

2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

School Name: Abbie Paiz Charter High School
Total Projected Enrollment: 300

Proposed Grades: 9-12
Review Date: 8/10/10

I. TABLE OF CONTENTS – Not to be analyzed

II. APPLICATION COVER SHEET/NOTICE OF INTENT/ ABSTRACT – Not to be analyzed

III. STATEMENTS OF ASSURANCES/ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION – Not to be analyzed

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

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

A Charter School Mission and Statement of Need section will be complete if it has addressed the following components:

- A **Mission Statement** that is clear and compelling and includes the following components:
 - Who the school seeks to serve;
 - What the school seeks to accomplish;
 - What methods the school will use.
- An explanation of **how the school will know if it is achieving its mission** that includes school level or organizational goals that are:
 - Measurable;
 - Directly support the Mission Statement;
 - Stated using the SMART Goal format.

(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)

- An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
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| <p><u>Mission Statement</u></p> | |
| <p>No strategy to identify and recruit the marginalized and disenfranchised students whom the school seeks to serve was indicated. The types of methods/learning strategies that will be utilized to, “inspire engagement and connectedness that promote excellence and achievement” were not indicated.</p> | p. 15 |
| <p>The application states that “Parental involvement will become a requirement during registration of students at APCHS” but does not indicate what type of involvement will be required or how the school can require parental involvement.</p> | p. 16 |
| <p><u>Achievement of Mission/Goals</u></p> | |
| <p>The truancy reduction goal is given only for the first year of operation; there are no goals for subsequent years.</p> | p. 16 |
| <p>The reading and math goal is given only for the first year of operation; there are no goals for subsequent years. No beginning measure is provided as a baseline for measuring the 8% increase nor are any sub-group measurements indicated. The significance of using the “median growth percentile,” as opposed to, e.g., simple percentages of student proficiency, is not explained.</p> | p. 16 |
| <p>No graduation goals are provided for subsequent years of operation nor is the measure for maintaining a “graduation pathway” indicated.</p> | p. 16 |
| <p>No information is given to relate the parent/guardian involvement goal to the stated mission.</p> | p. 16 |
| <p><u>Explanation of Need</u></p> | |
| <p>There is no information to substantiate the claim that the Belen Schools (or any other schools) “...predominantly ... promote college for ALL students emphasizing college prep ... etc.,” or that “risk factors/barriers to learning” have resulted in neglect leading to “high truancy and decreased graduation rates.” These statements appear to be solely the personal opinions of the applicant and do not, in themselves, demonstrate a verifiable cause-and-effect linkage.</p> | Pp. 15-16 |

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| <p>No information is given as to how “At Risk” (disenfranchised and marginalized) students will be identified and recruited. An explanation of the term “braided,” which is used extensively throughout the application, was not provided and would have been useful in order to understand the methodology by which social-emotional learning and service-learning principles will be included in the program.</p> | <p>p. 16</p> |
| <p>No data was provided on attendance, drop-out, or truancy rates.</p> | <p>p. 17</p> |
| <p>The assumption that “...students are not being motivated due to a lack of personal interest in the student’s surroundings and associated risk factors on the part of school staff” is not supported by data or other evidence. Also, no connection between graduation rates and “lack of personal interest ...etc.” is made or supported.</p> | <p>P. 19</p> |
| <p>The application cites a 2006 report that suggests many reasons that students drop out of school and the percentages that dropped out due to such reasons. This report - “The Silent Epidemic” – is a national report and the results are not focused on NM or the specific area in which the proposed charter school is to be located. No local data is offered to indicate that these factors or percentages indicated in the report exist within the intended service area.</p> | <p>P. 18</p> |
| <p>The application states that “...one can only begin to wonder to what extent students’ social-emotional skills; attitudes about self and others, connection to school, positive social behavior, and academic performance are related to risk factors/barriers that result in truancy or dropping out” and “In some classrooms, students are not provided with the opportunity to use personal experiences as a context for applying knowledge. In some classrooms the risk factors/barriers in which students exist is of no consequence.” These statements are not supported by any related data to show that these factors are valid concerns. “In some classrooms ... etc.” is an allegation with no substantiation and the positive effects of using “personal experiences” are not indicated. It is also stated that “What has prevailed has been a lack of understanding about different cultures/heritage/languages and social/emotional environments of the students outside the classroom” but no evidence is provided to support this claim.</p> | <p>P. 19</p> |
| <p>A demographic description of the student and community population was not included.</p> | |

CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

Please summarize your analysis of the Mission and Statement of Need section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

Summary Analysis

The application demonstrates a strong concern for the social emotional needs of students and attempts to make the case that the students in the Belen Consolidated Schools district have needs that are not being met because those types of needs are not being addressed. The application asserts that student live in an area that is more rural than urban and therefore that the “inner city” approach at Belen HS with an emphasis on a college prep program does not meet those needs. However, the argument is without substantiation or adequate evidentiary support of this alleged cause-and-effect relationship. Much of the support that is given as reasons why students drop out of school and other issues is taken from national reports and not from information on the local conditions other than recent graduation and achievement data. Consequently, no firm connection is made between the alleged social emotional needs of students and the data presented, and no argument or evidence is given to show that “social/emotional strategies in classrooms” can improve or have improved “truancy/dropout rates” or other concerns.

Consequently, no evidence is offered to show that the programs at Belen HS and others in the geographical area in which the school intends to locate require an alternative. No comparison is provided to show how the proposed charter school’s programs will make a difference from what is offered at Belen high schools. Disenfranchisement and marginalization are alleged and assumed from graduation and NMSBA data, but not supported by direct evidence or any description of how the programs that are carried out at Belen schools cause those results.

The statement of need fails to provide substantiation or support of alleged connections between student lack of progress and failure of the existing schools to address non-academic student needs such as “... a lack of personal interest in the student’s surroundings and associated risk factors on the part of school staff.” While it is apparent that the applicants perceive that certain problems exist and that they are strongly motivated to effect improvements, the rationale fails to demonstrate causative connections between current programs and student failure or between the proposed approach and the desired improvements.

V. EDUCATIONAL PLAN

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

A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Application, last two pages of this document, to assist in the analysis of this section.*)

A description of the Curriculum Framework will be complete if it has addressed the following components:

1. Philosophy and Approach to Instruction:

- A description of the educational philosophy and curricular approach of the proposed school.
- A description of why the particular educational philosophy and/or approach were selected.
- Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- An explanation of why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- A description of how the educational philosophy and/or approach aligns with the school's mission and student needs.

2. Description of the Curriculum

- **If the curriculum has already been selected/developed:** A detailed description of the curriculum that includes a scope and sequence.
- **If the curriculum has yet to be developed:** A description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

3. Alignment with NM Standards

- A copy of the alignment document if it was completed, **OR**
- If the alignment has not been completed, a description of the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

4. Strategies and Methods:

- A description of the strategies and methods to be used in delivering the curriculum.
- An explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards. (*NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations*)
- A descriptive example of the curricular strategies and methods in action in the classroom.

- A description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
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| <u>Philosophy and Approach to Instruction</u> | |
| The instructional approach that is presented is a long listing of various aims, methods, and programs with no explanation of how these are integrated into a coordinated and effective instructional design. | P. 21 |
| The “collegial collaboration methodology” and “intergenerational support” are not explained. The post-secondary sources are not identified. | P. 21 |
| The application does not identify the stakeholders or what roles they will play, the needs of communities and businesses that are to be met, or the “scientifically research-based and peer reviewed programs and methodologies” that are to be used. | P. 21 |
| The general curriculum described in this section appears to be standard and mostly “traditional”. There is no mention of any program “that embraces social/emotional learning, parent/family engagement and student centered strategies aimed at closing the achievement gap for disenfranchised students” as stated in the preceding Educational Philosophy. | Pp. 21-22 |
| The process of “population alignment” and its relation to the undefined “braided curriculum” is not described. It was not shown how the synthesis of courses “into a syllabus that will become a formal agreement between student and instructor in terms of what will be taught and the expectations for successful course completion” will enable students “to think and to be and not only to do?” | P. 22 |
| The description of the “continuous review” process lacks significant detail and does not demonstrate and alignment to expected results. | P. 23 |
| There is no explanation of how “student-centered social emotional learning environment with strong parental/familial support” will contribute to the continued existence of the school. | p. 23 |
| <u>Description of the Curriculum</u> | |
| The “innovative instructional techniques and approaches” that will enhance the curriculum and the “coherent and progressive program for each grade level facilitated by collaborative horizontal and vertical aligned feedback” are not described. | P. 23 |

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| <p>It was not necessary to define English, Math, etc. This section requires a description of the curriculum that will be provided to students or, at least, a general indication of the full academic program to be offered. The application provided extended descriptions of only the four core areas and failed to address the content or organization of the other courses and programs listed elsewhere. Consequently, it is not possible to glean from this information a comprehensive understanding of either the specific curriculum or the general structure and relationship of curricular areas.</p> | <p>Pp. 24-26</p> |
| <p>The statement “With regards to skills and content, the ninth grade level will lay the foundation on which each of the following grade levels will build on and expand. Each year the students will take the skills they learned from the previous year to a higher level of difficulty and expectations. The courses in each grade level will always teach the progressive skills at the highest degree while being aware of and addressing those who may need some repetition of the previous level and/or modification” does not provide an understandable description of this “skills and content” element of the curriculum.</p> | <p>P. 23</p> |
| <p>The statement “While the comprehensive curriculum may be used in conjunction with textbooks, it will help teachers limit the topics they address standards” does not explain the value of limiting topics.</p> | <p>P. 24</p> |
| <p>The application indicates that English language arts must be “connected” to content, instruction, and assessment by a “connection” of English teachers who are provided a means of networking to support and assist their coworkers in their quest to provide growth and learning for both themselves and their students and “An integrative approach across instructional programs, facilitated by English teachers, will embody ‘real-life’ meaning to the students at APCHS.” This process is not adequately explained.</p> | <p>P. 24</p> |
| <p>The application states that: “Workplace and Service Learning readiness courses are designed specifically to address entry-level career skill requirements, standards and benchmarks as identified under Career-Technical Education in the NM “Standards of Excellence.” However, no courses identified as Career-Technical or Workplace Readiness were included in the curriculum.</p> | <p>P.27</p> |
| <p><u>Alignment with NM Standards</u></p> | |
| <p>It is stated that “The curriculum for APCHS to be utilized (BCS) it is understood has been aligned to the New Mexico Content Standards, Benchmarks and Performance Standards.” This is taken to mean that the school will use the Belen Consolidated Schools (BCS) curriculum because it is already aligned to NM standards. But, on p. 28-29 a curriculum alignment process is described. It is the responsibility of the charter school to insure that its curriculum is aligned with NM Standards, not to adopt another school district’s curriculum and assume that it is adequately aligned. The process on p. 31-32 seems to indicate</p> | <p>Pp. 27-29</p> |

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| <p>that the school will insure alignment on its own, which conflicts with the previous statement.</p> <p>The illustration of the “curriculum design model” is not accompanied with any explanation or any connection to the description of the curriculum alignment process.</p> <p><u>Strategies and Methods</u></p> <p>The instructional technology method does not indicate the extent of technology use in the classroom. Although a reference to “assessment systems” was made in connection with this strategy, there is no information about how technology will play a role in student assessment.</p> <p>Socio-emotional techniques and content, which were identified in the Statement of Need as an important element that was missing from traditional school programs, are notably absent from the 11 strategies and methods identified or from the curriculum in general.</p> | <p>P. 28</p> <p>p. 30</p> <p>pp. 30-31</p> |
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B. EDUCATIONAL PROGRAM

The educational program should support the school’s educational plan. A description of the educational program will be complete if it has addressed the following components:

1. Length of School Day and School Year:

- The proposed length of the school day, including the number of instructional hours;
- The proposed length of the school year, including number of days and total number of instructional hours;
- A description of how the proposed length of the school day and school year support the Educational Plan.

2. Grade Levels, Class Size and Projected Enrollment:

- The grade levels the charter school proposes to serve;
- If a phase-in of grade levels is proposed, a plan for the phase-in by year and grade levels and a rationale for the phase-in plan;
- The total projected student enrollment (at full enrollment for the school).
- Projected class size.

3. Graduation Requirements (if applicable):

- The school’s proposed credits and requirements for graduation.

- A description of how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school’s educational plan.

ANALYSIS: EDUCATIONAL PROGRAM

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
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| <p><u>Length of School Day and School Year</u></p> | |
| <p>There is no description of how the proposed length of the school day and school year support the Educational Plan.</p> | p. 31 |
| <p><u>Grade Levels, Class Size and Projected Enrollment</u></p> | |
| <p><u>Graduation Requirements (if applicable)</u></p> | |
| <p>The first year of operation is given as 2010-2011. If authorized, the school could not begin operations until Fall, 2011.</p> | p. 31 |
| <p>The application states: “Given these graduation requirements those students who enter APCHS at the 10th, 11th and 12th grade will follow the graduation credit requirements as established by the NMPED <u>and their previous high school of attendance in accordance with their graduation year.</u>” [Emphasis added] This paragraph seems to indicate that there will be two sets of graduation requirements, one for those students who enter as 9th graders and another for students who enter at higher grades. Since students presumably may enter at any available grade in any year, it appears from this statement that the school will maintain a dual graduation requirement system based on its own requirements for those who enter at 9th grade and the requirements of students’ previous schools if they enter at grades10-12.</p> | p. 31 |
| <p>The first year of operation will be 2011, not 2010. If, as per the chart on p. 4, the 2011-2012 year will have all 4 grades 9- 12, then the first graduation will be in Spring, 2012, not 2013. The statement fails to show a consistent understanding or agreement as to the years of operation or the date of the first graduating class.</p> | p. 32 |
| <p>The Master Schedule listing is inconsistent with that on pp. 22-23. Foods & Nutrition, Art I & II, Theater I & II, Yearbook & Psychology have been added to this list. Computer applications & CAD indicated on pp. 22-23 are missing.</p> | pp. 32-33 |

C. STUDENT PERFORMANCE EXPECTATIONS

Student academic performance is central to a school’s existence. Student performance expectations must be aligned with the mission and the educational plan.

The Student Performance Expectations subsection will be complete if it has provided the following:

- Student-centered goals that are SMART:
 - Specific;
 - Measurable;
 - Ambitious and Attainable
 - Reflective of the school’s mission;
 - Time-Specific with Target Dates

- Student-centered goals that are aligned with the school’s mission and the educational plan

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
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| <p><u>Student-centered SMART Goals</u></p> <p>The student goals begin “During the 2012 – 2013 school year.” Apparently there are no goals for the initial school year of 2011-2012 or the school expects all of its goals to be met by 2013, the end of the second year of operation.</p> <p>Student goal #1 is “be provided a learning environment that is safe, drug free and academically challenging that ALL students will be expected to maintain 100% during hours of operation.” To “be provided” is not a student performance expectation. Rather it would be a school/staff performance expectation to provide this environment. The goal does not say what the students will “maintain100% during hours of operation.”</p> <p>Student goal #2 is “meet or exceed the performance target by 8% in Language Arts and Mathematics as measured by the NMSBA.” The performance target is not identified. Without that information or any indication of a baseline measurement, it is not possible to determine if this goal meets any of the SMART goal criteria. No date that this goal will be achieved is given. The application does not explain why “meet or exceed the performance target by 8% in Language Arts and Mathematics” is an ambitious goal.</p> <p>Student goal #7 is “improve study habits, completion of homework and submission of assignments by 75% from previously reported teacher data.” There is no indication of how this will be measured or the period over which this improvement will occur.</p> <p>There is no information as to how these goals reflect the school’s mission and there are no target dates other than a single year of operation.</p> | <p>p. 33</p> <p>p. 33</p> <p>p. 33</p> <p>p. 34</p> <p>p. 33-34</p> |

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| <p>It is unknown why Mastery Learning is being discussed under Student Performance Expectations when it is identified as an instructional strategy on pp. 32-33.</p> | <p>p. 34</p> |
| <p><u>Alignment</u></p> <p>The application claims that the student-centered goals align with the school’s mission and educational plan but does not describe or explain the alignment.</p> | <p>p. 33</p> |

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance will be complete if it addresses the following components:

- the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
- the timeline for achievement of the NM Standards and/or the school’s student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
- assessments that might be considered in addition to the statewide-mandated testing;
- documentation and reporting of student data to students and parents.

ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
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| <p><u>Types of Assessments</u></p> <p>In this section, the application presents an additional scheme for and discussion of curriculum alignment but does not explain how this relates to the evaluation of student performance.</p> <p>The assessments on P. 38 are in addition to those listed above on pp. 37-38, how these assessments will fit in the overall assessment system is not provided.</p> <p>An explanation of how the additional assessments (ACT/SAT testing, ASVAB) will be incorporated into the evaluation of student performance is not presented, nor is an explanation given as to the purpose of a periodic review of “all data” by the faculty, staff, and</p> | <p>p. 34-35</p> <p>p. 38</p> <p>p. 38</p> |

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| <p>principal during intersession.</p> <p><u>Timeline for Achievement</u></p> <p>The application states that "... Grading periods will be critical benchmarks within the timeline for the achievement measure for attainment of standards" but the timeline itself for achievement of the NM Standards and/or the school's student performance expectations was not provided.</p> <p>The connections between descriptions of Parent Involvement, Service Learning, Experiential Learning, and Community Involvement and measuring student progress toward achievement of the NM Standards and the school's student performance expectations are not described.</p> <p><u>Corrective Action</u></p> <p>The Corrective Action Plan is limited to the core subject areas. Unsatisfactory progress in other curricular areas is not addressed.</p> <p>The student is required to "Arrange a student, parent, staff, administrator conference" rather than school faculty or staff. No strategy is provided if the student does not take this initiative.</p> <p>The application states: "Our most important goal is to assist students successfully complete [sic] the classes needed for graduation from high school or to assist them in transitioning into post-secondary education programs and/or the work force." The "or" in this statement indicates that graduation is one alternative and that post-secondary education and employment constitute another alternative. This raises the question of how a student will be prepared for post-secondary education without graduating. Below (p. 55) it is cited that "leaving school without a diploma negatively impacts the life of individuals both personally and professionally." These two statements are in apparent conflict.</p> <p><u>Remediation</u></p> <p>No information on remediation strategies or processes is included.</p> <p><u>Additional Assessments</u></p> <p>"Think-in" strategies and an "engagement" class are included as "Supplemental Student Assessments" but only the results of these practices are described. No information is provided as to the practices themselves. It is noted that these were not presented in the designated order, therefore it is not possible to determine if "Supplemental Assessments" were intended to satisfy the required "Additional Assessments" section or if this discussion is an extension of the "Types of Assessment" section. If the latter, then the "Additional Assessments" section was not addressed.</p> | <p>p. 40</p> <p>Pp. 40-42</p> <p>p. 42</p> <p>p. 42</p> <p>p. 42</p> <p>p. 38</p> |
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| <p><u>Documentation and Reporting</u></p> <p>No information was provided regarding Documentation and Reporting.</p> | |
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E. SPECIAL POPULATIONS

A Special Populations subsection will be complete if it has addressed the following components:

- Suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- An outline of a special education plan (*the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year*) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- How the charter school will provide access to ancillary services for these special populations, when necessary.

ANALYSIS: SPECIAL POPULATIONS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
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| <p><u>Modifications to meet Individual Student Needs</u></p> <p><u>Special Education Plan</u></p> <p><u>Access to Ancillary Services</u></p> <p>This section also contained a discussion of a Retention Process that refers to two studies. The application states that “The studies above represent our students attending APCHS;” however, no data on students in the intended service area is provided to validate the claim that potential students at this charter school will have the cited characteristics.</p> | <p>p. 50</p> |

EDUCATIONAL PLAN SUMMARY

Please summarize your analysis of the Educational Plan section of the school's application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

Summary Analysis

Although the Statement of Need asserted the need for programs that differ significantly from those offered at existing high schools in the intended service area, the Education Plan does not follow through on that assertion. The curriculum that is described appears to be standard and mostly "traditional". In fact, it was stated that the curriculum would essentially be the same as that in the existing high schools. No curricular innovations were indicated. The Instructional approach is a long listing of various aims, methods, and programs with no explanation of how these form an effective instructional design. Most notably, there is no description of any specific program "that embraces social/emotional learning, parent/family engagement and student centered strategies aimed at closing the achievement gap for disenfranchised students" which was asserted as a primary educational deficit to be overcome.

The listings of courses to be included in the curriculum are not consistent between those given on pp. 22-23 and those in the master schedule listing on pp. 32-33. Many other programs and strategies are mentioned throughout these sections that are not adequately associated with the proposed curriculum. Therefore, the application does not present a coherent overview of the educational program, or how it would benefit students. There are numerous lists of many programmatic elements and methods that are asserted to be valuable without an explanation of how these comprise an integrated methodology or how each relates to the instructional improvements suggested to meet the needs of the identified student population. Most of these elements are never adequately defined.

Graduation requirements appear to offer two different options depending on whether the student enters the charter school at ninth grade or at a later grade. This system, as presented, does not seem either necessary or tenable over time.

There is confusion as to the first year of the school's operation which is given in different places as 2009, 2010, and/or 2011.

Several of the student goals do not meet the SMART Goal criteria in that one is not a student goal, another contains no performance target and a third lacks a measurement method. In addition, no information is given as to how these goals reflect the school's mission and there are no target dates other than the end of the second year of operation.

While ambitious intentions are expressed throughout the Educational Plan, the application fails to adequately organize and integrate the miscellany of approaches, strategies, and methods that are expressed within the application into a coherent, systematic program to effectively meet the stated educational needs of the target population. Several elements are inconsistent, missing, or not explained, leaving an impression of disconnectedness between the often abstract concepts offered and the practical, effective relationship necessary between program design and student achievement. This section is incomplete since it lacks an actual timeline for achievement of standards, information on remediation strategies or processes, and information regarding Documentation and Reporting.

VI. FINANCIAL PLAN

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

A. BUDGET

A Budget subsection will be complete if it has addressed the following components:

- A completed revenue projection form 910B5 (included in the application appendices).
- A proposed operating budget covering each year of the charter term based on current unit value using the **5-Year Budget Plan** (included in the application appendices).
- A detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. The following should be addressed:
 - major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
 - spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan.
- A detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
- A detailed narrative description of the expenditure assumptions for these other revenue sources.

ANALYSIS: BUDGET

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|-----------|
| <p><u>Revenue Projection Form 910B5</u></p> <p><u>Operating Budget</u></p> <p>The applicant did not submit the required Excel spreadsheet containing the 5-Year budget plan. Consequently, this portion of the application is incomplete.</p> | |

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| <p><u>Revenue and Expenditure Assumptions</u></p> <p>Under the heading of “Federal Categorical Assistance,” it is stated that the school will seek supplemental funding if student enrollment exceeds the projected level of 300 students. Charter school enrollment is not allowed to exceed its maximum projected level.</p> <p><u>Revenue Sources Other Than SEG Funds</u></p> <p>This information was not provided.</p> <p><u>Expenditure Assumptions for Other Than SEG Funds</u></p> <p>This information was not provided.</p> | <p>p. 53</p> |
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B. FISCAL MANAGEMENT

A plan for fiscal management subsection will be complete if it has addressed the following components:

- A detailed plan indicating how the charter school will manage its fiscal responsibilities.
- A description of the school’s internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
- A description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

ANALYSIS: FISCAL MANAGMENT

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|---------------------------|
| <p><u>Fiscal Management Plan</u></p> <p>The statement regarding the school’s review of its students’ assessment, attendance data, report cards, anecdotal and behavioral data is not related to the financial plan.</p> <p>It is stated that the school will seek supplemental funding if student enrollment exceeds the projected level of 300 students. Charter school enrollment is not allowed to exceed its maximum projected level.</p> <p><u>Internal Control Procedures</u></p> | <p>p. 53</p> <p>p. 58</p> |

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|---|-------|
| <u>Annual Audit of Financial Operations</u> | |
| The application states that the school will contract with an independent auditing firm for its annual audit. State-charter schools are included in the PED audit and the audit firm is selected by PED. | p. 55 |

FINANCIAL PLAN SUMMARY

Please summarize your analysis of the Financial Plan section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

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| <u>Summary Analysis</u> |
| The application failed to provide a 5-Year Budget Plan on an Excel spreadsheet as required, and failed to provide any information regarding revenue and expenditure assumptions for funds other than SEG. This section of the application is incomplete and inadequate. |

VII. GOVERNANCE /MANAGEMENT PLAN

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

A. GOVERNANCE /MANAGEMENT STRUCTURE

The Governance Structure subsection will be complete if it has addressed the following components:

- A description of the over-all school governance and site-based management structure.
- An organizational chart for the school that:
 - illustrates the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school’s leader and administration;
 - Includes on the chart all proposed administrative/staff positions, parent councils, advisory committees and community groups (if any).
- A narrative description of the chart.

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| <p>version is under 6.29.1.9 and contains additional items. The term “district” is erroneously included in item #8.</p> <p><u>List of governing body members and qualifications</u></p> <p><u>Staff, families, and community involvement in governance</u></p> <p>No information on staff, family and community involvement was included. A “Stakeholder Involvement Process” is described, but it did not address the role of these groups in the actual governance of the school.</p> | <p>pp. 67-68</p> |
|--|------------------|

C. PARTNERSHIPS: *This section is optional and should be completed if the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions.*

The Partnership subsection will be complete if the following components are included:

- Name of the partner organization.
- Name of the contact person at the partner organization and that person’s full contact information.
- A description of the nature and purpose of the school’s partnership with the organization.
- If applicable, an explanation of how the partner organization will be involved in the governance of the school.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

ANALYSIS: PARTNERSHIPS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|-----------|
| <p><u>Partner organization and contact information</u></p> <p><u>Nature and purpose of partnership</u></p> <p><u>Partner organization involvement with school governance</u></p> <p><u>Evidence of formal partnership agreement</u></p> | |

D. SCHOOL ORGANIZATIONAL STRUCTURE

A School Organizational Structure subsection will be complete if the following components are included:

- Based on the organizational chart provided under subsection A. *GOVERNANCE/MANAGEMENT STRUCTURE* above, job descriptions that identify key roles, responsibilities and accountability for each staff position listed on the organizational chart.
- A staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|------------------------------|
| <p><u>Description of site-based management structure and job descriptions for all organizational chart positions</u></p> <p><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></p> <p>The application states that its staffing pattern “will be augmented through utilization of technology based programs” but it does not describe the technology based programs or explain how they will result in this augmentation.</p> <p>The FTE Projection does not include teachers for CAD (listed on p. 23), or Foods & Nutrition (listed on p. 34).</p> | <p>p. 75</p> <p>p. 75</p> |

E. EMPLOYEE RELATIONS

An Employee Relations subsection will be complete if the following components are addressed:

- A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- The proposed salary schedules that comply with the minimum salary requirements as identified in the School Personnel Act for all employees.
- A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
- An explanation of the school’s staff discipline process that provides for due process.

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| <p>possible enrollment of siblings, and only one is selected during the lottery process, the sibling not selected during the lottery process will become a ‘selected’ student for enrollment. APCHS will not place undue hardship upon a family during its lottery selection process and therefore will give preference to siblings if one is selected.” This does not comply with the current interpretation of state law regarding a charter school lottery process. Preference for enrolling a student exists only if his/her sibling has been enrolled at the charter school during the preceding year and continues to be enrolled for the upcoming year.</p> <p><u>Description of proposed student discipline policy</u></p> <p><u>Proposed student discipline procedures (appendix)</u></p> | |
|--|--|

G. FACILITIES:

The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

Has the applicant group selected or secured a facility? **Yes** **No**

NOTE: Based upon “YES” or “NO”, complete the appropriate analysis below.

If “YES” a Facilities section will be complete if the following components are addressed:

- A description of the proposed facility, including location, size, and layout of space. An explanation of how the facility will support the implementation of the school’s educational plan.
- An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “YES”

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|------------------|
| <p><u>Description of proposed facility and how facility will support school’s educational plan</u></p> <p><u>Proposed capital outlay needs</u></p> | |

If “NO” a Facilities section will be complete if the following components are addressed:

- An explanation of the needs of a facility that will support the implementation of the school’s educational plan, including desired location, size, and layout of space.
- A description of a reasonable plan to identify and secure an adequate facility.
- The proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “NO”

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|------------------|
| <u>Explanation of school’s facility needs to support educational plan</u> | |
| <u>Reasonable plan for identifying and securing adequate facility</u> | |
| <u>Proposed capital outlay needs</u> | |

H. OTHER STUDENT SERVICES

This section will be complete if the following components are addressed:

- A description of the school’s plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
- A description of the school’s plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.
- A description of the school’s plans for providing student access to other services, including but not limited to counseling and health services and plans for contracting services, if applicable.

ANALYSIS: Other Student Services

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|------------------|
| <u>Transportation</u> | |
| <u>Food Service</u> | |
| <u>Student access to other services</u> | |

GOVERNANCE / MANAGEMENT PLAN SUMMARY

Please summarize your analysis of the Governance/Management section of the school's application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

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|-------------------------|
| Summary Analysis |
|-------------------------|

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|---|
| In responding to the question regarding the powers and responsibilities of the charter school's governing board, the applicant provided information regarding the powers and duties of local school boards which was incorrect. Such an answer illustrates a lack of capacity on the part of the applicant to comprehend the scope and limitations of the governing body of a charter school. The lottery policy is incorrect as it pertains to the admission of siblings. Two teaching assignments are missing from the staffing plan. |
|---|

VIII. REQUIREMENTS

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

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

The legal liability and insurance coverage section will be complete if contains:

- A statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|-----------|
| <u>Statement of public school insurance participation</u> | |

B. WAIVERS

The waivers section will be complete if the following components are addressed:

- A list of the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of

