.

(c) Provide a narrative description of how your school will address the budget in the event that the school has budgeted for more students, based on early enrollment, than actually enroll in the school at the beginning of the school year.

*Strategies for Budget Control*

*a. The Academic Opportunities Academy Business Manager will utilize fund accounting software which will generate reports in the required financial reporting format compliant with the Public Education Department’s Operating Budget Management System (OBMS). The financial reporting will be designed to contrast Object Code amounts in the Year-To-Date Expenditures columns against the Budget*

*as Adjusted Columns and reflect any positive or negative variance in the Available Budget column. During monthly review of the financial statements by the school's Governing Body and/or Finance Committee, the Business Manager will be tasked with analyzing trends in order to determine if a Budget Adjustment Request (BAR) is necessary to ensure sufficient budget exists to address any unanticipated program area needs.*

*The Business Manager will be acutely aware that budgetary control is at the Function Level pursuant to the Budget Preparation Standards enumerated in 6.20.2.9 A, NMAC, and will follow all of the directives outlined in the proposed Financial Accounting and Reporting Policy. In addition, the Business Manager will understand and inform the Governing Body and Finance Committee of what constitutes an Initial Budget BAR, an Increase BAR, a Decrease BAR, a Transfer BAR, and a Maintenance BAR.*

*An Initial Budget BAR establishes budget authority for the first time in a particular Fund. An example of this would be a Flowthrough Grant that is awarded after the submission and subsequent approval of the Approved Budget at the beginning of a fiscal year.*

*An Increase BAR reflects an increase in budget authority for a particular Fund, and is usually the result of a grant award letter, non-categorical donation, or other increase in Revenue. Increase BARS align available budget authority with the designated Revenue Source and corresponding Expenditure amount.*

*A Decrease BAR reflects a decrease in budget authority in a particular Fund to align with the source and amount of Revenue available. A Decrease BAR can be the result of recalculated 910B5 Equalization worksheet after the first reporting period for a first year charter that over projected enrollment.*

*Transfer BARS are considered Inter-Function transfers of budget authority by moving available budget from Object Codes contained within a given Function to Object Codes contained within a different Function. An example would be moving available Budget from an Object Code in the Direct Instruction Function (1000) to Object Codes contained in the Support Services for Students, Instruction, General Administration, and School Administration, Central Services, or Operation and Maintenance of Plant Functions (2000), or vice versa. The Business Manager, Governing Body, and Finance Committee shall be aware that transfer BARS require both Governing Body and Public Education Department approval before any expenditures can be applied. Transfer BARS must be entered into OBMS to receive PED approval and so quarterly and year-end reporting matches.*

*Maintenance BARS are considered Intra-Function transfers of budget authority since they move available budget between Object Codes within a similar Function. Transfers within a Function require only Governing Body approval and should be entered into OBMS so budget reporting matches.*

*b. Provide a narrative description of how your school will modify the budget when there are students with Special Education needs currently attending the school, but under the funding formula the school will only receive additional funding for these students during the next school year.*

*The charter school is aware that Equalization funding in the initial year is based on the enrollment of verifiable Membership (MEM), including A, B, C & D Levels (and Gifted by Level) along with Ancillary FTE as of the first reporting period (formerly referred to as the 40th day count), and funding for subsequent years is based on the average of the second and third reporting periods (formerly referred to as the 80th and 120th day counts) including the aforementioned Levels and Ancillary FTE. As such, school Administration is aware the school is essentially "looking in the rear view mirror" with regard to paying*

*current fiscal year budgeted expenditures while receiving revenue based on the average and demographics of the prior fiscal year.*

*Each year the school is in operation, it will generate Individuals with Disabilities Education Act (IDEA) funding through data maintained in its Public Education Department Web EPPS to ensure students with learning disabilities have an opportunity to receive a free appropriate public education. While any IDEA funding is not shown as a Revenue source in the 5-year projections and is intended to supplement and not to supplant, it is one way the school will be able to help pay for Special Education-related expenditures and be in compliance with all existing laws.*

*The accompanying 5-year projections reflect the Academic Opportunities Academy has strongly considered the impact of Special Education needs by budgeting two full-time Special Education Teachers in Function 1000 as well as a full-time Special Education Coordinator and phased-in Social Worker in Function 2100. In addition, the budget reflects expenditures for contracted Ancillary Service Providers such as Diagnosticians, Speech Language Pathologists, and other specialized support services to ensure any and all accommodation will be made. Should the school ever find that additional funds are necessary for accommodation, budget adjustments to other areas that are considered discretionary, such as Travel and Professional Development, will be made to ensure sufficient funds are available to meet the requirements for any special needs students. With the implementation of a properly designed financial reporting system, the school Principal and Business Manager will be able to monitor budget needs through monthly reporting and be prepared to make necessary adjustments to present any Budget Adjustment Requests to the Finance Committee, Governing Body, and Public Education Department for formal approval.*

*c. Provide a narrative description of how your school will address the budget in the event that the school has budgeted for more students, based on early enrollment, than actually enroll in the school at the beginning of the year.*

*In the event that the school becomes aware that the enrollment in the proposed budget is less than projected, school Administration will modify the staffing pursuant to the proposed Furlough and/or Reduction in Force Policies. At all times, the school will attempt to make any staffing adjustments while adhering to the 20:1 PTR.*

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

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

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

Comments:

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

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

*Financial Policies  
See Appendix B1*

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

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

*Internal Control  
The basis of most, if not all, of the proposed internal control policies for the Academic Opportunities Academy policies is rooted in 6.20.2 et seq., NMAC, Governing Budgeting and Accounting for New*

*Mexico Public Schools and School Districts as well as the New Mexico Public Education Department's Manual of Procedures for Public School Accounting and Budgeting. Proposed Internal Control Policies and Procedures are aligned with, and often reference, Titles 1, 2, and 6 of the New Mexico Administrative Code (NMAC), and Chapters 6, 12, 13, and 22 of the New Mexico Statutes Annotated (NMSA) 1978, portions of which may be amended or reenacted. In addition, special attention is given to the restrictions of the New Mexico Constitution's "Anti-Donation" provision in Article IX §14 as noted in the proposed Financial Accounting and Reporting Policy.*

*The proposed Internal Control Policies and Procedures, which are an integral part of this application, detail how the school's Business Office plans to address any and all concerns with regard to safeguarding of assets, segregation of duties, promoting operational efficiency, and ensuring compliance with applicable Federal and State statutes and regulations. The proposed Policies, to be supplemented with relevant Administrative Procedures, will be written and designed to provide guidance for handling of specific transactions and reinforce the design and objectives of the internal control structure.*

*Academic Opportunities Academy plans to ensure safeguarding of its assets pursuant to 6.20.2.11 A., NMAC, and 2.20.1 et seq. NMAC, which is the basis for the proposed Asset Capitalization Policy. To ensure accurate accounting for safeguarding of all physical assets, the school is considering utilizing software such as, or equivalent to, SAGE NP 100 Asset Accounting which provides the capability for asset tracking, asset tagging, and comprehensive reports with the ability to embed photos and purchasing documents into the database field. With the powerful features of this software, Academic Opportunities Academy will be able to track assets by Location, Fund, and other criteria specified for a general query or for reconciliation purposes. The ability of having software such as, or similar to, SAGE NP 100 Asset Accounting act as a "stewardship listing" for all items regardless of whether or not they were considered or recorded as Fixed Assets, is in concert with State Auditor Rule recommendation in 2.2.2.10 Y, NMAC.*

*Once the school's network infrastructure is established, steps for promoting safeguarding of both physical assets and financial data in the unlikely event of physical or other damage will be outlined in a Disaster Recovery Plan which will be aligned with 1.13.20 NMAC. To safeguard the organization's physical assets and financial data, the Academic Opportunities Academy plans to utilize multiple client/server solutions utilizing a designated RAID level to host the student database student and staff folders, Fund Accounting software, and Asset Inventory applications and databases in connection with all required financial reporting. Highly-touted anti-virus programs such as, or equivalent to, Symantec Endpoint Security and/or Kaspersky Business Space Security, would be installed on the server and all client workstations to ensure virus protection for Windows Server 201X X64 Edition and all Windows operating systems. Both Symantec and Kaspersky provide anti-malware protection in a single, integrated application that works seamlessly across all platforms.*

*Academic Opportunities Academy is considering utilizing applications such as Bitwise SSH (Secure Shell) Server, which allows for secure remote administration by the contracted Information Technology professional for the Windows-based workstations and servers. Bitwise SSH server encrypts all data during transmission and is setup to block any failed login attempts for an extended period of time, thus ensuring data and network integrity as no one is able to "sniff" any passwords or see what files are being transferred when the network is accessed over SSH.*

*Academic Opportunities Academy is also considering utilizing bare-metal backup/recovery via disk imaging for infrastructure restoration and data backup via removable media for data recovery. Data backups of specific files/folders would be performed nightly and stored offsite, and additional data*

*backups would be automatically performed at a specified times with a full backup occurring weekly and incremental backups occurring the remaining 6 days a week.*

*Academic Opportunities Academy is carefully considering all inherent risks with regard to the implementation of a client/server solution in connection with safeguarding all financial reporting required for an educational institution. Before any financial software package will be implemented, an assessment/evaluation will be conducted by a professional Information Technology individual or group that specializes in Governmental entities and/or educational institutions.*

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

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

*Financial Personnel*

*The Academic Opportunities Academy plans to hire an in-house Business Manager who possesses a valid School Business Official license required by 6.63.12.11 (D), NMAC. The Business Manager will be required to be a member of the New Mexico Association of School Business Officials and attend any and all conferences which focus on regulatory requirements in order to satisfy the ongoing licensure*

requirements. Whenever sufficient budget exists, the Business Manager will be encouraged to attend professional development training/conferences, either online or in person, hosted by professional agencies including, but not limited to, the NM Association of School Business Officials (NMASBO), Association of School Business Officials International (ASBO International), the New Mexico State Auditor, the Government Finance Officers Association (GFOA), Association of Educational Federal Finance Administrators (AEFFA), and the Brustein & Manasevit Law Firm. Conferences and training provided NMASBO and the NM State Auditor are beneficial since they focus on NM Statutes, Regulations, and aspects of the State Auditor Rule. Attendance at out-of-state conferences sponsored by the other associations mentioned are beneficial as they focus on pronouncements of the Governmental Accounting Standards Board (GASB) and on aspects of Title 34, Education, particularly Parts 74 - 86 and 97 - 99 of the Code of Federal Regulations (CFR). While most of 34 CFR may not apply to the operations of a charter school, the Academic Opportunities Academy Business Office will purchase and retain a copy of EDGAR (Education Department General Administrative Regulations) as a reference tool. This publication has proven useful since it outlines standards for financial management for federal grants in Parts 74, 75, and 80 which are directly aligned with the standards enumerated throughout 6.20.2 et seq., NMAC. To be held to the highest standards of integrity in order to ensure compliance with existing Statutes, Regulations, and Rules relative to all fiscal procedures, the Academic Opportunities Academy will require that the Business Manager be proficient with Fund Accounting software which is scalable to the requirements of the New Mexico Public Education Department's Operating Budget Management System (OBMS). The Business Manager will be required to demonstrate competency with Infinite Visions, which is used by a number of New Mexico school districts, APTA Fund, which is widely used by a number of New Mexico charter schools, or Abila MIP, which is used by numerous governmental entities. In connection with the requirements of 6.20.2.11 D, NMAC, accounting manuals which detail the steps necessary for handling of any and all transactions specific to all of the Fund Accounting modules of the software selected will be in place for the Business Manager to utilize as reference tools. The Academic Opportunities Academy Business Manager will be responsible for the posting of relevant financial and other required information in order to be compliant with the State of New Mexico Sunshine Portal transparency requirements enumerated in 10-16D-1 et seq., NMSA, 1978. In addition, the Business Manager will be expected to have knowledge of the New Mexico State Auditor Rule, 2.2.2.NMAC, as amended from time to time. The leadership team is also aware of recently enacted legislation (SB 443) which adds the designation of a Chief Procurement Officer to state agencies, which includes charter schools. The school will designate an individual as the Chief Procurement Officer who will be reported to the State Purchasing Agency or before January 1 of each year. In addition, the individual selected as the Chief Procurement Officer will be required to attend a certification training program pursuant to 13-1-95.2, NMSA, 1978. The Chief Procurement Officer will demonstrate thorough knowledge of all aspects of the New Mexico Procurement Code, 13-1-1 through 13-1-199 NMSA, 1978. The Academic Opportunities Academy leadership team is aware of the issues surrounding adequate segregation of duties as it specifically applies to the operation of a charter school as it is clearly enumerated in 6.20.2.11 B, NMAC. Academic Opportunities Academy will retain adequate staffing levels to ensure segregation of duties. Should a reduction in force ever become necessary at any time during the term of the charter, compensating controls would be implemented to ensure adequate segregation of duties exists. During the first two budget years, the school will assign a portion of the Administrative Support staff position to assist the Business Manager to ensure compliance with segregation of fiscal duties with regard to purchasing, check disbursing, cash receipts, and payroll. In years three through five and thereafter, provided sufficient budget exists, the school plans to hire a qualified individual to act in the capacity of Business Office Support. To ensure segregation of duties with regard to purchasing, Purchase Requests will be given to the Principal, or their designee, for authorization and then submitted to the

*support staff who is responsible for preparing an electronic requisition. The Business Manager will not be given rights, permissions, or login access to the Requisition module and the designated support staff will not be given rights, permissions, or login access to the Accounting module. Once an electronic requisition is prepared by the support staff after being duly authorized by the Principal, or their designee, it will be sent electronically to the Accounting module where the Business Manager will be able to verify there is sufficient budget available to accommodate the request, and the correct Fund, Function, Object, and Program Codes are selected in order to create the Purchase Order. All Purchase Orders will indicate the shipping address for the specified goods or services as the school's physical address, and require that someone other than the Business Manager verifies and signs for the shipment or acknowledges the services performed.*

*If the item is a cash receipt, the Administrative Support staff will prepare it in accordance with establishment of a Receipt of Funds Procedure and submit it to the Business Manager for inclusion into the Accounting module. The Academic Opportunities Academy is aware that it is required to deposit all cash receipts with a federally insured bank within 24 hours of receipt or one banking day pursuant to 6.20.2.14.C. NMAC. Once the Business Manager records the receipt into the Accounting module, the Administrative Support staff would take the receipt to the bank to further ensure segregation of duties. With the exception of any food service receipts codified as 6-20-2-23 A, NMSA, 1978, the cash receipts procedure is anticipated to happen infrequently since the majority of school's receipts would be electronic transfers from the New Mexico Public Education Department. The individual in charge of food service receipts shall follow any and all administrative procedures implemented for compliance with USDA and State of New Mexico requirements*

*Staff attendance would be controlled on site by an Administrative Assistant who notifies the Business Manager of any unpaid leave for payroll purposes. Academic Opportunities Academy anticipates all payroll disbursements will be electronically submitted as direct deposit to employees' designated financial institutions as described in the proposed Employee Pay Policy. While the majority of the employees are anticipated to be salaried and paid in equal semi-monthly installments as outlined in their respective employment contracts, the school may have part-time hourly employees' who are required to keep time cards which will be reviewed and signed by Principal prior to calculation of pay. Prior to issuance of direct deposit vouchers for all employees, a payroll summary will be given to the Principal for review to ensure there are no deviations from the standard net pay amounts. The payroll summary will be required to be duly signed by the Principal indicating approval and maintained in the Business Office payroll file by month for review by the auditors.*

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

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

*Financial Oversight*

*Since the operation is applying to become a state-chartered school, the Governing Body understands its fiduciary obligations as a Board of Finance pursuant to 22-8-38 et seq., NMSA, 1978. As such, during the school's planning year and each year thereafter, members of the Academic Opportunities Academy Governing Body will be required to attend regional training provided by the New Mexico Coalition of Charter Schools (or other designated training agency) pursuant to 22-8B-5.1, NMSA, 1978. In addition to the required training, the Business Manager will be charged with making the school's finances and budget understandable to the Governing Body by ensuring that any new Governing Council and/or Finance and Audit Committee members are given a "primer" on school finance so they are able to understand the fund accounting reporting format. To ensure compliance with the Finance and Audit Committee requirements codified as 22-8-12.3, NMSA, 1978, the following fact-finding advisory committees will be established:*

*Finance Committee: The Academic Opportunities Academy Finance Committee will be one of the standing committees of the Governing Council. Both the Principal and Business Manager shall be ex officio committee members. Two Governing Body members will be members of the committee, along with a member of the community who has experience in finance, particularly not-for-profit or governmental fund accounting. The primary purpose of the Finance Committee is to serve as an external monitoring entity for budget and financial matters. Committee oversight includes, but is not limited to, review of monthly financial statements that are presented to the Governing Body during regularly scheduled meetings, monitoring of revenues and expenditures compared to approved budget, review of*

*Budget Adjustment Requests (BARS), review of all journal entries recorded in the school's General Ledger, review of all bank account reconciliations, ensure compliance with the New Mexico Procurement Code, and annual budget preparation.*

*Audit Committee: Both the Principal and Business Manager shall be ex officio committee members along with two Governing Body members. In addition, two parents, one of whom shall have significant experience in accounting and financial matters, shall be placed on the committee. The Academic Opportunities Academy intends to appoint parents from a list of qualified individuals who have expressed a willingness to serve on this committee. The primary responsibilities for this committee include, but are not limited to, evaluating Request for Proposals (RFP's) for annual audit services, participation in the recommendation and selection of the auditor, attendance at annual audit entrance and exit conferences, be available to meet with auditors at least monthly after field work commences and until the audit is finalized, be accessible to the auditors to facilitate communication with the Governing Body, track and report progress on status of most recent findings, advise the Governing Body on any policy changes necessary as a result of findings, and adhere to the confidentiality requirements enumerated in 2.2.2.10. J (3) NMAC.*

*Through the charges specific to each of these committees, the Governing Body will be better prepared to provide the proper fiscal oversight to ensure compliance and financial stability and demonstrate a commitment to maintaining the financial vitality of charter school. Since Governing Bodies are expected to be good stewards of the public funds entrusted to their operation and have the final authority and responsibility for the budget and finances, these charges may be utilized to further strengthen existing internal control policies in effect.*

*For further fiscal oversight, the charter school will implement a procedure whereby at least two Governing Body members will be co-signers on checks (warrants) over a designated dollar threshold. To ensure Governing Body members are cognizant of how the school is utilizing its resources, a check (warrant) register will be presented for review during a regularly scheduled meeting pursuant to 6.20.2.14 H NMAC. As part of the charter application and any subsequent renewals, the Academic Opportunities Academy Governing Body will be acutely aware of all aspects of the contractual performance requirements of SB-446 which was enacted in July, 2012.*

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

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

*School Sustainability*

*The Academic Opportunities Academy leadership team has done extensive research with regard to being able to secure sustainable enrollment from within an established district. As reflected in the accompanying 5-year projections, the team expects interest in the school to be high and to draw a robust enrollment at the onset. The projections reflect enrollment increasing slightly each fiscal year and reaching the approved enrollment threshold of 400 in year five of the application.*

*The Academic Opportunities Academy realizes that with regard to sustaining school enrollment, there are no quick fixes and such an undertaking would be considered long term. As such, school leadership understands that it could take several years to develop, implement, and refine a solid sustainability plan to ensure the school will be able to further its mission and academic goals. School leadership also understands that any enrollment planning would logically be integrated with academic, student development, facilities, and budget planning.*

*As previously mentioned, once the charter application is approved, the school will have approximately nine months to utilize as a planning period which will allow for the creation of a Governing Body along with any Advisory Committees necessary to address all aspects of the school’s opening in the fall of 2015.*

*During the planning period, leadership will have the opportunity to form a committee to address school sustainability since the capacity to execute is largely determined by the expertise of the people who will be charged with the implementation and simply cannot be delegated to a single individual. It is anticipated that the strategic opportunity filters would be defined as:*

- *Student-centered, whereby the strategy will be focused on specific needs of the students. For example, this could be part of a goal whereby dual language/bilingual programs increase by a given percentage or where student achievement has been increasing or maintaining its level across the board.*
- *Promise-oriented, which is based on the school’s particular brand (i.e. what educational opportunities are available compared to what they can get through attending a district school). Academic Opportunities Academy may not know until after the first year of operation if they have met the needs of students until the results of any student and/or parent satisfaction surveys have been made public.*

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

## Evidence of Support

### A. Outreach Activities.

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

#### *Outreach Activities*

*AOA and its representatives have initiated outreach to the community to determine its needs, potential allies, partners and location. Over the past two years AOA has engaged local non-profit organizations, businesses, and parents at large using many methods of engagement, from community meetings, one-to-one meetings, with parents businesses, city and state officials, all becoming a groundswell of support for establishing a charter school. The following describes AOA's outreach effort and some of the feedback we have received:*

*We have passed out fliers, had conversations with community members in person and over the telephone, we have advertised on the two local radio stations as the Deming Headlight newspaper. We find that when we discuss our charter school that virtually everyone is aware of our charter school. Also, the Deming Headlight did an excellent article regarding our charter school.*

*We have conducted public meetings at the Deming Literacy Center during the last two years, and some staff has indicated an interest in becoming board members for our charter school.*

*AOA advertising has been very effective in making the community aware of our charter school and our programs. We have 125 letters of support from individuals in the community, mostly from the migrant worker community who are very interested in attending our charter school. The Hispanic community feels very much disenfranchised by the Deming Public Schools and eagerly seek an alternative.*

*We have been building a Community Advisory Group of members who have been disenfranchised with the Deming Public Schools. This group includes current students and students who have dropped out of Deming Public Schools. They tell us that there is a significant bullying problem in the schools, teachers who are often absent, are mean to students, who do not provide the assistance students need. Students tell us that if you get too far behind, the teachers give up on you and, as a result, these students drop out. They also tell me that there is a significant drug problem in the schools and that the teachers and administrators are not aware or do not care. These students are high school or older students, and they say they would have liked to have the opportunity to attend our charter school.*

*We have had initial communication with Future Farmers of America in Deming and individuals in the farming and ranching industries. They would like future charter schools to incorporate farming and ranching into the curriculum.*

*Businessmen and women from the Deming community have told me that graduates from Deming Public Schools cannot complete a satisfactory job application, or to be able to perform basic mathematical operations such as adding, subtracting, multiplying, dividing, counting money and giving change. There is a frustration in the business community regarding the quality of graduates from Deming Public Schools. They hope the new superintendent and new board members will make a difference.*

*Teachers tell me they are required to perform a significant amount of data collection which interferes with their teaching duties. Generally morale is low and there is a high turnover in teachers. Also that the students coming from Columbus, New Mexico do not speak English and the school there is unable to*

*prepare a student adequately. They hope the new Superintendent will make a difference as well as the newly elected Board members.*

*Mark Casavantes has also met with the following key stakeholders:*

*Mayor Mr. Benny Jasso of Deming New Mexico, who has informed us that we have his support for our charter school.*

*Mayoral candidate Mr. Frank Carter II. He said he supports the AOA charter school and to keep him informed of the public meeting and to give him more fliers the next time I am in Deming.*

*Former Mayor Andres Z. Silva who was supportive of the AOA charter school but since he was involved with the Cesar Chavez Charter School, he told me he could not be involved in helping me with my charter school as he felt it would be a conflict of interest. Mayor Silva directed me to contact the city of Deming Literacy Center to conduct public meetings. I did so on four occasions during the past two years to about fifty total people.*

*Republican Party Headquarters. Unable to speak to the Democratic Party Headquarters as their phone number is no longer in service.*

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

**B. Community Support.**

B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide**

**names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

*Evidence of Support*

*AOA has had conversations with approximately 75 students regarding our charter school. We have been meeting with about a dozen students who have dropped out or are still enrolled in Deming High School. These students are passing out our fliers in the Deming community and communicating by word of mouth to their friends and family.*

*We have twenty five parents who desire to enroll their children in our charter school as of this application who have contacted us by phone or e-mail. Most of this interest has developed since we began advertising in the Deming area. If we continue our advertising, I believe we will develop a significant enrollment by the Fall of 2015.*

*We have 125 letters of support from individuals in the Luna County vicinity, and Las Cruces, New Mexico.*

- *25 Parents have called us on the phone or sent us e-mails to pre-enroll their students in our charter school.*

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

**C. Community Relationships**

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

Letters or other documentation of support are provided.

*Community Relationships*

*AOA's Mark Casavantes has been visiting community leaders, schools, parents and businesses over the last 2 years in an effort to engage, assess, and plan for the needs of this community and has found strong community support for an AOA charter school.*

*He met with all the charter schools in the Deming, Las Cruces and Anthony, New Mexico seeking their support for our community meetings and to network and collaborate with each other.*

- Sun Country Realtors in Deming, New Mexico is helping to establish the location at 8th and Florida. AOA is working with Mesilla Capital Investors from Las Cruces, New Mexico who will build to suit on this site. They have worked with the federal government and New Mexico state agencies on various projects.*
- AOA has met with Columbus Community School team to collaborate and support both of our charter school application efforts. AOA has communicated with Cien Aguas and our interest in developing a two-way dual language program based on their model.*
- Mark Casavantes has toured the Deming Luna Mimbres Museum and spoken to the staff regarding student field trips to their museum on several occasions. The staff has been very supportive of our charter school.*

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

**D. Uniqueness and Innovation.**

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

*Uniqueness of Proposed School*

*AOA sets the bar high in innovation and uniqueness through its curriculum, assessments, school culture, community involvement, and pedagogy.*

*Matriculating students through a blend of online learning and traditional instruction, in a self-paced, small classroom is a unique and innovative endeavor. In addition, we will continue to test even greater innovative curricula through the blend of core standard subjects with an after school enrichment and tutorial component that will pilot and demonstrate efficacy for STEM Ed and two-way, dual-language components.*

*AOA's unique assessment structure will include the development of a Curriculum Mapping Database and Software to take real time data collection and assessment to a whole new level in an educational setting. We plan to keep our data over more than one academic school year and to use it to evaluate the effectiveness of our model, our teachers, our educational aides and our curriculum. We also plan to incorporate this data in a usable form for our parents and students so that they will be fully informed about their child's performance in close to real time. This is an innovation that to our knowledge no one has implemented. Also, we intend to be efficient with our educational resources. We do not want to waste our teachers, educational aides or student's time. Students work on concepts they have not mastered. Teachers only teach classes of students who need the current instruction. Teachers determine when classes begin and end. Teachers are free to collaborate with other teachers to coordinate their instruction.*

*Also under our Curriculum Mapping Database and Software, our students will be able to select assignments from a list. Initially this list may contain only two choices, but eventually we would like to offer at least ten choices to each student. We believe that this will make a student's school experience more enjoyable.*

*Our students will have no homework. All work will be completed during the school day and through the after school enrichment component. Many parents are not able to assist their children with their homework. Other families are consumed in earning a living that they do not have the time or they consider it to be an unnecessary burden to assist their children with their homework.*

*Our educational staff is flexible enough to provide our students who need additional assistance the additional assistance they desire.*

*When any of our students complete a grade level, they will be immediately promoted to the next grade level. Due to our multi-graded model, the student will not require a class schedule change or lose their friends. This is a concern with many parents in the public school system.*

*We will have two grades, an A and an I. Students will eventually need to meet the 90% mastery standard. New students may need three months to six months to gradually transform to the new grading system. We believe this will result in significant improvement in our students' academic abilities. We believe the transition is gradual enough that students will be able to adapt easily. A new student would be able to*

*submit work that has a 70% level of mastery, but in a few days the student will need to meet the standard of 71%. Every few days the minimum grade will go up 1% until the 90% mastery level has been achieved.*

*We plan to have an extended day. Students who are behind will have an opportunity to catch up. With so many students needing to catch up, there needs to be a way to make catching up possible. Students who need to catch up will work on catching up. As the student progresses, the student will be able to enjoy our after school enrichment activities one day per week. As the student progresses they will earn two, three, four days of after school enrichment. When the student is fully caught up they can enjoy five days of after school enrichment.*

*Teachers determine when their classes begin and notify their students by a message sent to the student's tablet computer. Teachers can dismiss individual students when they determine the student has mastered the material. Classes will be no longer than 90 minutes, but the teacher can schedule more than one session if needed.*

*In our Main Academic Space, students work individually or in small groups on activities, projects or their Edmentum curriculum.*

*Our teachers and educational aides will be able to view close to real time data to see which students are in need of assistance. Many students do not seek help when they need it. These are the students we think we can help the most. Currently this data and system is not available. We think this will make significant improvements in student performance and effectiveness of our educational staff.*

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

Comments:

**E. Letters of Support.**

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

*Letters of Support*

**Appendices and Attachments**

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

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