



New Mexico Public Education Commission

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



School Information:Name of Proposed Charter School: *Sandoval Academy of Bilingual Education*

School Address (if known): _____

School Location (City/Town): *Rio Rancho*School District within which your school will be located: *Rio Rancho Public Schools*Grades to be served: *K-8*Projected Enrollment Cap: *360***Contact Information:**Primary Contact Person: *Miranda González*Address: *483 Arkansas St. SE*City: *Rio Rancho* State: *NM* Zip: *87124*Daytime Tel: *(505) 803-8444* Fax: _____Alternate Tel: _____ E-Mail: *miranda.d.gonzalez@gmail.com*Secondary Contact Person: *Brennan Divett*Address: *7112 Labrador Dr. NE*City: *Rio Rancho* State: *NM* Zip: *87144*Daytime Tel: *(505) 228-5097* Fax: _____Alternate Tel: _____ E-Mail: *abdivett@gmail.com*

Founder (if different from above): _____

Address: _____

City: _____ State: _____ Zip: _____

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Alternate Tel: _____ E-Mail: _____

Founder (if different from above): _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

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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	120	K-3	1/20
Year 2	160	K-4	1/20
Year 3	200	K-5	1/20
Year 4	240	K-6	1/20
Year 5	280	K-7	1/20
At Capacity (Enrollment Cap)	(Year 7) 360	K-8	1/20

	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.

Please provide your Mission statement here

Sandoval Academy of Bilingual Education (SABE) enables students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain

Spanish and English fluency and literacy through two-way immersion, which will expand their worldview and educational and career opportunities.

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

C. Indicators/Goal(s) Related to the School’s Mission. The Amended Charter School Act **requires schools to identify 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, measurable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

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

English Reading

Cohort 1: Students who have been in the dual language program at SABE since the beginning of their kindergarten year.

Cohort 2: Students who enrolled at SABE after the beginning of their Kindergarten year.

Note: The DRA2/EDL2 (Spanish) Assessment will be used to determine the reading level of students.

Students reading at grade level means that at the end of the year students will be at the following levels:

Kindergarten- DRA2 Level 3

1st Grade- DRA2/EDL2 Level 16

2nd Grade- DRA2/EDL2 Level 28

3rd Grade- DRA2/EDL2 Level 38

4th Grade- DRA2/EDL2 Level 40

5th Grade- DRA 2/EDL2 Level 50

6th Grade- DRA2/EDL2 Level 60

7th Grade- DRA2/EDL2 Level 70

8th Grade- DRA2/EDL2 Level 80

Exceeds Standard:

66 percent or more of students in Cohort 1 are reading at grade level in English.

50 percent or more of students in Cohort 2 are reading at grade level in English.

Meets Standard:

*50-65 percent of students in Cohort 1 are reading at grade level in English.
40-49 percent of students in Cohort 2 are reading at grade level in English.*

Does not meet standards:

*40-49 percent of students in Cohort 1 are reading at grade level in English.
30-39 percent of students in Cohort 2 are reading at grade level in English.*

Falls far below standards:

*Less than 40 percent of students in Cohort 1 are reading at grade level in English.
Less than 30 percent of students in Cohort 2 are reading at grade level in English.*

Goal/Indicator 2 related to School’s Mission:

Spanish Reading

Exceeds Standard:

*66 percent or more of students in Cohort 1 are reading at grade level in Spanish.
50 percent or more of students in Cohort 2 are reading at grade level in Spanish.*

Meets Standard:

*50-65 percent of students in Cohort 1 are reading at grade level in Spanish.
40-49 percent of students in Cohort 2 are reading at grade level in Spanish.*

Does not meet standards:

*40-49 percent of students in Cohort 1 are reading at grade level in Spanish.
30-39 percent of students in Cohort 2 are reading at grade level in Spanish.*

Falls far below standards:

*Less than 40 percent of students in Cohort 1 are reading at grade level in Spanish.
Less than 30 percent of students in Cohort 2 are reading at grade level in Spanish.*

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

	each goal/indicator.	achievement of each goal/indicator.		
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: In working to achieve the goals of SABE, we anticipate that we will be able to demonstrate these levels of growth among our students. Students will take the DRA2 Assessment at the beginning and end of the year. This will provide a good measuring tool to assess growth in both Spanish and English. Success will be measured according to the grade level at which the student entered the SABE program. The District Accountability Report for Rio Rancho Public Schools for 2011-2012 cites a proficiency percentage of 65.98 for all students within the district, with 31.45 percent proficient for English language learners. Bernalillo Public Schools' District Accountability Report for 2011-2012 lists a proficiency percentage of 41.76 for all students, with 14.60 percent of English language learners proficient. SABE has 66 percent proficiency listed as the threshold for "Exceeds Standards" because that would mean that all students, both ELLs and native English speakers, in the program will maintain a high level of proficiency in English, comparable to RRPS, while also learning Spanish. This will close the achievement gap that exists between native English speakers and ELLs that presently exists at RRPS and BPS.

Rationale for Goal/Indicator 2: The Spanish language equivalent of the DRA2, the EDL2, will be used to assess the Spanish language reading proficiency of SABE students in the same fashion as the DRA2 in English. According to the SABE mission, we seek to develop fluency and literacy in both languages. As such, we cite equivalent levels of proficiency in Spanish as we have in English in Goal/Indicator 1.

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

<p>C.(2) Rationale for Goal(s) Related to School's Mission</p>	<p>The school provides a clear, comprehensive, cohesive, and reasonable rationale, for their goal/indicators as related to their mission. The school provides a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above.</p>	<p>The school provides a clear and reasonable rationale for their goal/indicators as related to their mission. The school provides a plan, and methods of assessment for the indicators/goals listed above.</p>	<p>The school provides a general rationale for its indicators/goals as related to their mission. The school provides a limited plan, and may or may not offer general methods of assessment for the indicators/goals listed above.</p>	<p>The school provides an inadequate or incomplete rationale for indicators/goals as related to their mission. --OR-- The application does not provide a rationale for indicators/goals as related to their mission. The school provides an incomplete and inadequate plan and methods of assessment for the indicators/goals listed above.</p>
<p>Comments:</p>				

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

SABE is focused on facilitating the acquisition of academic language in Spanish and English. The focus of the school is dual language immersion and the teaching of core content through both the target language and the native language.

In order to achieve language acquisition through dual language immersion SABE will provide content instruction in both the target language and the home language starting at 90:10 and increasing yearly until plateauing at 50:50 at year four. The breakdown of the percentage of instruction in each language will be as follows:*

- Kindergarten- 90 percent Spanish and 10 percent English*
- Grade 1- 80 percent Spanish and 20 percent English*
- Grade 2- 70 percent Spanish and 30 percent English*
- Grade 3- 60 percent Spanish and 40 percent English*
- Grades 4-8- 50 percent Spanish and 50 percent English*

**Please reference Appendix PC.Academics.ApxF1 for the Curriculum Articulation Plan*

According to Guiding Principles for Dual Language Education by Howard, Sugarman, Christian, Lindholm-Leary, and Rogers (2007), "research demonstrates that the less socially prestigious and powerful language in a society is the one most subject to language loss." Because English is the dominant language in Sandoval County, SABE curriculum will follow the 90/10 model for Spanish immersion starting in kindergarten and then increase in English instruction every year with Spanish instruction never being less than 50 percent.

SABE plans to write its own curriculum so that it can be personalized and tailored to the needs of the student population and the community. The core curriculum will be developed aligned to the NMPED New Mexico Content Standards with Benchmarks and Performance Standards as well as the Common Core State Standards. The curriculum will be fully developed with the expertise of the talented bilingual teachers that will be hired. The development of curriculum will be overseen primarily by the Curriculum Coordinator and approved by the Curriculum Committee consisting of the school Principal, Curriculum Coordinator, and ESL Coordinator. School curriculum will be developed so that core content, language, and culture are taught through thematic units.

The purpose of the Curriculum Committee is to assure the alignment of school curriculum with NMPED standards and Common Core State Standards while maintaining focus on the SABE mission.

Curriculum will be developed according to the Five C's as cited in ACTFL's Standards for Foreign Language Learning. These are Communication, Culture, Connections, Comparisons, and Communities. These standards can be applied to bilingual education under the following rationale:

Communication-Communication in Spanish and English is central to the mission of SABE.

Culture-Cultural awareness and heritage learning are essential goals of dual language education at SABE.

Connections-Students will learn content in other disciplines through instruction in both Spanish and English.

Comparisons-Students will compare different cultures and languages in order to enhance knowledge.

Communities-Community will be an underlying theme of instruction at SABE, both the community of Sandoval County and multilingual communities around the world.

Thematic units will be designed in order to facilitate learning about different cultures while receiving content instruction through language. The aim of the thematic units is to expand students' worldviews according to the mission of SABE. SABE will not only focus on New Mexican and Mexican culture but use thematic units to teach about other important Spanish-speaking cultures in Latin America and Europe. According to Manwell and Sullivan's 2013 article, History and Technology, "children learn best when they are immersed in and invested in a topic of study. While some skills need to be taught in isolation and in a particular sequence, there is a great value to teaching at the elementary level using integrated thematic units. Themes provide a context for information, helping children see how content is inter-related. Using an inquiry approach engages students even more as they seek answers to their own questions." Thematic units can teach language through content centered around a central theme. For example, a thematic unit on Insects may incorporate science, reading, writing, and math lessons that all connect through the use of insects. Such thematic units would be taught in the appropriate language balance for the given grade level, in order to strengthen student performance in all areas.

SABE plans to partner with Dual Language Education of New Mexico (DLENM) and the New Mexico Association for Bilingual Education (NMABE) for professional development and teacher training. SABE

will send teachers to training in Guided Language Acquisition and Design (GLAD) strategies and dual language program development. SABE will also send teachers to the NMABE State Bilingual Educators' Institute to train them as to the implementation of current education initiatives regarding bilingual education. Participation in these workshops will refine the raw talent of SABE teachers and facilitate the development of effective curriculum.

The schedule for the development of SABE curriculum is as follows:

July 13, 2015-Curriculum Development Workshop given by the Curriculum Coordinator- The purpose of this workshop is for the Curriculum Coordinator to provide training to teachers and set goals as to the development of curriculum campus wide. The Curriculum Coordinator will analyze and discuss examples of dual language curricula from successful bilingual programs in the region and help the teachers adapt successful models to the specific needs of the student body of SABE. The Curriculum Coordinator will provide a network of support and a myriad of resources in the workshop to facilitate teachers' creation of effective curriculum.

July 27, 2015-Teachers will submit Fall curriculum maps for review by the Curriculum Committee

August 3, 2015-The Curriculum Committee will review the curriculum maps and evaluate them based on the following criteria:

Is the curriculum well-aligned with the SABE mission and vision?

Is the curriculum well-aligned with Common Core State Standards and New Mexico State Standards and Benchmarks?

Does the curriculum use best practices in dual language education and demonstrate effective high-yield techniques in Bilingual Instruction?

Does the curriculum facilitate students learning at high levels of Bloom's Taxonomy?

Does the curriculum provide language instruction through core content, culturally significant lessons, and thematic units?

*Does the curriculum model best practices according to the Rubric for Guiding Principles for Dual Language Education?**

**Please reference Appendix PC.Academics.ApxD1 for the Rubric for Guiding Principles for Dual Language Education*

December 7, 2015-Teachers will submit Spring curriculum maps for review by the Curriculum Committee

December 14, 2015-The Curriculum Committee will review the curriculum maps and evaluate them based on the following criteria:

Is the curriculum well-aligned with the SABE mission and vision?

Is the curriculum well-aligned with Common Core State Standards and New Mexico State Standards and Benchmarks?

Does the curriculum use best practices in dual language education and demonstrate effective high-yield techniques in Bilingual Instruction?

Does the curriculum facilitate students learning at high levels of Blooms Taxonomy?

Does the curriculum provide language instruction through core content, culturally significant lessons, and thematic units?

*Does the curriculum model best practices according to the Rubric for Guiding Principles for Dual Language Education?**

**In addition to the SABE criteria for curriculum review, curriculum will be assessed using the following rubric provided by Guiding Principles for Dual Language Education in order to assess its quality: Please reference Appendix PC.Academics.ApxD1 for the Rubric for Guiding Principles for Dual Language Education*

SABE will hire a Curriculum Coordinator to oversee the development of a culturally significant, effective curriculum which can achieve the teaching of language through content and thematic units according to the outlined percentages of immersion. This curriculum will be revisited and modified every year under the direction of the Curriculum Coordinator and will be reapproved yearly by the Curriculum Committee. The Curriculum Coordinator position will be phased out after the the school is at full capacity, K-8. At that point, the Curriculum Committee will be made up of the Principal, the ESL Coordinator, and one or two teachers invited to sit on the Committee by the Principal.

In addition to core subjects, SABE will provide education in fine arts. An educational assistant with a background in fine arts will be hired to teach music and art lessons that are well-aligned to the mission and vision of SABE. The fine arts EA will come teach in each class, in coordination with the classroom teacher, once a week.

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

	NM Content Standards, and the school’s mission.			
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
N/A

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

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

Scope and Sequence
N/A

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

E. Graduation Requirements.

E.(1) Identify your school’s proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link:
<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

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

Graduation Requirements
 N/A

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only</p>	<p>Only applicable for high school proposals 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>Only applicable for high school proposals The application does not address graduation requirements.</p>
<p>Comments:</p>				

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.

Instructional Strategies and Methods

SABE will incorporate a variety of instructional strategies in order to meet the educational needs of a diverse student population. The following teaching strategies will provide SABE students the opportunity to "attain Spanish and English fluency and literacy, . . . which will expand their worldview and educational and career opportunities" as stated in the school mission. Some of the innovative instructional strategies that will be used are as follows:

- Separation of languages*
- Language instruction through content*
- Content instruction in both languages to facilitate development of academic language*
- Peer interaction in target language*
- Cooperative and group learning*

- *Thematic units*
- *Culturally relevant teaching*
- *Parental and community involvement*
- *Distance learning through technology*

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

Effectiveness

- *Separation of languages- Spanish and English will be at all times spoken separately in order not to confuse students. It is important to maintain the separation of the two languages so that each language can be developed independently and so that the students don't begin to be codependent on specific vocabulary in one language or the other.*
- *Language instruction through content- NMPED Standards and Common Core State Standards for all areas will be met while language skills are being taught. This system will be advantageous to the students because it gives language learning meaning and substance when tied to other disciplines. This will also be an effective use of classroom time.*
- *Content instruction in both languages to facilitate development of academic language- When academic language is acquired in one language, it is easier for students to acquire academic language in the second language. The two languages can support each other, and content is reiterated and mastered. The SABE curriculum will provide students with academic language within content areas in both Spanish and English.*
- *Peer interaction in target language- Students will have the opportunity to interact and communicate with each other on a daily basis. The students will team up to support each other in a mutually beneficial relationship where fluent speakers of the target language will help the language learners in two-way immersion.*
- *Cooperative and group learning- Students will work together in content and language groups. Students will be grouped by ability in order to establish a peer mentoring relationship with their classmates. This mutually beneficial relationship will allow high-level students to become masters of the subject by having the opportunity to teach it to their classmates, and the lower-level students will have the opportunity to learn in the Zone of Proximal Development with the help of a more capable peer. Cooperative and group learning will be a mainstay of classrooms and students will be constantly involved in classroom activities including think pair shares and jigsaw activities.*
- *Thematic units- Language will be taught in thematic units in order to provide deeper meaning to acquisition of language. This system will facilitate the learning language through content and give real-world significance to instruction. The school curriculum will be developed with a focus on thematic units.*
- *Culturally relevant teaching- The acquisition of language will occur within the context of cultural awareness. Students will have the opportunity to learn about other cultures throughout the thematic units. In addition, students will participate in a once per semester cultural activity on campus. The students will have to opportunity not only to reconnect with their heritage but also to learn about new cultures and customs.*
- *Parental and community involvement- Parental and community involvement is imperative to the success of students in a dual language school. As such, SABE will hold the highest of expectations for parents and community members. Parents will be expected to read with their children in both languages every day. In addition, parents will be expected to volunteer at the school at least 10 hours per year. This will enable parents to learn effective techniques to use with their children on their at-home assignments. This will be effective because learning will not stop at the end of the school day; parents will facilitate learning in their own home to supplement classroom instruction. Participation in community activities will also be a main focus of SABE. Through reaching out and working closely with community partners, students will have a higher chance to be successful because the community will also*

be involved in their education. It is shown in Guiding Principles in Dual Language Education that, "Effective programs tend to incorporate a variety of home/school collaboration activities. The general outcomes on the part of students are heightened interest in schoolwork and improved achievement and behavior".

- Distance learning through technology- Distance learning will be achieved through the use of technology, especially computers and the internet. Through the internet, students have the opportunity to connect to speakers of the target language from countries all over the world. This is an effective strategy because it takes down the traditional walls of a classroom and opens up the whole world as an extension of the classroom.*

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

SABE will evaluate students regularly through the Developmental Reading Assessment in English (DRA2) in Spanish (EDL2). Individualized reading assignments will be given to each student according to their reading level. Teachers will set quarterly goals for each individual student for expected gains in proficiency. These goals will be tailored to each individual based on their educational needs and their potential. Differentiated readings will be sent home and parents will be in charge of nightly reading in both Spanish and English with their child. This will assure that all students are reading in the Zone of Proximal Development so that they can achieve maximum gains with the help of their parents.

Math and Science instruction will be differentiated by placing students into different work stations according to their ability level, providing scaffolded assignments, and enabling peer mentoring.

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

F.(2) Effectiveness	The school provides a clear, comprehensive and cohesive explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a clear explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a limited explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an inadequate and/or incomplete explanation of how the proposed methods/strategies are effective with the target student population. --OR-- The school does not address the prompt.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(3) Differentiated Instruction	The school provides a clear and comprehensive description of how instruction will be differentiated based on identified student needs and specific examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs and at least one specific example is provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs and no examples or inadequate examples are provided.	The school provides an incomplete and/or inadequate description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comments:				

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

G.(1) Special Education.

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

Access to Services

SABE will comply with regulations found in the Individuals with Disabilities Act (IDEA) that require the establishment of an Individual Education Plan (IEP) for students who are in need of special education services. SABE will also follow all procedures required in assessing students’ possibility of receiving special education services. SABE will use a Child Find process, as well as include students who have gone through Student Assistance Team and Response to Intervention protocols. Students will be evaluated and requalified for Special Education services every three years. SABE will provide for any accommodations that those students’ IEPs require, according to the requirements of IDEA, within a full inclusion education environment in which students will attend regular education classes with support and monitoring from special education instructors. This is provided for the students given that the full

inclusion program meets the Least Restrictive Environment requirement. Students will also have access to a separate special education classroom with required materials and equipment.

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

SABE will monitor students' progress in terms of their IEP using a variety of specifically appropriate assessments, teacher feedback and progress review data that will be administered according to the requirements under IDEA. Using this information, the IEP team will meet regularly to establish clear goals for each identified instructional need. These goals will be based upon short-term and long-term objectives and services that are deemed necessary to accommodate the students' needs.

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

Address Staffing Needs

In order to provide for the needs of the special education students at SABE, the school will hire one full-time Special Education Teacher as well as a Special Education Instructional Assistant for the first academic year. Special education staffing will be increased with the increasing special ed population in subsequent years. The individuals hired in these positions will be expected to demonstrate expertise in this area. This will allow for an individual who can monitor each student's progress toward their IEP goals as well as a support person to help provide necessary special education services. SABE will also contract for ancillary support positions such as educational diagnostician, speech/language pathologist, social worker, and occupational therapist, as required by their respective state and federal regulations. These have each been provided for in the proposed budget for SABE.

	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 clear, cohesive, and comprehensive explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a clear explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a limited explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides an incomplete and/or inadequate explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum. --OR-- The application does not address Special

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

	support/services. The plan fully addresses how the school will provide ancillary staff support.	ancillary staff support.	provide ancillary staff support.	not address budgeting, staffing, and ancillary services.
Comments:				

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

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

Monitoring 504

Section 504 requires that “school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.” 34 C.F.R. 104.35(b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Students with disabilities that fall under the Section 504 requirements will be accommodated in any way necessary. Plans will be written and managed by the contracted school counselor in addition to his or her other duties. Students with potential needs under Section 504 will be assessed and monitored according to the requirements of Section 504 of the Rehabilitation Act of 1973.

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

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

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

be identified.

Identifying ELL

As a dual language academy, SABE will be uniquely able to address the needs of ELLs. SABE will use the Home Language Survey in order to identify students who may be in need of ELL services. Once students have been identified, they will be assessed for their need using the WAP-T within the first 40 days of the beginning of the school year in order to comply with state regulations.

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

Services

SABE will provide Spanish language ELLs with dual language integrated classrooms school wide in order to address their unique needs. This will allow students to maintain fluency and literacy in their native language. Also, all ELLs (of any native language) will have access to advisement and support with their native language as needed and accommodations in testing environments and instruction as needed. Based on each student's performance, support will be provided as necessary to ensure that ELLs are able to achieve at a similar level to their English-speaking counterparts.

As a dual language school, SABE will be unique in that a large portion of of the student body is anticipated to be English Language Learners. In order to establish a successful two-way immersion program, ideally the student body of SABE would be fifty percent native Spanish speakers and fifty percent native English speakers. With around fifty percent of the student body being ELLs, students will have a myriad of accomodations available to them. These accomodations will include instruction in their native language (for the native Spanish speakers), English tutoring, and a resource library. The ESL Coordinator will clearly communicate all accomodations and modifications for ELLs to the teachers.

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

All ELLs at SABE will have access to differentiated and sheltered instruction as part of their individual accommodations, and the school plans to hire according to the need for this expertise. According to Echevarria et al. (2003) as cited in Guiding Principles in Dual Language Education, successful techniques for sheltered instruction include: using visual aids, modeling instruction, allowing students to act as mediators, using alternative assessments such as portfolios, providing comprehensible speech and support materials, and using a wide range of presentation strategies. SABE will use these techniques in order to ensure success among all students regardless of native language.

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

Monitoring

SABE will continue to comply with all assessments and accommodations for ELLs throughout each school year, administering the ACCESS test during the state-mandated testing window in order to monitor students' progress within the support program. This will allow SABE to monitor the success of individual students as well as its own success in providing for the needs of ELL students. The ESL Coordinator will be responsible for administering these assessments and will also regularly check in with each ELL to review their school work and more closely monitor their educational needs

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

In order to meet the above goals that SABE has set for ELL services, the school and Board of Directors plan to hire bilingual endorsed teachers as well as a devoted ESL Coordinator who is TESOL certified. All teachers will be required to have the bilingual endorsement and will be compensated accordingly. If a teacher does not have the bilingual endorsement at the time of hire, they will be given one year to attain it. The ESL Coordinator will be responsible for organizing the teachers in addressing the needs of ELLs as well as for coordinating the timely and accurate identification and monitoring of ELLs in compliance with state requirements. On a regular basis, the ESL Coordinator will conference with students, teachers, and parents in order to ensure that the needs of individual students are being met.

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

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

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

SABE will use the following assessments to ensure that students are making adequate academic progress in Spanish and English literacy and math aligned to the Common Core State Standards and to the mission of SABE:

PARCC—The PARCC assessment will evaluate the college and career readiness of students in grades 3-11, with a focus on the Common Core State Standards, NMPED Standards and Benchmarks, and to the SABE school mission. In compliance with state standards, SABE will administer PARCC assessments yearly. The PARCC consists of both summative and non-summative assessments. The two summative assessments, the Performance-Based Assessment (PBA) and the End-of-Year assessment (EOY), are to be given at the end of the school year. Both are technology based and will measure success in Reading, Writing, and Mathematics.

The PBA is administered as closely to the end of the school year as possible. The English-Language Arts (ELA)/writing portion will focus on writing effectively when analyzing text. The math portion of the PBA will focus on applying skills to multi-step problems.

The EOY is administered after 90% of the school year and focuses on reading comprehension and innovative machine-scorable items for the ELA and math portions, respectively.

The non-summative assessments are flexible/optional and include both Early and Mid-Year Assessments. The Early Assessment can be an indicator of student knowledge which can in turn be used by SABE in

order to inform our instruction, support staff, and professional development throughout the upcoming year. The Mid-Year Assessment could potentially be summative and will provide an earlier indicator of student progress and achievement to allow SABE to assess success on harder to measure standards leading up to the summative assessments.

With the results from each of these PARCC assessments, the SABE team of teachers as well as the Curriculum Committee and support staff will address specific and general needs of students. Those students who are found to need help in specific areas will be noted. General deficiencies of specific content will be addressed quickly through regular curriculum development as well as specific professional development.

SBA for Science- The Standards Based Assessment will be administered according to New Mexico Public Education Requirements.

Formative:

DRA2 (English)- The Developmental Reading Assessment 2 will be used in English in 2nd through 8th grades. It will be given at the beginning of the Fall semester, the beginning of the Spring semester as needed (typically for at-risk students), and the end of the year. As needed, according to the specific needs of the individual student in conjunction with the recommendation of teachers, the DRA2 in English can be administered more often.

EDL2 (Spanish)-The "Evaluación del desarrollo de la lectura 2" (the DRA2 equivalent in Spanish) will be used in Spanish in kindergarten through the 8th grade. It will be given at the beginning of the Fall semester, the beginning of the Spring semester as needed (typically for at-risk students), and the end of the year. As needed, according to the specific needs of the individual student in conjunction with the recommendation of teachers, the EDL2 in Spanish can be administered more often.

Teacher-generated formative assessments in math- SABE teachers will develop grade-level appropriate mathematical tasks and problems on a regular basis in order to assess student success pertaining to the Common Core State Standards. Students will be asked to complete these tasks as well as explain their reasoning and justify their solutions. This will allow teachers to assess the students' abilities more comprehensively and ensure that all levels of language ability are accounted for in keeping with the vision and mission of SABE. By using teacher-generated assessments, the school can ensure that these assessments are aligned with the curriculum and mission of SABE, Common Core State Standards, and New Mexico State Standards and Benchmarks. Teachers will use the results of their own assessments in order to differentiate instruction for students in their own classroom.

The above assessments will allow SABE to monitor students' progress on a regular basis. By using formative assessments that are available in both English and Spanish, SABE will be able to track the level of fluency and literacy in both languages at various grade levels. This is specially tailored to the mission of our school, which is to develop academic literacy in both languages through a 90:10 instructional model.

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

Individual Corrective Action

When an individual student falls short of academic and growth expectations, SABE will implement a personalized plan based on teacher and parent feedback in addition to assessment results. Remediation will be triggered when a student is one year behind grade level in summative assessments and/or classroom achievement in social and academic aspects in formative assessments. SABE will employ a

math tutor, and all SABE teachers will have expertise and ongoing training in differentiated instruction in order to ensure that at-risk students' needs are addressed. Corrective action will be deemed effective if the student can maintain growth in subsequent years.

School-wide Corrective Action

Every year SABE curriculum will be reassessed by the Curriculum Committee and cross-referenced with data from assessments to ensure that students have the best chance of success possible. If formative and summative assessments suggest the the school is not on track to meet their indicators of success (mission specific goals and indicators), the school-wide curriculum will be revisited and appropriate changes and modifications will be made under the direction of the Director of Curriculum, with the approval of the Curriculum Committee to increase students' likelihood of success. Corrective action will be deemed effective when the school arrives at "meets standards" on the mission specific goals and indicators.

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

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

Reporting on Progress

Parents will be made aware of their child's scores on assessments and level of growth on report cards. This data will also be discussed in parent/teacher conferences, and the parents in conjunction with the teacher will set specific goals for improvement.

SABE will provide a yearly progress report newsletter to parents and the broader community. This newsletter will also be posted on the school website for public access.

SABE will provide a statistical report to the Board of Directors and the school Authorizer. This report will provide data about the school's scores on assessments and the overall progress towards school goals

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

Organization

A. Governing Body Creation/Capacity.

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

The Governing Board shall be called the Board of Directors and will consist of a President, Vice-President, Secretary, and Treasurer, which will be elected by majority vote of the Board. The Board shall consist of no less than five members and no more than nine. Each Board member will serve for a term of three years, with the exception of two initial members who will serve a four-year term to include a planning year. This is to serve the purpose of staggering Board vacancies. Board members may not serve more than two terms. Officers serve one-year terms and cannot serve more than three terms. Absenteeism, failure to disclose conflicts of interest, failure to comply with SABE bylaws, and general misconduct are considered grounds for removal from office or from the Board. Removals will require majority vote of the Board. The Board will hire, evaluate, and retain the Principal of the school. It will also monitor the budget, prepare for audits, and resolve problems escalated according to school policy. For a complete explanation of governance structure, please see SABE Bylaws in Appendix B.

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

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

1. Marjori Krebs, Ed.D., is an Associate Professor in the Department of Teacher Education, Educational Leadership and Policy in the College of Education at the University of New Mexico. Dr. Krebs received her Doctorate of Education in Educational Leadership from Bowling Green State University, her Master of Arts Degree in Educational Theory and Practice from The Ohio State University, and her Bachelor of Arts Degree in History from the University of Oklahoma.

In addition to serving as the Coordinator of Master's Education for Elementary and Secondary Education, she is also a Presidential Fellow in the Office of the President at UNM working in the area of K-12 and University Partnerships. Among her responsibilities in this role include serving on the Operations Team for Mission: Graduate; coordinating regular meetings between the leadership of Albuquerque Public Schools, Rio Rancho Public Schools, Central New Mexico Community College, and UNM; and serving on the State of New Mexico Higher Education Leadership Team for the Partnership for the Assessment of Readiness for College and Career (PARCC), the student assessment for the Common Core State Standards.

In addition, Dr. Krebs is currently working with the Zuni Public School District in partnership with the W. K. Kellogg Foundation in the areas of professional development, project-based learning, and recruiting Zuni tribal members to be teachers. Krebs serves as a consultant in the areas of service-learning and project-based learning and conducts research in the areas of service-learning, project-based learning, and K-12 teacher preparation.

In addition to other areas of service to the community, Dr. Krebs is a member of the Board of Directors for the Boys and Girls Clubs of Central New Mexico and also for the Heart Gallery of New Mexico Foundation.

2. Philip J. Leonardelli, M.D., is a pediatrician with over 40 years of experience. He received his Doctor of Medicine from the University of Colorado School of Medicine in 1974 and his pediatric specialty from the Baylor College of Medicine in 1977. Dr. Leonardelli continuously practiced general pediatrics for various institutions in Montana, Colorado, and New Mexico from 1977 to 2000. He then opened his own practice, Dr. Phil Pediatrics, in 2001 and continues to provide dedicated service to Rio Rancho families. He is a fellow of the American Pediatric Association and a member of the New Mexico Pediatric and Medical Societies and is board certified by the American Board of Pediatrics.

Dr. Leonardelli has completed medical missions trips to Nepal in 1994, Haiti (after the earthquake), and Guatemala and Belize in 2013. He is a current board member of the Sierra Ryan Foundation for neuroblastoma research and support, and a past board member of a group home in Montana that serviced and housed disabled children with congenital illnesses such as Congenital Rubella Syndrome and Down's syndrome, among others.

He is an expert in the field of child development with extensive experience in the study and treatment of ADHD. Dr. Leonardelli was also an assistant professor of pediatrics for the WWAMI program at the University of Washington Medical School and a preceptor for UNM medical students and St. Francis P.A. students. His diversity of experience will not only allow him to make informed decisions about the

education of children, but his skills as a small business owner will facilitate decision-making regarding the management of public funds. Because he lives and operates his practice in Rio Rancho, he is well-suited to address the needs of this specific community.

3. Vincent M. Haslam, J.D., LL.M., was born and raised in New Mexico. After graduating from Rio Rancho High School, he moved to Quito, Ecuador, where he spent two years volunteering for his church. During his time in Ecuador, he learned to speak fluent Spanish. Vincent received his Bachelor of Arts in Economics and Juris Doctor from the University of New Mexico and a Master of Laws in Taxation from the University of Washington. Vincent is a Young Lawyer Division Liaison for the Taxation Law Section of the New Mexico State Bar, a member of the Young Leaders Society of United Way of Central New Mexico, and a member of ABA Real Property, Trust, and Estate Law Section and Taxation Section.

He currently practices law at Beckley & Tann, P.A. in Albuquerque, where he advises clients in the areas of estate planning, business planning, taxation, trust and estate administration, as well as in liability and collection matters. He also counsels business owners on state, local, and federal tax matters that affect their business. Vincent's role as a Board member will be to advise SABE in all legal issues and provide oversight in the administration of state resources.

4. Wayne Moosman, C.P.A, C.I.A., C.M.A, is the manager of the Ethics and Audit department of Los Alamos National Laboratories. He has 24 years of audit and financial work experience, including nine years as a Federal Officer of financial reviews and performance assessment for the National Nuclear Security Administration, three years as the Director of Audit at the USDA Forest Service, and eleven years as a Senior Auditor at the Defense Contract Audit Agency.

Wayne's extensive audit experience will serve as a major asset to the SABE Board of Directors. He will be instrumental in overseeing the execution of the operational budget and preparing for audits and reviewing and implementing feedback from audit reviews.

5. Miranda González has a bachelor's in English and Spanish Education from Brigham Young University-Idaho. She is a co-founder of SABE and currently teaches English as a Foreign Language online for Livemocha Incorporated, a language company subsidiary of Rosetta Stone. She has written curriculum for adult EFL learners and translated written, audio, and video web content from English to Spanish and vice versa. She has given private instruction through video conference to students from all over the world and helped pilot and successfully launch a cloud-based social language-learning platform.

Miranda has volunteered as an English teacher for under-served Spanish-speaking communities and currently serves as an advisor in the Rio Rancho branch of La Sociedad de Socorro, a faith-based educational and philanthropic organization that serves women. Her teaching experience includes tutoring refugees and immigrants in fundamental civics and English so that they could attain U.S. citizenship at the Osseo Adult Basic Education Center in Brooklyn Center, Minnesota. She and her husband are raising three bilingual children.

Miranda's role on the Board is to ensure that the mission and goals of SABE are implemented and perpetuated. She represents the interests of teachers and parents and will be a driving force behind the success of SABE.

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

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

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

The Board of Directors is responsible for the recruitment and appointment of new Board members. The Board will generate, maintain, and update a list of qualified and willing individuals available to fill vacancies. As vacancies arise through term expiration or other circumstances, the Board will identify and elect by majority vote a suitable replacement. Initial Board members will have staggered terms to perpetuate the continuity of SABE's vision and avoid simultaneous turnover. Members may be added (up to nine) at the discretion and majority vote of the Board.

Member 1 - Term ends Fall 2016

Member 2 - Term ends Fall 2017

Member 3 - Term ends Fall 2017

Member 4 - Term ends Fall 2018

Member 5 - Term ends Fall 2018

Potential Board members will be selected according to their level of expertise in the following areas:

- Education*
- Child development*
- Spanish language and Hispanic culture*
- Business management*
- Finance/Accounting*
- Special needs/Intervention*
- Legal expertise*
- Public relations and fundraising*

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

B. Governing Body Training and Evaluation.

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

Training the Board of Directors is required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC. These laws require that governing bodies complete five hours of training annually. As the New Mexico Coalition for Charter Schools is approved by the Public Education Department as an authorized trainer, SABE’s Board members can complete this requirement by attending the Coalition’s annual two-day training or attending webinars also provided by the Coalition. The cost of these trainings has been provided for in the operational budget.

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

	supported by the budget.			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.

The Board of Directors will be evaluated annually at the end of each school year using the assessment tool provided in PC.Org.ApxB2. Based on responses to this evaluation, the Board will set goals. To determine if these goals are being reached, a discussion about these self-assessment goals will be on the agenda for the November and February Board meetings. The yearly evaluation will be completed in May.

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

C. Leadership and Management.

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

The Board of Directors will meet every month during the school year to monitor academic, financial, and procedural school activity. Upon approval, SABE’s Board of Directors will apply to become a Board of Finance, and the standing Finance committee will review and present budgets, including Principal and staff salaries, to be approved by the whole Board. The standing Audit committee will ensure audit compliance. The Board will coordinate with the Principal to review academic performance each

semester and modify and carry out short- and long-term student performance goals, creating ad hoc committees as necessary.

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

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

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

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

The Principal has been selected for SABE; however, as she is currently employed by a New Mexico school district, we will omit her name and any identifying information from this application to avoid putting her current job at risk. In addition to having an administrative license, she speaks Spanish fluently and has teaching endorsements in TESOL, bilingual education, and reading. She has served English Language Learners in multiple school districts and is particularly interested in making sure that the needs of vulnerable student populations are met, including those of students with disabilities. She has also created remedial math and literacy tutoring programs.

She is a positive person who builds relationships with all levels of administration, teachers, parents, students, and members of the community. She is a proponent of multicultural education and familial involvement and has worked extensively with the Student Assistance Team and Response to Intervention framework. She has a data-driven approach and believes that timely and caring intervention is the key to achieving success for all students. She has been recommended by a fellow principal, and the letter of recommendation will be presented at the inaugural Board meeting. The first item of business will be for the Board to ratify her hire so that SABE's planning year can commence promptly and efficiently.

The Principal will be evaluated annually using the Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals (http://teachnm.org/uploads/docs/housse_handbook.pdf). The completed evaluation will be brought before the Board and reviewed before annual contract renewal. This evaluation will include but is not limited to:

- *Student performance data (DRA, PARCC)*
- *Student attendance*
- *Teacher evaluations*
- *Teacher and student retention*
- *RTI data*
- *Discipline referrals*
- *Budget*

There are four parts to this evaluation:

- 1. Self-Assessment - to be completed by Principal before the PDP is developed*
- 2. Professional Development Plan - to be completed by Principal and the Board no more than 40 days into the school year with continuous site visits and a mid-year review*
- 3. Self-Reflection on PDP - to be completed by Principal at the end of the school year*
- 4. Summative Evaluation - to be completed by the Board at the end of the school year*

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

Comments:

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

Before the Principal's hire is confirmed and a contract is signed, both the Board of Directors and the Principal will reexamine the Bylaws and the Principal's job description to set clear expectations. Both of these documents are unambiguous and set forth the assurance that while the daily management of the school is entrusted to the Principal, she is held accountable by the Board in all aspects of administration through the use of the annual HOUSSE evaluation. She is to maintain an open line of communication with the Board. Because she will be the one on the front lines of the organization, she will be able to make suggestions to change or institute policy, but ultimately, she is required to follow the Board's directives. Please see the Principal Job Description in Appendix C.

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

Comments:

D. Organizational Structure of the School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **align 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.

As illustrated by the organizational chart in PC.Org.ApxD1, the line of authority extends from the PED to the Board of Directors to the Principal to the teachers. All other staff members and contractors also report to the Principal directly. Educational assistants receive assignments from classroom teachers, and the classroom teachers complete EA evaluations that are submitted to the Principal, but ultimately the Principal has hiring and firing authority over educational assistants as well. It is the responsibility of the Curriculum Coordinator, the ESL Coordinator, and the Special Ed teacher to identify needs and provide specialized training and recommendations to the K-8 teachers and ancillary staff. These groups then, in turn, provide feedback to the Coordinators and Special Ed teacher regarding the implementation of teaching methods and the progress of individual students. The outcome will be communicated to the Principal, and adjustments will be made as necessary.

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

See Appendix D for staff job descriptions.

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

Teachers will have an annual performance review that will fulfill the requirements set forth by NM HOUSSE for teachers. At the beginning of each school year (before the 40th day), teachers will develop a Professional Development Plan with the Principal that will address competencies and indicators dictated by the licensure level. This plan will establish measurable objectives. The principal will then complete an evaluation based on three formal observations and two walk-throughs annually, and the teacher will complete a reflection on the PDP at the end of the school year. The purpose of both the observations and the reflection is to determine if the objectives have been met and if the PDP was carried out successfully. The full evaluation will be weighted following the provisions of NMTeach (50% improved student achievement, 25% observations, and 25% multiple measures). NMTeach also provides graduated considerations (percentage adjustments) for teachers of different tiers and experience. Yearly contract renewal will depend on the outcome of this comprehensive assessment.

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.

The following staff members are required for all five years of operation and stay at consistent staffing levels: Principal, Business Manager, Office Manager, ESL Coordinator, Curriculum Coordinator. SABE will

contract for health, janitorial, and ancillary and diagnostic services. Direct instruction staffing levels will increase incrementally as grade levels are added:

1st Year: 4 Regular Ed Teachers, 2 Kindergarten Teachers, 1 Special Ed Teacher, 4 EAs

2nd Year: 6 Regular Ed Teachers, 2 Kindergarten Teachers, 1.5 Special Ed Teachers, 4 EAs

3rd Year: 8 Regular Ed Teachers, 2 Kindergarten Teachers, 2 Special Ed Teachers, 6 EAs

4th Year: 10 Regular Ed Teachers, 2 Kindergarten Teachers, 2.5 Special Ed Teachers, 7 EAs

5th Year: 12 Regular Ed Teachers, 2 Kindergarten Teachers, 3 Special Ed Teachers, 7 EAs

	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 clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is inadequate or, incomplete. --OR-- The application does not provide a staffing plan.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school's staffing plan is clearly aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is clear and complete and generally appears to be aligned with the budget.	The school's staffing plan is adequate and partially aligned with the budget.	The school's staffing plan is inadequate or incomplete and does not align with the budget. --OR-- The application does not provide a staffing plan.
Comments:				

D.(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.

SABE will follow a traditional school year calendar that complies with the requirements of NMSA 22-2-8.1. The 2015-2016 school year will begin on August 17th and end on May 20th, totaling 180 days of

instruction. SABE will observe the same holiday and break schedule as RRPS to accommodate families with children in multiple schools. School will begin at 7:20 a.m. and end at 2:00 p.m. with a half hour of lunch and two 20-minute recess periods for 5.5 hours of classroom instruction. This will be the same standard for grades K-5 as more grades are introduced in future years. At year 4, when 6th grade is introduced, 6th-8th grades will follow the same schedule minus recess time and a 40-minute lunch for a total of 6 hours of classroom instruction.

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

D.(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.

SABE will provide full-day campus-wide professional development during staff in-service before the first day of class in August, before the first day of school after winter break in January, and at the end of school in May. In addition, professional development will be held one day a week after school at 2:00 p.m. Professional development will be held under direction of the principal in cooperation with the curriculum coordinator, ESL coordinator, and partner organizations. This will be in addition to the curriculum development workshop and individual professional development as determined by each teacher’s Professional Development Plan.

The purpose of professional development is to:

- 1. Discuss progress towards mission goals and adjustments that need to be made*
- 2. Analyze test scores and other progress indicators*

- 3. Model creation and articulation of effective curriculum in terms of:
 - Alignment with the SABE mission and vision
 - Alignment with Common Core State Standards and New Mexico State Standards and Benchmarks
 - The use of best practices in dual-language education, and effective high-yield techniques in bilingual Instruction
 - Facilitation of student learning at high levels of Blooms Taxonomy
 - Language instruction through core content, culturally significant lessons, and thematic units
 - The use of best practices according to the rubric for Guiding Principles for Dual Language Education (see PC.Academics.ApxD1)
- 4. Model effective delivery methods, classroom management techniques, and time management techniques
- 5. Provide training on test administration and gradebook software

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

E. Employees.

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

SABE will comply with the School Personnel Act, which mandates that all certified and non-certified employees enter into a written contract that specifies length of the contract as one year, sets forth compensation, and provides grounds for termination. Employees who work more than .25 FTE will contribute to the Educational Retirement Board, and non-exempt employees who work overtime shall be duly compensated. There are no current plans for a union for SABE employees, but in the event that one

should be organized at a future time, SABE will reach an agreement with the organization to ensure compliance with the Public Employees Labor Relations Act.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee Relationship	The school clearly describes the employer/employee relationship and provides clear terms of employment for all classes of employees. The school completely and appropriately explains how it will address employees' recognized representatives.	The school describes the employer/employee relationship and provides the terms of employment for all classes of employees. The school explains how it will address employees' recognized representative.	The school provides a limited description of the terms of employment for all classes of employees and may or may not address how the school will address employees' recognized representatives.	The school's description of the employer/employee relationship is incomplete or inadequate. --OR-- The application does not address the relationship between the employer and the employee.
Comments:				

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

Please see Appendix E.

	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 clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer / employee relationship, and comply with all applicable state and federal regulations (attached as Appendix E). --OR-- The school provides a clear, comprehensive, and cohesive plan that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.</p>	<p>The school provides a clear set of personnel policies and procedures that mostly complies with all applicable state and federal regulations (attached as Appendix E). --OR-- The school provides a clear plan that states how and when personnel policies will be developed and how it will ensure that they comply with most of the applicable federal and state statutes and regulations.</p>	<p>The school provides a limited set of personnel policies and procedures that somewhat comply with all applicable state and federal regulations (attached as Appendix E). --OR-- The school provides a plan that states how and when personnel policies will be developed and how it will ensure that they comply with some of applicable federal and state statutes and regulations.</p>	<p>The school provides an incomplete or inadequate set of personnel policies and procedures. --OR-- The application does not address 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.

It is expected that the Principal communicate regularly with all employees and that correction of problematic behaviors be addressed immediately through respectful guidance and coaching. If coaching does not produce the desired result, the following steps will be taken leading up to termination. Reasons for termination are not disclosed to the public.

Termination due to unsatisfactory job performance:

A. Employees who have been employed for less than three years with SABE are considered at-will employees who can be terminated for any reason that the Principal considers acceptable, and the Principal must provide the employee with written reasons for termination (within 10 business days) after the employee requests them.

B. Employees who have been employed with SABE for more than three years may not be terminated without just cause. To ensure just cause, SABE will follow this protocol that meets and exceeds New Mexico Statute 22-10A-24:

1. Before the employee is served with a termination notice, the employee must have first been notified and have met with the Principal twice regarding deficient areas. The Principal must record the dates of the conferences, what items were discussed and what solutions or help were suggested to correct the unsatisfactory performance. Both the Principal and the employee will sign and date these conference records.
2. If the inadequacy continues, the Principal then gives a written termination notice to the employee outlining uncorrected performance and the reasons for termination.
3. If the employee wishes, he/she may request to make a counter statement before the Board, and that request must be made within five business days from the date of the termination notice.
4. The employee is then to provide a written statement to the Board outlining the reason that he/she feels that the termination is unjust and giving a counter argument. This must be submitted within 10 business days of receiving the reasons for termination.
5. The Board shall hold a closed hearing between five and 15 days after receipt of the counter statement. At this hearing, both the Principal and the employee will offer statements. The Board will notify the Principal of its decision within five business days of the hearing.

Termination due to gross misconduct:

If the termination is due to a violation of the NM Standards of Professional Conduct (e.g. sexual misconduct, alcohol use, violence against a student, etc.), the Principal may immediately serve the employee with a termination notice and forego Step 1. This notice must provide the reason(s) for termination. Steps 2-5 are the same as above.

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

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

Any employee may file a written grievance with the Principal or, if the grievance is against the Principal, with the Board of Directors. The document should include the date and details of incident in question and the person(s) involved. Protocol is as follows:

- 1. The written grievance should be submitted within 10 business days of the incident.*
- 2. The Principal or Board will conduct an investigation to be completed within 20 business days after receipt of the written grievance.*
- 3. The outcome of the investigation and resolutions offered are given to the grievant within 30 business days of receipt of the grievance.*
- 4. If the grievant is not satisfied with the outcome of the investigation, he/she may request a hearing within 10 business days of receipt of investigation results.*
- 5. The hearing will be held within 20 business days of the request for a hearing. The Board will vote and make a final recommendation to the Principal within 10 days of the hearing.*

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

Comments:

F. Community/Parent/Employee Involvement in Governance.

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

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

As Board meeting dates and times will be circulated to the parents and the community (posted on the website and social media and posted in the community calendar of events in the local newspaper), it is

expected that these groups will be active participants in the governance of SABE. Community members/parents will be invited to serve on standing and ad hoc committees, and the Board of Directors itself will be composed of community members who have experience in education, finance, or other areas crucial to the operation of the charter school. In addition, at the close of each Board meeting, parents/community members who are in attendance will have the opportunity to express comments, questions, or concerns. Each parent or community member in attendance will be given five minutes to speak. If a response is required, the Board may choose to respond immediately, or conduct research and provide the participant with a written response within 10 business days.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(1) Community involvement.	The school provides a clear, comprehensive, and cohesive plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how parental involvement will help to advance the school’s mission.	The school provides a clear plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school.	The school provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school.	The school provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school. --OR-- The application does not address community involvement.
Comments:				

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

The protocol for receiving and processing parental/community complaints is as follows:

- 1. If a parent/community member has a complaint/concern regarding a classroom teacher, an effort should be made to resolve the issue directly with the teacher.*
- 2. If the parent/community member is not satisfied with the resolution of the teacher or if the complaint does not involve a classroom teacher, he/she may provide a written complaint to the Principal outlining the problem, relevant dates and names, and a proposed solution. The date that the complaint was filed must also be included.*

- 3. *The Principal must provide a recommendation/resolution in writing to the complainant within 10 business days of receiving the written complaint. The Principal may also meet in person with the complainant if such a meeting is requested.*
- 4. *If the parent/community member is not satisfied with the resolution of the Principal, he/she may provide a written complaint to the Board outlining the problem and the Principal's response.*
- 5. *The Board will conduct an investigation of the complaint and make a written recommendation to the complainant within 20 business days of receipt of the formal complaint. The Board may also meet in person with the complainant if such a meeting is requested.*

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

G. Student Policies.

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

In order to maintain a safe and high-quality learning environment, SABE staff, faculty, and administration will adhere to the proposed school discipline policy detailed in Appendix F of this application. The school will adopt firm, consistent discipline policies in order to enforce the level of behavior expected from the exceptional students who attend SABE. These policies provide for the minimum actions, and discipline will be assigned according to the discretion of SABE staff and administration.

As such, SABE disciplinary action, including both short- and long-term suspensions, will take into account the needs and rights of students with disabilities under IDEA which are documented through both IEPs

and Section 504 plans. In compliance with NMAC 6.11.2, any time a SABE disciplinary action calls for a change of placement exceeding 10 consecutive school days (long-term suspension or expulsion), the school will determine through a review of the IEP file whether the student’s behavior leading to the disciplinary action is a manifestation of the student’s disability. If the behavior is determined not to be a manifestation of the disability, the administrator will apply the relevant disciplinary action. If the behavior is determined to be a result of either of the above conditions, the team will then act in compliance with 34 CFR Sec. 300.530(f) by either returning the student to his/her previously designated placement or removing the student to another placement according to the needs of the student.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1) Student Discipline Policy	The school provides clear, comprehensive, and cohesive Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a detailed explanation of how it will take into account the rights of students with disabilities.	The school provides a clear Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules . The school provides an explanation of how it will take into account the rights of students with disabilities.	The school provides limited Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.	The school provides incomplete or inadequate Student Discipline Policies set forth in the Public Education Department rules. --OR-- The application does not address student discipline policies.
Comments:				

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

SABE is committed to providing a safe learning environment. If student behavior results in the need for long-term suspension or expulsion, students will have access to Interim Alternative Educational Settings (IAES). In the event of expulsion of a student without an IEP, the principal will be responsible for referring the student to a school outside of SABE. The principal will follow up in order to ensure successful enrollment in another institution.

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

H. Student Recruitment and Enrollment.

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

To recruit students for SABE, we will build on the base of people that have already expressed strong interest in the charter school. While developing the premise for SABE, we held a community input meeting at the Loma Colorado Library. We used a volunteer force to pass out double-sided bilingual flyers for the event, and the information session was held in English and Spanish. We then surveyed 175 families in Rio Rancho and the surrounding areas. To reach these families, we canvassed neighborhoods, visited local parks and businesses, and launched a social media campaign. We asked people to fill out hard copy surveys and had people forward the survey links for an electronic version in Google Docs. In addition, we contacted a local Spanish television station, Univision, who ran a story on SABE. All of these survey participants were reached without the use of any funds (other than incidental supply costs absorbed by the founders), so it will certainly be possible to recruit students for the first operating year without funds, if necessary. During the first operating year, when we have advertising funds available to us from the operational budget, we can sustain enrollment at SABE without relying so heavily on volunteer forces.

As part of the survey, the majority of those 175 families provided SABE with a contact email address, and once we are approved, we have the beginning of a listserv that we can build upon to contact as many people as possible. We will also continue to promote SABE through social media by leveraging the following that we have already established.

We are aware that much of our target demographic does not have reliable access to internet, so we have a plan to reach those students as well. We have developed a relationship with Univision, and we will ask them to run a follow-up story once the charter is approved as they are interested in the success of the project and in promoting the Spanish language and the Hispanic culture. This news coverage, along with

again using volunteers to canvass neighborhoods with large Spanish-speaking populations and holding additional information sessions at the local library, will ensure that all students have equal access to apply for the lottery.

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

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

We anticipate that more students will wish to enroll than can be accommodated. As such, once SABE is approved in the fall of 2014, we will immediately launch a recruiting campaign in which we will hold information sessions and encourage people to apply for the lottery. We will set a closing date for lottery applications in February 2015. The lottery drawing will then occur no later than 10 business days after the closing date. Each lottery application will be assigned a number, and these numbers will be drawn at random until the enrollment cap is reached for each grade. Final registration of students selected by the lottery will be completed in early May 2015. As is stated in the Charter Schools Act, students with siblings attending the school will be given preference in the lottery. Those not selected for the lottery will be placed on a waiting list, and should a vacancy arise, another number will be drawn at random from the

waiting list. In the unlikely event that enrollment does not exceed classroom space, students will be enrolled on a first come, first served, basis.

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

I. Legal Compliance.

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

Policy: SABE will maintain transparency and ethics in the operations of its Board of Directors; as such, a Board member who has a financial or otherwise gainful interest in services, contracts, or purchases, etc. relating to SABE will disclose that interest in writing and abstain from the deliberation and voting on said interest. The written disclosure will be attached to the meeting minutes. The Board member must follow the same process of disclosure if the interested party is an immediate family member.

Sample disclosure statement: I, _____, a member of the SABE Board of Directors, do hereby disclose that my association with the following individual(s) or organization(s) may be a conflict of interest, so I will abstain from deliberations and voting regarding:

_____ (name of individual or organization)

Signature of Board member and date: _____

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

I.(1) Conflict of Interest	The school provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The school provides a sample disclosure statement of any real or potential conflict of interest.	The school provides a clear Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The school provides a limited Conflict of Interest Policy. However, the school's response may raise questions or concerns about understanding or capacity regarding the requirements of the law.	The school provides a Conflict of Interest Policy that is inadequate or incomplete or does not meet the requirements of the law. --OR-- The application does not address a Conflict of Interest Policy.
Comments:				

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

All SABE Board of Directors meetings will comply with the New Mexico Open Public Meetings Act, NMSA 1978, Chapter 10, Article 15. At the first Board meeting of every school year, the Board will establish a schedule for monthly meetings for the remainder of the school year, which will be published on the school website, sent out in correspondence with parents, and communicated to the local newspaper. At the last meeting of the school year, the date will be set for the first meeting of the school year after the break for summer. The agenda must be provided 24 or more hours before the meeting. The secretary must take minutes for every meeting. All school policies and procedures and documents pertaining to the Board (e.g. minutes, bylaws, audit reports, etc.) will also be posted on the school website for the community to access, thus complying with the Inspection of Public Records Act. If the Board needs to dismiss and reconvene, the date and time for continuing the meeting must be decided upon before dismissal and posted on the door where the meetings are held.

The Board may hold closed meetings in the event that it must discuss hiring, termination, licensure, grievance investigations, etc. of personnel. It may also hold a closed meeting when personally identifiable student information is discussed unless the student's parents request that the meeting be open to the public. Other reasons for closed meetings such as contract negotiation, collective bargaining agreements, and pending litigation are listed in the Open Meetings Act. If a closed meeting must be held, the Board is to provide the public with a notice identifying the reasons for the closure. If a currently open

meeting must be closed, it can only be done so after a majority vote sustaining the motion. No decisions will be made at closed or open Board meetings unless a quorum is constituted.

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

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

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

SABE plans to contract with The Vigil Group for business management. The Vigil Group will provide SABE with a licensed business manager, who will perform the job duties outlined in Appendix D. This contract service has been provided for in the budget, and the contract will be renewed yearly following the Principal's recommendation to the Board. Please see Appendix H for a signed MOU.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1). Third Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relation-ship(s), and the school provides a clear,comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a complete understanding of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides some information about the relationships and how it/they will support the school. The school may or may not indicate a limited knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school's response is inadequate or incomplete. --OR-- The school indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>
Comments:				

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

	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, 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.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities OR the school provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.</p>	<p><i>If Applicable</i> The school offer and limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may be general.</p>	<p><i>If Applicable</i> The school provides an inadequate or incomplete response --OR-- Does not address 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.

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school’s plan.
	yes	no	
Individual class load	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Teaching load	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Length of school day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In order to fulfill the mission and goals of SABE, it is essential that staff placement and function be flexible.
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As a dual language charter school, it is crucial that SABE have the flexibility to adjust subject areas outlined in NMSA 22-13-1 and the languages they are taught in.
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SABE would like to reserve the right to purchase instructional materials not available on the state list.

Evaluation standards for school personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
School principal duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As the principal of a state-chartered school, SABE's Principal must take on a number of additional duties, such as those that a district superintendent would carry out.
Drivers education	<input type="checkbox"/>	<input checked="" 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 clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum.	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to identify the waivers in III.K.(1) and (2). Or, the application does not address waivers.
	Exceeds—3 <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 rationale clearly demonstrates how requested waivers align with the school’s proposed autonomy, mission and educational program/curriculum.</p>	<p><i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a general statement is provided for why the wavier is being requested.</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 inadequate or incomplete list. The school does not provide 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>.

Depending on where the school is located within Rio Rancho, SABE plans to bus students in from the extreme northeast corner and southwest corner of Rio Rancho. The southwest corner of Rio Rancho has a high population of students from lower socioeconomic households who may not have adequate access to transportation. Many of these students are native Spanish speakers. The northeast corner route would serve as a drop-off location for parents bringing students from Bernalillo (also many from lower socioeconomic backgrounds and also native Spanish speakers) as the bus cannot cross district lines. Additional routes could be created when the school location is finalized. Routes will be created or discontinued according to changing enrollment in future years.

We have spoken with the NMPED Transportation Director, who will assist us in applying for entitlement transportation funds in July. If the charter is approved and our application for transportation is consequently approved, we will provide transportation for Year 1. If the funds are not approved, we will not be able to provide busing the first year due to funds needing to be allocated elsewhere. If that is the case, we will have to rely on parents taking their children to and from the school. However, we have budgeted funds to supplement transportation costs for Years 2-5.

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

L.(1)Transportation	<i>If Applicable</i> The school states that it plans to offer transportation to its students. The school provides a clear description of how student transportation needs will be met that is supported by the proposed budget.	<i>If Applicable</i> The school states that it plans to offer transportation to its students. The school provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.	<i>If Applicable</i> The school states that it plans to offer transportation to its students. Only a limited description of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.	<i>If Applicable</i> The school states that it plans to offer transportation to its students. The school provides an inadequate or incomplete description of how student transportation needs will be met. --OR-- The school does not state 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.

SABE has no plans for on-site food preparation. However, if, as anticipated, there are enough students who qualify for free and reduced lunch under Title I, this will produce enough funding through the USDA Food Service Grant to allow SABE to contract with a food service company that will bring meals to the site.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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L.(2) Food Services	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>
	The school plans to offer food services to its students. The school provides a clear description of how food services will be provided that is supported by the proposed budget.	The school plans to offer food services to its students. The school provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.	The school plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the school has not fully addressed food services in the budget.	The school plans to offer food services to its students. The school provides an inadequate or incomplete response of how food services will be provided. --OR-- The school plans to offer food services to its students but provides no other information.
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 25th, 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.

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.”

Please see Appendix I.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(1) Projected Facility Needs	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has completed and submitted the Facilities Master Plan	The school has provided a limited description of its projected facility needs and desired school environment. The school has completed and submitted the Facilities Master	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The school does not

	review and approval, and attached the approved form as Appendix "J."	Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA's tentative approval.	Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	address the Facilities Master Plan Ed / Spec checklist, i.e. has not attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
Comments:				

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

In order to gather data about potential facilities for our school, we have spoken with leaders from the City of Rio Rancho, Sandoval County, Rio Rancho Public Schools, UNM West, CNM Rio Rancho, Bernalillo Public Schools, the Town of Bernalillo, and the Village of Corrales. While these leaders were supportive, they were sorry to inform us that they have no public space available and have provided us with written confirmation to this effect. Please see attached letters in Exhibits A, B, C, D, E, F, G, and H as part of Appendix I

We have reviewed several possible private facilities in preparation for submitting the charter application, but as there are no private facilities that would suit our needs as is, we need the charter to first be approved so that we will have negotiation power and the ability to sign a lease that would motivate the leasing owner to make renovations at no additional cost to SABE. If our charter is approved, we will continue to work closely with local business and political leaders to acquire an adequate building for lease. Upon approval, we will begin working immediately with a realtor to help us in the search and negotiation processes so we will have secured a location for the first operating year of the charter..

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(2) Facility Plan	The school provides evidence that it has researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location. The evidence includes a clear plan to prepare the facility/property in time for the school's opening.	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.	The school provides evidence that it has done some research on potential facilities/properties in the desired geographic location.	The school does not provide evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application does not address the school's facility needs.

Comments:

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

Based on our minimum space needs of 15,300 square feet and using an average local fair market value of \$12 per square foot for lease of a facility, we estimate the lease to be \$183,600 for basic space needs. Funding for lease expenses will initially be covered by operational funds and anticipated funding from the lease assistance grant through the Public School Capital Outlay.

Upon approval of the Charter, the school will work with a local architect and the NMPSFA to obtain an approved facilities master plan for the occupied location. This will enable us to apply for SB-9 funds to suit our facility needs in the future. We anticipate using the capital funds generated through SB-9 and other grants for future purchase of a facility that will fit the needs of SABE. Facility maintenance, repair, and equipment needs have been provided for in the budget.

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

Comments:

Finance

A. Budgets.

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

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

A.(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.

Sandoval Academy of Bilingual Education's five year budget plan consists of revenue and cost projections that are anticipated for the operation of the program. Some of these projections are based on estimates of local costs and are a representation of a plan that will outline the financial capacity of the program for the 5-year charter term. As a budgetary plan this is established on the contingency that some revenues and costs can fluctuate according to the actual operations of the program. In order to better understand the budgetary plan each function of the operational budget is separated to describe the related expenditures.

Direct Instruction:

Staffing for students is based on a 20 to 1 ratio with 1 educational assistant for each kindergarten classroom. Each teacher FTE is estimated to have a utility cost of \$45,000 based on an average of level II licensed teachers. In addition to their regular salary, teachers will be compensated a stipend for bilingual endorsement in the amount of \$2,500. Also a \$5,000 stipend will be provided for the ESL coordinator. Aside from regular education teachers, there will be an additional special education teacher included to provide full-inclusion of students with learning disabilities. It is expected that the special education teacher will have a full case load of special education students. Staffing for special education will be subject to the special education needs of the membership. In order to support the fine arts program, educational assistants will be utilized to educate the students in music and art. In addition to regular staffing, additional funds are allocated for substitute services to provide for personal and sick leave of staff members. The school's professional development plan will provide \$500 per teacher of professional development to ensure highly qualified educators. As a result of the lack of federal grant funds for development of new charter schools SABE is utilizing some operational cash to purchase supply assets such as 30 tables @ \$250; 120 chairs @ \$40; \$2k for furniture in 6 classrooms; and approximately an additional \$23k in technology for the first fiscal year. During subsequent fiscal years, SABE will be utilizing the operational funds to phase in supply assets such as additional tables and chairs for growing

membership, additional classroom furniture, and additional technology. Equipment and supplies will be ordered in waves to ensure that the estimated revenues coincide with the proposed expenditures. In addition to supply assets, instructional materials and other supplies and materials will be purchased for instructional capacity. The Mexican Consulate has already provided 200 textbooks for use of curriculum development and instructional support.

Support Services Students:

In order to develop effective curriculum, SABE will have a 0.5 FTE curriculum coordinator for the first 5 years of the charter with the implementation of new grades each year. Special education services will be contracted with specialists and in accordance with procurement provisions. It is estimated that the services required for special education will be 7 hours a day for 2 days with an estimated cost of \$80 per hour x 36 weeks for the first fiscal year; this estimate is based on a special education population of about 15%.

Support Services Instruction:

Testing services are estimated to cost an average of \$100 per student. The estimated cost of testing services is based on a total average and may not reflect the actual cost of each individual test.

General Administration:

Auditing expenditures are not budgeted in the first fiscal year based on the premise that there will be no funds available in the planning phase of the charter. Other expenditures related to the general administration of the charter are estimates based on the compliance with general regulations.

School Administration:

Administrative staff members such as the Principal and Office Manager are estimated to be at basic limits with potential growth in subsequent fiscal years.

Central Services:

Expenditures related to the central office are the contracting of a Business Manager, accounting software, advertising, student information systems, and general supplies. All of these listed expenditures are proposed as standard operations of the central office.

Operation and Maintenance of Plant:

In order to operate the building, we expect the need to utilize electricity, natural gas, water, and sewage. In addition to basic utilities, we will be utilizing internet and phone services to support our network. Rental of the facility will be funded primarily by the operational fund and we anticipate receiving the lease assistance funding provided by the Public School Facilities Authority to supplement the lease expenditure. As outlined in the target membership, drawing primarily from the Sandoval County, we expect to provide some transportation for students. We will be applying for funds entitled for transportation through the PED and will be covering any additional expenditures needed with the operational fund in years 2-5. The primary contract service needed for the operation and maintenance of plant is a custodial service. Finally, the general supplies and materials fund provides the supplies needed to operate the building.

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

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

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

A. (4)(a) Presented in the budget is a plan to finance the operation of the charter school’s mission and vision. In the event of an increase in student membership, the business manager will review the cash flow of the charter during the first quarter. The business manager will evaluate the utility cost of the staff members, contracted services, and procured goods to ensure that funds are available to cover the projected cost. If the cash flow is not sufficient to cover the current expenditures of the charter school,

the Business Manager will work closely with the budget analyst to identify the possibility of advanced distribution based on budget adjustments. The business manager will create a cash flow spreadsheet for the remaining fiscal year based on estimated recurring expenditures to verify the cash flow needs for each month will be covered.

It is understood that the first 2 months of the operating year will provide cash for procurement of goods, establishing the needs of the facility, administrative staff, insurance coverage, and other system infrastructure. During the following 9 to 10 months of the fiscal year, cash flow will be utilized for procurement of contracted services, staffing salaries, and other program costs. Therefore, the Business Manager will evaluate on a bi-weekly basis the actual membership until the validation of the 40th day in order to estimate any potential budget adjustments. In addition, the Business Manager will work closely with the principal and special education director to identify and provide for the needs of special education students.

A. (4)(b) As special education funding is based on prior year enrollment of special education students, in the event that there is an increase in the special education population, it will be necessary make budget adjustment requests based on the needs of the student population and deduct from supplemental sources such as general supplies and materials, extra transportation funding, student travel etc. In short, budget sacrifices will be made to ensure that the needs of the special education student population are met.

A. (4)(c) The enrollment projection for SABE is conservative; however, in anticipation of fluctuations of the actual student membership or actual costs of contracts and services, SABE will utilize a contingency method of action. During the quarter preceding the opening of the school and every fourth quarter thereafter, SABE will track its projected membership for the following fiscal year. Upon beginning the first quarter of the new fiscal year, the charter will seek to purchase equipment and technology in waves after assessing the current enrolled membership. Therefore, if student membership does not match expectations, the expenditures can be adjusted according the actual needs of the program. The Business Manager will work closely with the assigned budget analyst from the PED in order to estimate any potential decreases in the budget due to the lack of membership. All budget adjustments will be approved by the Board of Directors and in accordance with regulations. Upon completion of the first quarter and after the validation of the 40 day membership, the Business Manager will collaborate with the budget analyst to review the 910B-5 and estimate any potential adjustments to the budget for the charter school.

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

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)	<p>The school provides a clear, comprehensive, and cohesive proposed salary schedule for all key staff, including teachers, administrators, and other salaried / hourly staff that complies with state requirements.</p>	<p>The school provides a clear proposed salary schedule for most key staff, including teachers and administrators, that complies with state requirements.</p>	<p>The school provides a limited salary schedule for some key staff, including teachers and administrators, that complies with state requirements.</p>	<p>The school provides an incomplete or inadequate proposed salary schedule for key staff. --OR-- The application does not provide a proposed salary schedule for key staff.</p>

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.

Please see PC.Fin.ApxB1&B2.

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

Comments:

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

Please see PC.Fin.ApxB1&B2.

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

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

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.

The primary staff member responsible for financial tasks is the licensed Business Manager. However, the Principal oversees purchased goods and services and will assess the program needs according to the charter and student membership, and she will communicate those needs to the Business Manager so that they can be reflected in the budget. The Business Manager then assures that the funding fits the program. In addition, the Office Manager keeps track of cash receipts and receives any cash and enters requisitions into the accounting system. The Business Manager handles the posting into the general ledger and processes all of the accounts payable and payroll. The Business Manager is responsible for generating all financial reports. Please see job descriptions in Appendix D for a more thorough list of the qualifications and responsibilities of the Business Manager.

	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 completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided .	The school identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The school provides some qualifications and responsibilities for those positions.	The school generally identifies the appropriate staff to perform financial tasks.	The school's provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. --OR-- The application does not address identification of appropriate financial personnel for the school.
Comments:				

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

The Board of Directors has oversight of the budget. It is the Board's responsibility to ensure that the funds are allocated according to the educational plan for student success. The Business Manager is responsible for notifying the Board of any financial impacts on the budget and will make recommendations to the Board for adjustments needed in the budget. The state-mandated Finance committee reviews the operational budget and presents it to be approved by the Board in its entirety. The Finance committee meets monthly to monitor income and expenditures and bank reconciliations and makes recommendations to the Board regarding financial planning. The state-mandated Audit committee oversees the use of public funds and prepares for and ensures compliance with annual audits. The committee meets with external auditors and reviews and reports audit findings to the Board of Directors and then issues a corrective plan. The Audit committee meets quarterly to ensure that the plan is carried out and that any budgetary problems are remediated.

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

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

Dual language programs have historically been extremely popular in New Mexico and throughout the nation. Dual language charters in the metro area are at capacity with lengthy waiting lists. As such, it is anticipated that SABE will have no problem perpetuating an enrollment consistent with projections. However, SABE will work to ensure adequate recruitment by utilizing community support and resource agreements to avoid having to adjust the budget due to a lack of membership. SABE will use advertising funds provided in the operational budget, but more importantly, it will mobilize the volunteers it has recruited that believe so passionately in dual education. Also, as SABE meets and exceeds its academic goals, this will have the secondary effect of a positive reputation, and parents will seek out the school through word of mouth.

The Board will be perpetuated as one of the functions of the Board is to constantly seek and recruit qualified potential Board members so that there will always be a pipeline of dedicated individuals to oversee the fiscal and academic goals of the school with no gaps in leadership. SABE will be a unifying force for language and culture in the community, and Board members will be proud to be a part of this initiative.

To create and maintain financial stability and sustainability, SABE will build up a cash reserve to purchase capital assets and provide resiliency for budget fluctuation. The budget submitted to the Board represents an absolute maximum, that is, it will be the goal of financial staff to abstain from expending the full amount by contracting below budget to aim for a 3-5% cash carry over at the end of the fiscal year into subsequent fiscal years. The majority of cash savings will likely come from benefits and liabilities as not all of these resources will be utilized and not all employees claim all benefits available to them. There will also be a plan for purchase of capital assets to expend during years of high cash reserves and save for the years following during the viable use of purchased assets.

It will also be the long-term goal of SABE to seek out the creation of a foundation to support the most expensive capital asset disbursement, a building. This foundation will achieve 501(c)3 status and will be able to apply for grants on behalf of SABE. This foundation will likely not be formed in the first few years of operation, so in the meantime, SABE will utilize available state and federal funds to sustain operation of the charter school. As SABE will be an LEA, it will be able to accept donations from private or public sources and allocate that funding to the budget. Rather than soliciting donations from local businesses and organizations, SABE will partner with these entities to reach a mutually beneficial understanding. For example, SABE could partner with a local restaurant and have an event where a certain percentage of the business proceeds go the school, and SABE will promote the event, which in turn, promotes the business. SABE may also seek agreements with organizations that can benefit from sharing space with SABE outside of regular school hours. Most importantly, SABE's Business Manager will maintain vigilant management of cash flow to ensure that state resources are utilized in the most efficient way possible, and that such utilization fulfills the educational goals of SABE to better serve the students within community.

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

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.

SABE has reached a large base of people through a dedicated grass roots approach. Many people in the community have shown a lot of excitement and willingness to volunteer because of their strong desire for a bilingual charter school in Rio Rancho. We held a community input meeting at the Loma Colorado Library on April 15th, where we recruited even more volunteers to help us share the survey with other members of the community both electronically and by passing out flyers and knocking doors. We have a Facebook page through which we can communicate with those interested in the charter school. On May 20th, Univision included us in a story about the donation of Spanish textbooks from the Mexican Consulate, and on June 11th, they ran a full story including a request for people to show their interest through surveys. SABE will continue to maintain a social media campaign, email, call, mobilize volunteers, canvass neighborhoods, and maintain relations with the media to provide a comprehensive outreach effort.

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

We surveyed 175 people regarding the possibility of a bilingual charter school in the Sandoval County area using the following survey in English (<http://bit.ly/1mp8cW7>) and Spanish (<http://bit.ly/S016fs>). We had planned to identify a student's home language by the language that the survey was filled out in, but we realized too late that bilingual families had a tendency to favor the English survey (the English survey was listed first), so an accurate measure of home language was not able to be obtained.

In the survey, we asked people to provide their names, occupations, zip codes, home elementary or middle school, and ages and grade levels of their children. We also asked parents to indicate how likely they would be to send their children to the school on a scale of 1 (not likely) to 5 (very likely). We can assume that those individuals and families who were willing to spend the time completing the survey already had some level of interest in the school, but even then, the survey response was overwhelmingly positive. Of the 175 individuals who responded, 172 indicated a yes response to the question "Do you support the proposed dual-language charter school, SABE?" even if they weren't sure that they wanted to send their own children.

In order to project enrollment for the school, we only counted children whose parents marked a 4 or 5 on the scale of how likely they would be to send their children to the school. To create an enrollment prediction graph, we discarded all survey submissions with a response of 1-3. After setting aside those who weren't interested or weren't sure, we tallied potential students from pre-K to 8th grade, anticipating that the pre-K students on the survey would be kindergartners for the 2015-2016 school year. We had 38 pre-K, 55 kindergarten, 27 first grade, 24 second grade, 17 third grade, 22 fourth grade, 13 fifth grade, 21 sixth grade, 7 seventh grade, and 9 eighth grade students for a total of 233 interested students. (See graphs in PC.Evidence.ApxB.) This very closely mirrored our hypothesis for first year enrollment based on preliminary research with other bilingual charter schools. Adjusted for the 2015-2016 school year, we have 38 kindergartners, 55 first graders, 27 second graders, and 24 third graders.

If we separate interested students by zip code (see pie chart in PC.Evidence.ApxB), we see that almost exactly half of the students come from Rio Rancho zip codes. Roughly one-sixth of the students come from a Bernalillo zip code, 4 students from a Corrales zip code, and a little over one-third of the students come from an Albuquerque zip code.

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

C. Community Relationships

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

We have approached government agencies, non-profit and for-profit organizations in the community that have expressed an interest in supporting our educational initiative in Rio Rancho:

The Director of the Spanish Resource Center at the National Hispanic Cultural Center, a division of the Spanish Embassy, has offered his support in a letter that can be found at the end of this application. The Spanish Resource Center lends print, audio, and video resources to help promote the Spanish Language in the United States. SABE plans to utilize these resources and will also be applying to participate in the Visiting Teachers from Spain program to support our dual language program and bolster multiculturalism.

We contacted the Mexican Consulate in Albuquerque, and we were granted four collections of textbooks in Spanish to start our library and help complement our curriculum. In addition, the Institute of Mexicans in the Exterior, an indirect affiliate of the Mexican Consulate, has given us instructions as to how to obtain more free textbooks for the school in the future and how to participate in different cultural events and contests such as Spanish spelling bees and drawing competitions. The Mexican Consulate was not able to give us a formal letter of support as they wanted to avoid any possible appearance that they were supporting or endorsing a U.S. public entity.

New Mexico State Representative Jason Harper has written a letter of support articulating his belief that a dual language charter school would strengthen and help the community. We will continue to work with

Representative Harper in the future, especially when it comes to identifying and securing a location for the school.

Sandoval County Treasurer Laura Montoya has also expressed her support in an attached letter. Ms. Montoya spends much of her time focusing on serving at-risk children and families and advocates building stronger communities through education and culture.

We also have the support of two partner corporations, El Mezquite Market and Casa de Cambio El Alamo, which have a large presence among the Hispanic community all over the Albuquerque metro with one location in Rio Rancho. They have allowed us to distribute flyers and surveys at their store and will continue to be a hub for Spanish-speaking families in Rio Rancho. They have expressed their backing of this project in two letters that can also be found at the end of this application.

Last, we have the written support of Eduardo Quispe, the CEO of local company EQC Technologies, who has committed to finding a technology donation for the 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 meaningful, strategic networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school’s operations, as described in Section III.J(1) of this application.) Robust letters or other documentation of support are provided.	The school demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are provided.	The school provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are not provided.	The school provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application does not address the school’s networking relationships or other agreements with local community agencies, groups, or individuals.
Comments:				

D. Uniqueness and Innovation.

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.

In Sandoval County, students in elementary and middle school grades (K-8) have limited access to dual language support programs in their home school districts. Rio Rancho Public Schools provides two bilingual immersion programs in the district at Puesta Del Sol and Colinas Del Norte. This program is available to one class per grade level at both elementary schools. In addition, three RRPS elementary schools provide 45 minutes of Spanish instruction per day for English Language Learners. However, this leaves half of the Rio Rancho elementary schools with no bilingual program whatsoever. Bernalillo Public Schools provides three bilingual classes per grade level up to grade 5, all of which are filled to capacity. There is no bilingual support for middle school-aged children in either district.

SABE is innovative in its goals to provide an education that is equal in both Spanish and English proficiency outcomes as well as its focus on cultural education. SABE will provide the Sandoval County community with a unique two-way immersion bilingual program with accommodations for ELLs, heritage learners, and native English speakers. The nearest schools which could provide this type of program are outside of the reasonable area for parents and children to travel on a daily basis, excluding Sandoval County students from their services.

SABE will contribute to the community of Sandoval County by providing a service to its students that RRPS and BPS have been unable to sufficiently provide. For the 2011-2012 school year, as cited in the above Mission-Specific Goals/Indicators, RRPS and BPS achieved English proficiency of 66 and 42 percent, respectively. SABE's goals/indicators outline a plan to provide a superior, bilingual education to the families of Sandoval County. For example, SABE will provide students with proficiency in both English and Spanish at levels comparable to the English proficiency within RRPS, and higher than that of BPS.

This will be achieved through a curriculum that is unequaled in Sandoval County, developed through adherence to the vision and mission of SABE with the assistance of highly qualified teachers and administrators. SABE's use of the two-way immersion system in which students of both English and Spanish backgrounds interact in order to strengthen dual language fluency will allow the school to reach these lofty goals and to provide its students with an education they could not have gained at any other program in Sandoval County.

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

E. Letters of Support.

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

See letters in PC.Evidence.ApxE.

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 checked="" type="checkbox"/>
C	*Head Administrator job description	<input checked="" type="checkbox"/>
D	*Job Descriptions (of licensed and certified staff)	<input checked="" type="checkbox"/>
E	Governing Body Personnel Policies	<input checked="" type="checkbox"/>
F	*Student Discipline Policy	<input checked="" type="checkbox"/>
G	*Conflict of Interest Policy/Disclosure Statement	<input checked="" type="checkbox"/>
H	Proposed contract or agreement with partner or contractor (Required if you have one)	<input checked="" type="checkbox"/>
I	*PSFA-approved projected facility plan documentation	<input checked="" type="checkbox"/>
J	*910B5 SEG Computation Revenue Estimate	<input checked="" type="checkbox"/>
K	*5-year budget plan	<input checked="" type="checkbox"/>
L	*Proposed salary schedule for licensed staff	<input checked="" type="checkbox"/>

Waivers	Other Waivers	<input type="checkbox"/>
Founders	Names and descriptions of qualifications/experience	<input checked="" 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.