

Anthony Charter School

1301 W. Washington
P O Box 355
Anthony, NM 88021

School phone: 575-882-0600
Fax: 575-882-0600



A charter school is a public school developed by one or more parents, teachers or community members authorized by the local school board or the Public Education Commission to provide an alternative educational setting to parents and students in the public school system. Charter schools provide an opportunity to create new, innovative and more flexible ways of educating children.

Charter schools in New Mexico have the option to be authorized through the school district in which they are located or they may apply to be authorized by the Public Education Commission. Currently there are 40 state chartered schools that have been authorized by the Commission.

The Anthony Charter School (ACS) is currently completing its charter renewal application which is due October 1, 2012. Through this application, ACS is seeking authorization by the Public Education Commission to become our own Local Education Agency.

I, the head of household of one or more Anthony Charter School students, support the renewal of the Anthony Charter School's charter for a five-year period beginning on July 1, 2013 and ending on June 30, 2018.

Head of Household Signature: Tina Mullen

Head of Household Name: Tina Mullen

Students in Household: Victoria S. Perez

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Head of Household Name: _____

Students in Household: _____

DAVID GAMEROS
SAMANTHA GAMEROS
ERIC GAMEROS

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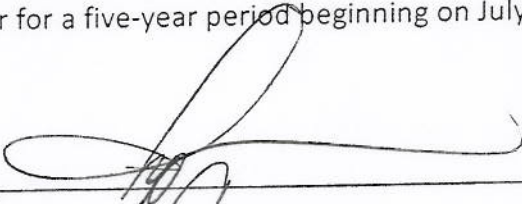
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Head of Household Name: _____

Students in Household: _____


MYRNA GOMEZ
ALEJANDRO GOMEZ

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Head of Household Signature: _____

Andy Mj

Head of Household Name: _____

Audrey Mireles

Students in Household: _____

Brianna Mireles

Justin Mireles

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Head of Household Signature:

Head of Household Name:

Barbie Garcia

Students in Household:

Gilbert Garcia

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Head of Household Signature:

Fabiola Najera

Head of Household Name:

Fabiola Najera

Students in Household:

Velia Annais Najera

Brianna Najera

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Head of Household Signature: Arvon Rystad

Head of Household Name: Arvon Rystad

Students in Household: Kathlynn Rystad

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Head of Household Signature: Gabriela Marquez

Head of Household Name: Gabriela Marquez

Students in Household: Jennifer Rosales

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Head of Household Signature:

Head of Household Name:

Marisela Vasquez

Students in Household:

Valeria Vasquez

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Head of Household Signature: Raymundo terrazas

Head of Household Name: Raymundo terrazas

Students in Household: Raymundo terrazas

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Head of Household Signature:

Juan Maria Miramontez

Head of Household Name:

Juan Maria Miramontez

Students in Household:

1 Diamond B. Miramontez

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Head of Household Signature: Dora Belmontes

Head of Household Name: Dora Belmontes

Students in Household: Isidro Belmontes

Anthony Delgado

Jonathan Delgado

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Head of Household Signature: _____

Head of Household Name: _____

Students in Household: _____

Heber Lopez
Heber Lopez
Heber Lopez JR.

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Head of Household Signature: _____

Noemi Torres

Head of Household Name: _____

Noemi V. Torres

Students in Household: _____

1 Briana C. Ramos

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Head of Household Signature: _____

Head of Household Name: _____

Students in Household: _____

Jaime Gonzales
Jaime Gonzales
4/Aaron M. Gonzales

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Head of Household Signature: _____

Head of Household Name: _____

Students in Household: _____

HILDA AMARO

DIANNA AMARO

FERNANDA AMARO

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Head of Household Signature: Sandra L Carrasco

Head of Household Name: Sandra L. Carrasco

Students in Household: Jonathan Martinez

David Martinez

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Head of Household Signature: Randi Miller

Head of Household Name: Randi Miller

Students in Household: Jaymison Miller

Joanna Miller

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Head of Household Signature: Martha De La O

Head of Household Name: Martha De La O

Students in Household: Tanya Ledezma

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Head of Household Signature: _____

Ruben Valenzuela

Head of Household Name: _____

Ruben Valenzuela

Students in Household: _____

Allyssa Nunez

Naomi Nunez



Part B—The Charter Renewal

Part B The Charter Renewal

Table of Contents

Indicate the page numbers for each section in the designated column.

The Charter Renewal	Page(s)
I. Executive Summary	122
II. Renewal Performance Plan	126
A. Mission	126
B. Indicators	127
III. Amendments	130
IV. Financial Plans	130
V. Organizational Plans	138
A. Enrollment Plan	138
B. Governance	139
C. Partnerships	149
VI. Facilities	153
Part B ACS Charter School Amendment Request Form	156

2012–2013 Renewal Application

I. Executive Summary

Provide the enrollment and demographic information for the current charter term. In addition, provide a brief (1–2 pages maximum) description of the school, including an overview of the mission/vision, educational program, community and local connections, and leadership and governance.

Enrollment Cap: 200

Enrollment	2008– 2009	2009– 2010	2010– 2011	2011– 2012
Total Enrollment	Planning	69	70	82
Number of Students on Waiting List	Planning	0	0	0
Ethnicity/ Race	Planning			
Asian	Planning			1
Black	Planning			
Hispanic	Planning	56	57	66
Native American	Planning			
White	Planning	13	13	15
Other	Planning			
English Language Learners	Planning	22	14	11
Students with Individualized Education Programs (IEP)	Planning	13	15	13

Enrollment	2008– 2009	2009– 2010	2010– 2011	2011– 2012
Eligible for Free and Reduced Lunch	Planning	69.4%	87.4%	87.4%

Executive Statement

Description of School:

Anthony Charter School, a small charter school, serving grade 7-12, is located in the Town of Anthony, New Mexico and accepts students from all areas in the Gadsden district. Anthony Charter School students maintain ties socially and culturally to Mexico and New Mexico. Anthony Charter School began the charter school process in 2007 and officially opened in late August of 2009.

The town of Anthony lies at the southern most area of Doña Ana County approximately 20 miles South of Las Cruces and 18 miles from El Paso and Juarez, Mexico. Approximately 95% of students identify as Hispanic origin and 5% identify as being Caucasian.

Anthony Charter School (ACS) provides flexible and personalized programs for anyone in Anthony seeking a high school diploma that would benefit from services and educational programs offered during non-traditional school hours: evenings, weekends and summer time or those needing a flexible educational environment/setting. Students at ACS can extend their traditional school day/year by taking additional on-line courses through IDEAL NM, College of New Mexico, and attend Dona Ana Community College.

Mission Statement:

Our mission is to work with students and families to identify the strengths, needs and issues impacting student success. Based on this identification, we will develop or locate programs, processes and class schedules for the individual student that are most likely to produce educational success. Graduation from High School or transition into an alternative graduation or career path will be our primary measure of success.

Educational Program:

Anthony Charter School provides a traditional instructional program and a web-based curriculum platform that provides a complete computer-based high school curriculum both core study areas and course electives as well as small classroom direct instruction to enable students to demonstrate New Mexico Standards Based proficiency.

The web-based curriculum adopted is a New Mexico PED approved program, e2020. Anthony Charter School has adopted a New Mexico PED recommended NM Standards Based Assessment, NWEA MAP formative/short cycle assessments (Discovery Education beginning 2012), and the WIDA ACCESS for English language learners. Anthony Charter School provides Student Learning Plans in the form of NM PED approved Next Step Plan and the NM PED Response to Intervention mandate.

Anthony Charter School partners with several Anthony, New Mexico based mental health agencies. One agency is AMANECER to provide counseling support services for students struggling with academic, social, or emotional barriers. Students can self identify, may be referred by their family, and/or may be identified through the Response-to-Intervention (RtI) process. AMANECER also provides family counseling services to all family members.

Anthony Charter School also partners with Tierra del Sol Housing Authority and HELP-NM who as an National Council of la Raza (NCLR) affiliate has afforded teachers and staff access to Padres Compromotidos, a family involvement program designed to encourage and train parents to be advocates for their children as they move through the educational system. Teachers also have been trained at their Leadership Institute for Latino Literacy.

Anthony Charter School has also partnered with DACC, CNM, and IDEAL New Mexico to provide courses that help students take advanced dual credit courses or provide a method for students to recover credits that they need in order to graduate. The Southwest Regional Education Center (SW-REC) provides us with teacher mentoring and professional development that teachers otherwise might not be able to access as well as giving us access to therapists for our SPED students. Our students also have access to programs such as the NMSU STEM program for secondary students and they have also attend the Science and Math Initiative at Trinidad State College in Colorado.

The Governing Council has been involved in training opportunities at the state, regional, and national levels. Their leadership and guidance has supported ACS in all its educational initiatives as well as the students.

II. Renewal Performance Plan

The following sections provide an opportunity for the school to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Please Note: The response to Part B will not affect the Renewal Findings from Part A or the recommendation for renewal or non-renewal. It may, however, affect the length of the new charter term awarded to the school and will inform the terms of a new charter contract. Should the chartering authority grant renewal for an additional term, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term and the performance contract as required under the SB 446 legislation (enacted by Laws of 2011, chapter 14, section 3).

A. **Mission:** Provide a mission for the school.

Mission:

The mission of Anthony Charter School is to assist each and every student realize his or her full potential and become a responsible and productive citizen and an engaged learner who is able to use technology effectively and transform the multicultural society in which we live as we prepare for the challenges of a global community.

Anthony Charter School (ACS) will provide flexible and personalized programs for anyone in Anthony seeking a high school diploma that would benefit from services and a multifaceted educational program.

Our focus is to work with students and families to identify the strengths, needs and issues impacting student success and establishing a nurturing educational environment which fosters shared responsibility, respects diversity, facilitates continuous learning, and prepares all students for success. Based on this identification, we will develop or locate programs, processes and class schedules for the individual student that are most likely to produce educational success and assist them to establish career options leading to obtaining a high school diploma.

B. **Performance Plan:** Per SB446, it is helpful if you submit a performance plan that will be the basis for the Charter Performance Contract (22-8B-9 NMSA 1978) and subsequent monitoring processes utilizing the Performance Framework (22-8B-9.1 NMSA 1978). State the student performance indicators that specifically relate to the mission of the school. We encourage you to submit a plan that is specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument), and ambitious, but attainable, and aligned with a time frame by which achievement is expected to be accomplished.

1. Student academic performance

Student academic performance indicator:

All ACS students will meet or exceed proficiency in English Language Arts and mathematics by meeting yearly School Growth Targets in Reading and Math as demonstrated by performance on the New Mexico Standards Based Assessment.

School Growth Targets

	C Y	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Math	40	45.0	50.0	55.0	60.0	60.0	65.0	70.5	75.0	80.0	85.0
ELA	48	52.3	56.7	61.0	65.3	65.3	69.7	74.0	78.3	82.7	87.0

2. Student academic growth

Student academic growth indicator:

All ACS students will demonstrate annual growth in English Language Arts and mathematics based on yearly School Growth Targets as measured by the New Mexico Standards Based Assessment.

School Growth Targets, Growth Expectations

	CY	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Math	1.3	1.6	1.9	2.2	2.5	2.5	2.8	3.1	3.4	3.7	4.0
ELA	1.7	2.0	2.2	2.5	2.7	2.7	3.0	3.2	3.5	3.7	4.0

3. Achievement gaps in both proficiency and growth between student subgroups

Achievement gaps in both proficiency and growth between student subgroup indicator:

All ACS student subgroups will narrow the achievement gap by 2 or more scaled score points per year within 3-4 years as indicated by School Growth Targets and measured by the New Mexico Standards Based Assessment.

4. Attendance

Attendance indicator:

All ACS students will maintain an annual attendance rate of 92% or more during the charter term as reported in STARS.

5. Recurrent enrollment

Recurrent enrollment indicator:

By the beginning of each school year ACS will maintain a 95% or high enrollment rate for continuing students as demonstrated in registration rates and STARS data.

6. High school college-readiness (if appropriate)

High school college-readiness indicator:

Goal 1: All ACS students will participate in either a college entrance assessment, pass a college level course, or participate in activities that will prepare students for an industry recognized certification by their graduation date.

(Anthony Charter School intends to raise high school, college and career expectations of its students by adopting state mandated initiatives for post-secondary education, training, and workplace opportunities.)

7. Graduation rate (if appropriate)

Graduation rate indicator:

The percentage of ACS students graduating will increase yearly based on the High School graduation School Growth Targets.

	CY	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
HS Grade Rate	68	69.9	71.8	73.7	75.6	75.6	77.4	79.3	81.2	83.1	85

8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

Growth of the lowest scoring 25th percentile of students in the public school in reading and mathematics indicator:

ACS students in the lowest scoring 25tile will narrow the achievement gap in English Language Arts and Math by 4 points per year as measured on the New Mexico Standards Based Assessment.

III. Amendments

Provide “State Charter School Change/Amendment Request Form” for any material or substantial change(s) to the charter. (e.g. adding grade levels, increase enrollment cap, curricula change, instructional model, etc.) The amendment forms should be in the Part B Appendix.

Amendments to charter are attached in Part B Appendices

IV. Financial Plans

- A. Provide a financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the PED.

Attached is the approved budget for 2012-2013 Fiscal year. The budget serves as a guideline for expenditures in all categories.

**State of New Mexico
Public School Operating Budget
Revenue**

Anthony Charter School 2012-2013

Fund	Budget Function	Name: Object	Description	Estimated Amt	Projected Amt
11000	0000	11000	Operational		
11000	0000	11111	Cash Assets		
11000	0000	11111	Unrestricted Cash	341,492	381,124
11000	0000	11000	Total: Cash Assets	341,492	381,124
11000	0000	41000	Revenue From Local Sources		
11000	0000	41702	Fees - Educational	180	301
11000	0000	41000	Total: Revenue From Local Sources	180	301
11000	0000	43000	Revenue From State Sources		
11000	0000	43101	State Equalization Guarantee	810,124	827,415
11000	0000	43000	Total: Revenue From State Sources	810,124	827,415
11000	0000	46000	Other Items		
11000	0000	46100	Access Board (e-Rate)	2,040	2,040
11000	0000	46000	Total: Other Items	2,040	2,040
11000	0000	46000	Total: Operational	1,153,836	1,210,880
14000	0000	11000	Total Instructional Materials Sub-Fund		
14000	0000	11111	Cash Assets		
14000	0000	11111	Unrestricted Cash	15,996	1,055
14000	0000	11000	Total: Cash Assets	15,996	1,055
14000	0000	43000	Revenue From State Sources		
14000	0000	43211	Instructional Materials 50% Supplementary Allocation	2,827	5,405
14000	0000	43000	Total: Revenue From State Sources	2,827	5,405
14000	0000	43000	Total: Total Instructional Materials Sub-Fund	18,823	6,460
21000	0000	11000	Food Services		
21000	0000	11111	Cash Assets		
21000	0000	11111	Unrestricted Cash	5,500	0
21000	0000	11000	Total: Cash Assets	5,500	0
21000	0000	41000	Revenue From Local Sources		
21000	0000	41603	Fees - Adults/Food Services	3	3,000
21000	0000	41000	Total: Revenue From Local Sources	3	3,000
21000	0000	44000	Revenue From Federal Sources		
21000	0000	44500	Restricted Grants - Federal Flow-through	24,586	40,000
21000	0000	44000	Total: Revenue From Federal Sources	24,586	40,000
21000	0000	44000	Total: Food Services	30,089	43,000
23000	0000	11000	Non-Instructional Support		
23000	0000	11111	Cash Assets		
23000	0000	11111	Unrestricted Cash	3,008	3,108
23000	0000	11000	Total: Cash Assets	3,008	3,108
23000	0000	41000	Revenue From Local Sources		
23000	0000	41705	Fees - Users	2,100	3,000
23000	0000	41000	Total: Revenue From Local Sources	2,100	3,000
23000	0000	41000	Total: Non-Instructional Support	5,108	6,108
24000	0000	41000	Federal Flow-through Grants		
24101	0000	41000	Title I - IASA		
24101	0000	41924	Revenue From Local Sources	15,135	13,397
24101	0000	41924	Flowthrough Grants from District	15,135	13,397
24101	0000	41000	Total: Revenue From Local Sources	15,135	13,397
24101	0000	41000	Total: Title I - IASA	15,135	13,397
24106	0000	41000	Entitlement IDEA-B		
24106	0000	41000	Revenue From Local Sources		
24106	0000	41924	Flowthrough Grants from District	23,723	16,373
24106	0000	41000	Total: Revenue From Local Sources	23,723	16,373
24106	0000	41000	Total: Entitlement IDEA-B	23,723	16,373

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**State of New Mexico
Public School Operating Budget
Revenue**

Budget	Function	Name:	Object	Description	Estimated Amt	Projected Amt
Anthony Charter School 2012-2013						
24154	0000		41000	Revenue From Local Sources		
24154	0000		41924	Flowthrough Grants from District	0	6,186
24154	0000		41000	Total: Revenue From Local Sources	0	6,186
24154	0000			Total: Teacher/Principal Training & Recruiting	0	6,186
24000				Total: Federal Flow-through Grants	39,804	36,598
25000				Federal Direct Grants		
25255	0000		44000	Education Job Fund		
25255	0000		44000	Revenue From Federal Sources	319	0
25255	0000		44301	Other Restricted Grants - Federal Direct		
25255	0000		44000	Total: Revenue From Federal Sources	319	0
25255	0000			Total: Education Job Fund	319	0
25000				Total: Federal Direct Grants	319	0
26000				Local Grants		
26204	0000		11000	Spaceport GRT Grant - Dona Ana County		
26204	0000		11112	Cash Assets		
26204	0000		11112	Restricted Cash	0	8,021
26204	0000		11000	Total: Cash Assets	0	8,021
26204	0000		41000	Revenue From Local Sources		
26204	0000		41921	Instructional - Categorical	8,021	0
26204	0000		41000	Total: Revenue From Local Sources	8,021	0
26204	0000		41000	Total: Spaceport GRT Grant - Dona Ana County	8,021	8,021
26000				Total: Local Grants	8,021	8,021
27000				State Flow-through Grants		
27106	0000		43000	2010 GO Bonds Student Library Fund SB-1		
27106	0000		43202	Revenue From State Sources	2,059	0
27106	0000		43000	State Flow-through Grants	2,059	0
27106	0000		43000	Total: Revenue From State Sources	2,059	0
27106	0000			Total: 2010 GO Bonds Student Library Fund SB-1	2,059	0
27000				Total: State Flow-through Grants	2,059	0
31200				Public School Capital Outlay		
31200	0000		43000	Revenue From State Sources		
31200	0000		43209	PSCOC Awards	49,501	0
31200	0000		43000	Total: Revenue From State Sources	49,501	0
31200	0000			Total: Public School Capital Outlay	49,501	0
31700				Capital Improvements SB-9		
31700	0000		43000	Revenue From State Sources		
31700	0000		43202	State Flow-through Grants	11,963	0
31700	0000		43204	Prior Year Balances	16,348	28,311
31700	0000		43000	Total: Revenue From State Sources	28,311	28,311
31700	0000			Total: Capital Improvements SB-9	28,311	28,311
				Total: Revenue	1,335,871	1,339,378

Budget Name: Anthony Charter School 2012-2013						
	FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE
Expenditure						
Operational						
Instruction						
Salaries Expense: Teachers-Grades 1-12	11000	1000	51100	1411	194,326	4.75
Salaries Expense: Teachers- Special Education	11000	1000	51100	1412	5,043	0.71
Salaries Expense: Substitutes-Sick Leave	11000	1000	51100	1611	1,080	0.00
Salaries Expense: Substitutes-Other Leave	11000	1000	51100	1612	5,289	0.00
Salaries Expense: Instructional Assistants-Grades 1-12	11000	1000	51100	1711	0	0.00
Additional Compensation: Teachers-Grades 1-12	11000	1000	51300	1411	250	0.00
Educational Retirement	11000	1000	52111	0000	17,711	0.00
ERA - Retiree Health	11000	1000	52112	0000	3,622	0.00
FICA Payments	11000	1000	52210	0000	12,807	0.00
Medicare Payments	11000	1000	52220	0000	3,100	0.00
Health and Medical Premiums	11000	1000	52311	0000	4,230	0.00
Dental	11000	1000	52312	0000	304	0.00
Vision	11000	1000	52313	0000	330	0.00
Disability	11000	1000	52315	0000	66	0.00
Unemployment Compensation	11000	1000	52500	0000	207	0.00
Workers Compensation Premium	11000	1000	52710	0000	3,360	0.00
Employer's Fee	11000	1000	52720	0000	2,739	0.00
Professional Development	11000	1000	53330	0000	87	0.00
Other Charges	11000	1000	53711	0000	5,684	0.00
Employee Travel - Teachers	11000	1000	55819	0000	300	0.00
Other Contract Services	11000	1000	55915	0000	0	0.00
Other Textbooks	11000	1000	56112	0000	30,000	0.00
Software	11000	1000	56113	0000	30,775	0.00
General Supplies and Materials	11000	1000	56118	0000	15,922	0.00
Fixed Assets (more than \$5,000)	11000	1000	57331	0000	78	0.00
Supply Assets (\$5,000 or less)	11000	1000	57332	0000	25,000	0.00
Total: Instruction	11000	1000			5,931	0.00
Support Services						
Salaries Expense: Guidance Counselors/Social Workers	11000	2000			5,931	0.00
Educational Retirement	11000	2100			337,466	5.46
ERA - Retiree Health	11000	2100				
FICA Payments	11000	2100				
Medicare Payments	11000	2100				
Health and Medical Premiums	11000	2100				
Life	11000	2100				
Dental	11000	2100				
Vision	11000	2100				
Disability	11000	2100				
Unemployment Compensation	11000	2100				
TOTAL						
Estimated Amt					652,466	7.75
Projected FTE						

- B. Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

The Governance Council of Anthony Charter School understands that fiscal oversight and compliance of the school is their responsibility. The Principal will be responsible for the day –to-day operation of the school. The Business manager is responsible for the management of the school’s finances. The Principal will ensure that the Business manager and the staff making deposits or creating PRs attends required PED trainings-NMASBO Training as well as any web based training the PED may provide. The Principal will be responsible for ensuring that the staff including the business manager are properly trained in business office procedures, that all implement sound accounting practices and procedures in accordance with the public school code, follows (GASB) General Accounting Standards Board rules, the new Mexico public School Finance Act, the New Mexico Procurement Code, and follows the Public Schools Accounting and Budgeting Manual.

The Governance Council of Anthony Charter School will have the responsibility of fiscal oversight for the school’s finances. They have the responsibility of developing, revising and adopting policies for the audit and finance committees and all other financial policies that the school needs in order to function within the extent of the law. The Governance Council will attend trainings that will help them understand public school finance, the school budgeting process and all rules and laws that govern that process. The Governance Council will require the Business Manager to attend all Council meetings to present a financial report that is complete and understandable to all. The Treasurer of the Governance Council will be the chairperson of the school’s finance committee and be designated to meet with the Business Manager to prepare the financial reports. The Treasurer will also chair the Finance Audit Committee.

The Governance Council of Anthony Charter School will honor requests for BARS (Budget Adjustment Request(s) in a timely manner so as not to compromise the daily operations of the school. Along with parents and staff, they will help prepare, review, and approve the Charter School’s yearly budget. The Governance Council of Anthony Charter School will direct the Principal to report any notices form the authorizer or the PED if the school fails to follow the mandatory reporting requirements or violations of any procedures or rules that could put the school in jeopardy of any material violations.

The Governance Council of Anthony Charter School intends to adopt the policies and procedures in the New Mexico Public School Manual of Procedures as well as NMAC 6.20.2.2 and will annually review and revise its internal control policy so that it is in compliance with the law and PED regulations.

The Governance Council of Anthony Charter School understands that New Mexico State law requires that all public funds be audited once a year. An independent auditor will conduct the yearly audit. The audit will be conducted in accordance with the Office of the State Auditor Rule using generally accepted auditing standards, and the Manual of Governance Audits of Entities of the State of New Mexico. Anthony Charter School will follow the mandated timeline for completing the annual audit. The Principal and the Business manager shall comply with all requests of the auditor to complete a timely audit. The Treasurer and the President of the Governance Council of Anthony Charter School shall attend the exit audit conference and shall, along with the Principal and the Business manager respond to findings with the appropriate corrective action plans. The Governance Council of Anthony Charter School is responsible for assuring that the approved corrective action plans are implemented to ensure that repeat findings do not occur.

The Governance Council of Anthony Charter School will review and revise the internal controls policy so that it is consistent with mandated applicable rules, laws or procedures.

The Governance Council of Anthony Charter School will review and revise the audit and finance committee policies so that they are consistent with mandated applicable rules, laws or procedures.

- C. Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that do not meet the projections stated in your application.

The Anthony Charter School Governance Council will engage in a process of strategic planning in which the council will conduct an analysis of the school's strengths, weaknesses, barriers and position within the community at large, and what that community needs in order to ensure that families have a choice of schools or programs that will help their students graduate and move onto community college or universities.

One way for the board to define its vision is by creating and using a strategic

plan. The process involves first discussing the vision and mission of the school to make sure everyone fully understands it and agrees with it. Then the board delineates the school's strengths, weaknesses, opportunities and barriers. These are both external and internal. The board defines the various functional areas of the school system and creates annual objectives in line with their long-term goals.

A strategic plan defines how the governing board speaks with one voice rather than individual priorities. The plan clearly communicates to administration and staff what should be accomplished within each school year, without being overly burdensome. The principal evaluation should be tied to objectives in the strategic plan. The plan is also an effective means of communicating to parents and stakeholders what the board is working on and what they intend to accomplish.

Through this process of strategic planning, the Anthony Charter School Governance Council will gain knowledge of how the school is performing academically.

The strategic planning process will provide a long term focus for the school's improvement.

The strategic planning process will help the council and school align annual goals to achieve short-term goals.

The strategic planning process will allow the governing council to create long term plans that will allow the school to expand and be able to plan for new facilities.

The strategic plan will include:

Anthony Charter School Strategic Plan

Vision Statement:

Mission Statement:

An analysis of how the school is currently functioning using the following framework

Anthony Charter School SWOB (Strengths, Weaknesses, Opportunities, Barriers) Analysis:

Strengths

Weaknesses

Some areas that might be analyzed include:

Academically rigorous/content-rich curriculum Strong and dedicated administration and staff Professionally-trained staff in all academic programs Safe and disciplined environment
 Steady parental involvement Diverse, dedicated, cohesive, visionary council Strong networking and utilization of resources Good technology foundation Strong grant-writing team
 Community support is strong Creative finance team Committed Padres Compromotidos Parent Group Adequacy of the facility- Space constraints Communication Limited budget
 Transportation

Opportunities
Barriers

Some areas to consider:

Grants for funding—library, text books, science materials, internal resources Partnerships with local governmental entities Professional development for staff and Governing Council Continued networking with the District for a teacher induction program Networking with the charter school and business communities Building culture through partnership with Padres Compromotidos Parent Group Increased enrollment Successful financial operations Academically diverse student population School-wide increase in test scores Safety of school community

Long Term Objectives

Annual Objectives

Functional Strategies

Status/Schedule

Establish Evaluation Tool

V. Organizational Plans

- A. **Enrollment Plan:** Complete the enrollment plan for the next charter term. If the school has determined a need to change the enrollment numbers from the current charter, discuss and demonstrate that need.

Grade	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
7	25	25	25	25	30
8	25	25	25	25	30
9	20	25	25	25	30
10	20	25	35	35	35
11	15	25	30	35	35
12	15	25	30	35	35
TOTAL	120	150	170	180	200

The reason for requesting a change in the student enrollment numbers:

B. Governance:

1. Provide a plan for an annual self-evaluation of the governing body that reflects an assessment of its overall effectiveness.

Throughout the year, the Anthony Charter School (ACS) ACS Governing Council and Principal will conduct annual and ongoing evaluations in order to effectively track the school's overall progress relative to the mission and the stated goals and objectives. An accountability plan will be developed and be based on a shared vision and goals for what the school should be and do to be fully compliant with state law and in order to gain valuable information about programmatic and school-wide efficacy. The mission of ACS will guide the effort of self-evaluation and foster collaborative relationships among all stakeholders who should hold each other to the same standard of excellence and are open to constructive feedback. The larger community must participate in setting the basic goals and purposes and should operate in a climate of ongoing self-improvement to ensure continuous progress and success. These beliefs and actions will lead to the effective use of self evaluation outcome data to inform and improve classroom practices and the operation of ACS.

Role of ACS Governing Council

- . The board will assume responsibility for establishing and reviewing the overall institutional and education policies of ACS.
- . The Governing Council Development Committee will be named and will design and administer instruments, approved by the ACS Governing Council, to evaluate its own performance in areas such as recruitment, nominations, orientation, training, and evaluation in accordance with the by-laws of the charter school as well as established policies and practices. Board Effectiveness Indicators will be developed and a self-evaluation rubric will be designed to define and track the status of progress. Additionally, the Committee will be responsible for coordinating the review, preparation and board approval of a school-wide satisfaction survey each year.

Role of Administrative Staff

- . The Principal will be responsible for the submission of a report of academic progress based on the program-specific assessment measures, as well as student learning as synthesized from the use of multiple forms of evidence of achievement including the benchmarks reflecting the mission of ACS. The Principal will conduct and oversee the program evaluation as well as assist with the annual evaluation and satisfaction survey of students, parents, and staff to measure performance as related to the school's mission and goals. The survey will include, but not be limited to, evaluation of student progress, teacher/student communication, teacher/parent communication, administrator/parent communication, facilities, curriculum, parent involvement, student life, and school culture. The Principal will synthesize all of the

data required for this self-evaluation for an annual report outlining the results that will be published.

Role of Teaching Staff

The teachers, teaching assistants, and school counselors will participate in a school-wide satisfaction survey each year. They will provide their own self-evaluation as part of their annual employment review and conduct peer observation as part of professional development throughout the year. Teachers will keep a portfolio for review of notes from teacher supervision, anecdotal records, lesson plans, classroom observations, particularly in relationship to the benchmarks reflecting the mission of ACS. Teachers will also schedule and document opportunities for formal and informal ways in which parental input is encouraged and ways in which they actively engage parents in opportunities to promote academic and non-academic goals of ACS as part of the program evaluation process.

Role of Parents

Parents and guardians will participate in completing a school-wide satisfaction survey each year. They will also have the opportunity to participate as active members of the ACS Padres Compromotidos parent group and express and implement their thoughts, ideas, and concerns throughout the year through standing committee involvements and leadership on the ACS Padres Compromotidos parent group. Parents and guardians will also have opportunities for more formal input as part of the program evaluation process through the PED Parent Satisfaction Survey. Different forms of engagement and involvement will be considered as indicators of success in meeting non-academic goals.

Role of Students

Students will participate in a school-wide satisfaction survey each year. Additionally, opportunities will be provided for students to reflect on their own learning in ways that are developmentally and culturally appropriate. The students' reflections on learning will focus particularly on their creation of approaches to demonstrate what they have learned and what they know and are able to do relative to the benchmarks reflecting the mission of ACS. These indicators of progress will include activities and experiences within the school and in the community, that show progress toward meeting non-academic and academic goals of ACS.

Role of Consultants

ACS will make use of professional educational consultants, particularly those who bring talents, knowledge, skills and resources related to the benchmarks reflecting the mission of ACS. Of particular importance are those individuals who are knowledgeable about immersion education, and inquiry-based education, and objective tools and processes to measure program progress in the stated goals and objectives and in adherence to the mission of ACS. Feedback from these consultations will result in reports or notes from retreats or special meetings with the Principal, ACS Governing Council, and others who will engage in improving performance in the areas identified in a consultant's scope of work and/or contract for services with ACS.

Lead person/administrators · Teachers · Support staff; and · Programs

The reason for evaluation is to determine the effectiveness

of a program, service, or those whose roles and functions are critically tied to program implementation and effectiveness. In the case of ACS the mission includes a focus on academic development building upon a set of goals and objectives fostering academic growth. Effectiveness and progress toward the achievement of the specific goals and benchmarks represent one aspect of the school.

Other key elements concern the social/cultural development of children and families and a commitment to global citizenship, civic engagement, multicultural competencies, and readiness for life-long learning. Planning and implementing the ACS mission and aforementioned commitments require planning and leadership. The following overview provides the essential elements of how the key drivers of the ACS mission and commitments will be evaluated.

Evaluation tools and methods will include but are not limited to: 1) written evaluations based on classroom observations; 2) student performance based on multiple forms of evidence of achievement; 3) Benchmark assessments developed to ensure that student growth is monitored. 4) feedback from parents and guardians; 5) feedback from peers and external consultants. The structure will be used to design ongoing continuous improvement data and progress reports throughout the year that include such things as coaching, professional development resources and training where needed.

Administrators

The ACS Governing Council will conduct a review and evaluation of the Principal to assess the extent to which the goals set forth in the contract of employment have been

achieved and concrete evidence that the key elements of the mission of ACS have been realized.

The Principal, hired by the ACS Governing Council, is responsible for hiring and conducting evaluations for the teachers and staff.

Teachers/Assistant Teachers

The Principal will complete formal teaching observations throughout the academic year and one annual performance evaluation for each member of the teaching staff that include feedback from peers, parents, and others with whom the teacher interacts.

Multiple forms of evidence may include teacher evaluations of student achievement, portfolios as evidence of student work, final projects. Results from observations and annual performance evaluation will direct the selection of professional development workshops and help shape the professional development plans for the following academic year.

Support Staff

The Principal will each complete annual performance evaluations based on the job descriptions and anticipated outcomes for the support staff reporting to them. The evaluations will measure actual performance relative to the standards and/or goals established at the beginning of the school year of point of hire.

Programs

Elements of the evaluation including academic and non-academic programming will be conducted as a collaborative effort of the board, administration, and staff and overseen

by the Principal. Specific criteria for the areas of program evaluation will be based on the stated mission, goals, objectives and the goals and objectives fostering student growth.

These criteria will include but will not be limited to broad categories of: disaggregated student achievement data both academic and (using multiple forms of evidence including formative assessment data); parent/guardian/student/staff satisfaction as demonstrated on survey results; attendance and student performance and demonstrations of learning; staff and student retention; documented evidence of school/community engagement readiness for life-long learning.

Evaluation tools will document and measure progress toward meeting ACS' stated mission and goals in terms of curriculum content, implementation, and buy-in from all aspects of program operations. Benchmark assessments will be used to ensure that student growth is monitored. Input from teachers, parents/guardians, and to the extent possible, students, will be an essential aspect of the program evaluation process.

Below are some sample *formative questions* (those that can be asked throughout the year) and *summative questions* (those that can be answered at the end of the year based on the formative question) that will be used to evaluate the success of the programs.

Sample Formative Evaluation Questions for Program Evaluation Component:

-
- Is the schools being operated as chartered?
 - Were the appropriate persons selected and included

in the planned activities?

- Are the schools' management plans being followed or adjusted for defensible reasons?
- Are students moving toward the anticipated/planned academic goals?
- Which elements/factors of the schools are aiding the students to move toward these goals?
- Are the resources being appropriately directed to fulfill the goals of the schools? ·

Sample Summative Evaluation Questions for Program Evaluation Component

- Did the schools meet their goals and the goals of the initiative?
- Have the needs of the students and community been met?
- Can the schools and the initiative be continued/perpetuated under existing conditions?
- Were there unintended or unanticipated outcomes as a result of these schools? What are their value and merit?

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2. Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

The Governance Council of Anthony Charter School understands that fiscal oversight and compliance of the school is their responsibility. The Principal will be responsible for the day –to-day operation of the school. The Business manager is responsible for the management of the school’s finances. The Principal will ensure that the Business manager and the staff making deposits or creating PRs attends required PED trainings-NMASBO Training as well as any web based training the PED may provide. The Principal will be responsible for ensuring that the staff including the business manager are properly trained in business office procedures, that all implement sound accounting practices and procedures in accordance with the public school code, follows (GASB) General Accounting Standards Board rules, the new Mexico public School Finance Act, the New Mexico Procurement Code, and follows the Public Schools Accounting and Budgeting Manual.

The Governance Council of Anthony Charter School will have the responsibility of fiscal oversight for the school’s finances. They have the responsibility of developing, revising and adopting policies for the audit and finance committees and all other financial policies that the school needs in order to function within the extent of the law. The Governance Council will attend trainings that will help them understand public school finance, the school budgeting process and all rules and laws that govern that process. The Governance Council will require the Business Manager to attend all Council meetings to present a financial report that is complete and understandable to all. The Treasurer of the Governance Council will be the chairperson of the school’s finance committee and be designated to meet with the Business Manager to prepare the financial reports. The Treasurer will also chair the Finance Audit Committee.

The Governance Council of Anthony Charter School will honor requests for BARS (Budget Adjustment Request(s) in a timely manner so as not to compromise the daily operations of the school. Along with parents and staff, they will help prepare, review, and approve the Charter School’s yearly budget. The Governance Council of Anthony Charter School will direct the Principal to

report any notices from the authorizer or the PED if the school fails to follow the mandatory reporting requirements or violations of any procedures or rules that could put the school in jeopardy of any material violations.

The Governance Council of Anthony Charter School intends to adopt the policies and procedures in the New Mexico Public School Manual of Procedures as well as NMAC 6.20.2.2 and will annually review and revise its internal control policy so that it is in compliance with the law and PED regulations.

The Governance Council of Anthony Charter School understands that New Mexico State law requires that all public funds be audited once a year. An independent auditor will conduct the yearly audit. The audit will be conducted in accordance with the Office of the State Auditor Rule using generally accepted auditing standards, and the Manual of Governance Audits of Entities of the State of New Mexico. Anthony Charter School will follow the mandated timeline for completing the annual audit. The Principal and the Business manager shall comply with all requests of the auditor to complete a timely audit. The Treasurer and the President of the Governance Council of Anthony Charter School shall attend the exit audit conference and shall, along with the Principal and the Business manager respond to findings with the appropriate corrective action plans. The Governance Council of Anthony Charter School is responsible for assuring that the approved corrective action plans are implemented to ensure that repeat findings do not occur.

The Governance Council of Anthony Charter School will review and revise the internal controls policy so that it is consistent with mandated applicable rules, laws or procedures.

The Governance Council of Anthony Charter School will review and revise the audit and finance committee policies so that they are consistent with mandated applicable rules, laws or procedures.

3. Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

The Anthony Charter School Governance Council will post its meeting dates and location on the Anthony Charter School website, HELP New Mexico website, Tierra del Sol office, Anthony Water and Sanitation Department Bulletin Board, Parents are notified via email, and at the school entrance. All minutes are kept in a binder in the school's front office and are available to the public. In the future minutes will be posted on the school's website.

--

C. Waivers:

1. Identify the waivers as provided for in Section 22-8B-5 NMSA 1978 that you are requesting and describe how use of this waiver will support the school's plan. Additional information should be added as Appendix B.

No.	Requested Waiver	Description of how use of this waiver will support the school's plan
1.		
2.		
3.		
4.		
5.		

2. Identify any *discretionary* waivers as provided for in Section 22-8B-5 NMSA 1978 or elsewhere in the Public School Code that you are requesting; and describe how use of this waiver will support the school's plan. Upon approval of the charter, the PED waiver request process must be completed. The following link provides forms for the various waiver options. http://ped.state.nm.us/admin.personnel/waiver_requests.html. If this is an application to a local district, you must identify all waivers you are requesting from local board policies.

No.	Requested Discretionary Waiver	Description of how use of this waiver will support the school's plan
1.		
2.		
3.		
4.		
5.		

- D. Partnerships:** If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:

- ☐ name of the entity or person
- ☐ contact information
- ☐ description of the nature and purpose of the relationship with the charter school
- ☐ involvement in the school's governance (if applicable)

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	Tierra del Sol Housing	Ms. Rose Garcia 210 E Idaho Avenue # A Las Cruces, NM 88005-3279	Tierra del Sol is involved in writing grants involving computers for people and students in the community. They are writing a Youth Build grant that will give our students to work and gain on the job training while they finish their schooling. They hope to place a staff member from the community to serve on the Governing Council.
2.	Dona Ana Community College	Dr. Margie Huerta Gadsen Educational Center (Dona Ana Community College) 1700 E O'Hara Road, Anthony NM 88021	Dona Ana Community College provides advisement, Compass testing and online and on site dual credit courses for our students.
3.	CNM	Julie Fisher 525 Buena Vista SE Albuquerque, NM 87106 (505) 224-3000	CNM Community College provides advisement, Accuplacer testing and online and on site dual credit courses for our students.
4.	IDEAL NM	Amy Jaramillo Jerry Apodaca Building, Room 301 300 Don Gaspar Santa Fe, NM 87501	IDEAL-New Mexico gives our student the opportunity to take AP courses, participate in a credit recovery or gives them an opportunity to accelerate their anticipated graduation date.
5.	SW REC		SW REC is a resource for

		405 N Date St T or C, New Mexico	teacher professional development and ancillary services for students
6.	National Council of La Raza	Maria del Socorro (Choco) Leandro National Council of La Raza 1126 16th Street, NW, Suite 600 Washington, DC 20036-4845 Tel. (202) 785-1670 / Fax (202) 776-1792	<p>HELP New Mexico, an affiliate of the National Council of La Raza, has sponsored Anthony Charter School in training that NCLR has offered educators.</p> <p>Teachers and Principal have received training at the Leadership Institute for Latino Literacy (LILL), an intensive, multiday professional development seminar for teachers and administrators serving Latino and English language learner students. The sessions focus on instruction strategies that strengthen literacy skills across all content areas and have been proven effective with the target student population. By the end of the seminar, participants develop a school-wide literacy plan, which they are tasked with taking back to their schools and integrating into the curriculum of the entire</p> <p>In November Anthony Charter School will submit an application to be an affiliate on their own in order to take advantage of the youth leadership and</p>

			<p>advocacy programs that NCLR provides.</p> <p>ACS is looking at the RAZA development fund as an opportunity to begin planning and building a permanent building.</p>
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- E. **Third-Party Relationships:** Attach a copy of the proposed contract, MOU, or evidence of the terms of the proposed agreement with the Third-Party Relationship or contractor as an Appendix.

VI. Facilities

Provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 22-8B-4.2 NMSA 1978. Attach a copy of approval from the Public School Facilities Authority regarding your facilities index rating.

As stated in this section of the law, an existing charter school is only required to demonstrate that its facilities “as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools” – when it is relocating. The current facility in which ACS will be housed for the 2012-2013 school year does not technically have to meet this requirement; however, the current facility does meet this average index.

As full disclosure, ACS has leased from the Anthony Water and Sanitation District a parcel of land on which it will locate a school using portable buildings that we have acquired. The plans have been signed off on for this site to house our school by the PSFA. It is possible that we may be able to move into our new facility before the end of this school year; however, at the very latest we will be in the facility next school year. Because the PSFA has already signed off on the plan, which includes use of portable buildings, ACS has no reason to believe that PSFA will not authorize our relocation to this site. ACS will seek PSFA review of the facility for purposes of demonstrating that our new school meets the required standards for of relocating to that building in a timely manner.

We currently lease approximately 5700 square feet from the Gadsden Independent School District. It is located at 1301 Washington, Anthony, New Mexico, 88021. The current facility is too small for us to accommodate any growth and is otherwise inadequate for a number of reasons. According to the PSFA 2012-2013, our current facility has not yet been ranked on the condition index. The statutory requirement for the facilities of a charter school that is approved on or after July 1, 2005) is that it must meet education occupancy standards. A copy of our E-Occupancy Certificate is attached. We are not currently required to meet the standards as set forth in NMSA 1978, Section 22-8B-4.2(C) or (D).

Beginning January 2013, if all goes well, we will lease our new facility from the Anthony Water and Sanitation District and the facility will probably meet

adequacy standards; however, we will not have that information until after our renewal. PSFA does not rank charter schools for adequacy until after the first renewal. A site plan of our new and approved facility is attached.

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

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(505) 843-96

TO: Colleen Kelly Adolph, Director
Anthony Charter School

Project No. RASC 1

THROUGH: Martica Casias, Planning & Design Manager

DATE: July 25, 2012

FINAL APPROVAL OF SCHOOL CONSTRUCTION (CD - Construction Documents):
A five-portable building campus for Anthony Charter School

FUNDING: \$350,000.00 from other funding sources.

COMMENTS: Your request to approve the above referenced project was received in this office on July 17, 2012. The reviewed plans bearing stamps and signatures from PSFA and CID are being returned to the architect. These stamped plans are to be taken by the contractor to any CID office to pay an order to obtain a State Building Permit. It is the contractor's responsibility to call CID for all in-

PSFA approves the Gadsden Independent School District's program statement for portable building space for the Anthony Charter School (Project Number 101-13). The District's Facilities Master Plan is for permanent space for the school and this project is an important step in achieving this goal using its own funding for the project. Please feel free to call John Valdez at (505) 843-6272 for questions about the program statement approval.

Approval of this project request is limited to \$350,000.00 from other funding sources. complete this project in compliance with federal and state laws and regulations relative to the Americans with Disabilities Act (ADA 1990).

APPROVAL: With the stipulation(s) stated above, the plan for the above named project is approved by the Public School Facilities Authority in accordance with Sections 22-20-2 and 22-30-3 and 13-1-40 of the NM Statutes. If you have any questions regarding the project plan approval, please contact me at (505) 843-6272.

A handwritten signature in black ink, appearing to read "Romero".

Richard A. Romero, Facilities Specialist
Public School Facilities Authority
Cc: File

Part B Appendix –ACS State Charter Amendment Request Form Sent as a separate attachment. Attachment is “Part B Appendix Amendment Request”

Part C

Most Current Charter Application/Contract

Table of Contents

Indicate the page numbers for each section in the designated column. Please include not only a copy of your most current charter application/contract, but also copies of all approved amendments to this charter.

Most Current Charter Application/Contract—Reference	Page(s)
I. Most Current Charter Application/Contract	157
II. Approved Amendments	

Appendix Part C

Most Current Charter Application/Contract

<i>A. Mission Statement</i>	
.....	6
<i>1. Who do you</i>	
<i>serve?.....</i>	6
<i>2. What do you seek to</i>	
<i>accomplish?.....</i>	7

3. What methods will you use?.....7

4. How will we know if we are achieving our mission? 8

A. Other: What will the charter do to complement or supplement education provided by the district or other charter schools? 8

B. Goals and Objectives and student performance standards.....9

5. How do school goals, objectives, and student performance standards comply with

state content standards, benchmarks, performance standards and plan for

facilities Statewide Adequacy Standards? Are they measurable & student-

centered?..... 9

6. How do school goals, objectives and student performance standards comply with state accreditation? Are they measurable & student centered?..... 11

J. How do school goals, objectives, and student performance standards comply with state standardized testing and school report card requirements? Are they measurable & student-centered? 12

B. Other -No items..... 12

9. A specific, detailed description of all curriculum (whether in one or two languages)

including scope and sequence and student performance standards.....15

10.A timeline for alignment of the curriculum with the Public Education Department's content standards, benchmarks and performance standards..... 24

11. Strategies and methods to be used in delivering the curriculum and how the curriculum will address each student's needs and assist the student in reaching those standards. Include how proposed academic programs impact Statewide Adequacy Standards requirements..... 24

12. Length of school day and school year.....	27
13. Grades, projected class size by grade and yearly total projected student enrollment projected out five years (if appropriate).....	28
14. Proposed requirements for graduation, if applicable.....	28
C. (OTHER). Proposed method of storing and making available to appropriate people students' records, including but not limited to transcripts, health information, spec. education information, student attendance and drop-out data and teacher information including attendance and licensure.....	29
D. Meeting individual student's needs	31
15. Description of the way a charter school's educational program will meet the individual needs of students, including those students determined to be at risk.	
.....	31
16. Suggested modifications to meet individual student needs, including bilingual, limited English proficient, and Special Education (including testing accommodations).....	31
17- Specific Special Education Plan (aligned with 2005 recommendations).....	32
18. Access to other services including but not limited to counseling and health.	35
E. Evaluation of student performance	37

19. Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.....	37
20. Assessments in addition to the statewide mandated testing (that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards).....	45
21. Plan for documentation and reporting of student data (School Report Card and STARS).....	47
22. Timeline for achievement of the standards.....	47
F. Evidence of economic soundness.....	47
23. A proposed budget for year one and the following four years based on the current Unit Value and correct program unit weights, size adjustments, and at-risk factors (including breakdown of costs by line item and object code). Do the salary projections reflect the three-tier licensure requirements?.....	47
24. Description of the administrative operations of the charter school.....	61
25. Description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted. Indicate where in budget funds are included.....	67
F. OTHER- Emergency reserves of at least 1% of expenditures are maintained in the budget.	69
G. Fiscal management.....	69
26 Specific Plan on how the charter school will manage its fiscal responsibilities in accordance with all federal and state laws including the designation or establishment of its central purchasing office with adoption of state rules or self-developed rules pursuant to State Procurement Code.....	69
27. Specific description of the internal control procedures that the charter school will utilize to safeguard assets.....	77
28. Specific description of the internal control procedures that the charter school will utilize to provide reliable financial information.	80
29. Specific description of the management and internal control procedures that the charter school will utilize to promote operational efficiency.....	84
30. Specific description of the internal control procedures that the charter school will utilize to ensure compliance with applicable federal and state laws regulations relative to fiscal procedures (e.g. segregation of duties)	109
G. OTHER: Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.....	109

<i>H.</i>	<i>Displacement of people in a conversion school</i>	<i>109</i>
	<i>31. Specific plan for how the charter school and district will address the displacement of students and staff who will not attend or be employed in the charter school.</i>	<i>110</i>
	<i>32. Transportation of students not attending the conversion school.....</i>	<i>110</i>
<i>I.</i>	<i>Governing body and operations</i>	<i>110</i>
	<i>33. How the interim and permanent governing body will be selected and its composition.</i>	<i>110</i>

34. When the governing body will meet and how meetings will be advertised and conducted in accordance with the Open Meetings Act.....	112
35. The nature and extent of parental involvement and how they will be notified.....	113
36. The nature and extent of professional educator involvement and how they will be notified.....	113
37. The nature and extent of community involvement and how they will be notified.....	113
38. Policies and procedures of the governing body, including model of governance, how decisions are made, committee functions, relationship to staff and professional development.	114
39. Relationship between the governing body of the charter school and the local school board, including how disputes will be resolved between the charter school/governing body, the local district superintendent and/or the local school board. The charter school is accountable to the local school board for ensuring compliance with applicable laws, rules and charter provisions.....	115
40. Role of Governing Body in policy-making, personnel decisions, budgeting, and operation of charter school.....	115
I. Other: Provisions for dealing with appeals of decisions made by the school staff and governing council. Provisions are evident that mediation, problem solving and facilitation services for students, staff and community are available as needed.....	116
J. Relationship with employees.....	117
41. Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives).....	117
42. Personnel policies and procedures that comply with the School Personnel Act.....	134
43. Evaluation process for staff that conforms with specific sections of School Personnel Act.....	135
44. Proposed salary schedule in alignment with 3-tier process.....	135
45. Job descriptions of staff and proposed pupil-teacher ratio.	135
K. Employment and student discipline policies	136
46. Employment policies for staff and procedures that comply with the School Personnel Act as set forth in Section J above.	136
47. Discipline policy for students that address the State Board of Education's regulation on student's rights and responsibilities.....	136
L. Legal liability and applicable insurance coverage	147
48. An agreement between the charter school and the local school board regarding	

	<i>their respective legal liability and applicable insurance coverage, that includes participation in the Public School Insurance Authority and compliance with any applicable rules of authority.....</i>	<i>147</i>
<i>M.</i>	<i>Transportation and food services</i>	<i>147</i>
	<i>49. Specific description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.....</i>	<i>147</i>
	<i>so. Specific description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.....</i>	<i>148</i>
<i>N.</i>	<i>Waivers</i>	<i>148</i>

51. List the specific waivers by number and title that are requested from local school board policy.....	148
52. Describe how the charter school will address these waivers from local school board policy.....	149
53. List the specific waivers that are requested from the Secretary of Education requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, school principal duties and driver education.....	149
54. Describe how the charter school will address these waivers from the Secretary of Education.....	149
O. Facilities	149
55. Description of the facilities the charter school plans to use, taking grade-by-grade and five-year student count projections into account. Include total projected number of students. Include final capacity of the facility. If construction is to be phased, provide a five-year projection and associated capital costs...149	149
56. Provide proposed site and building plan that complies with current state-adopted life, health and safety codes for E (educational building) Occupancy and provide a capital budget plan that will ensure compliance. Submit lease, purchase or contractual arrangements for the facility or a plan for locating a facility with sites being considered.....	150
57. Plan for addressing code, accessibility requirements and any other health and safety requirements, if necessary with documentation from SFA if considering a specific site (if known).....	150
58. Proposed plan for operation, maintenance and repair of a facility.....	150
59. Proposed plan for use of a school district facility by a conversion	151
60. Prior to opening, charter school must provide documentation to local school board on meeting health, safety, and code issues.....	151
61. Does the application include a request/or capital outlay?.....	151
P. Enrollment procedures.....	151
62. Description of procedures to be used by the charter school that complies with 22-8B-4.1 NMSA, 1978 and addresses how the charter will enroll using the lottery selection process.....	151
P. Other- Plan of action in the event that enrollment goals are not met.....	152
63. Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.....	152
64. Documentation that the charter school shall not charge tuition, have admission requirements, or state that they will only accept a certain population of	

students, except as otherwise provided in the Public School Code.153

Q. *In the best interest of students, the school district, and the community.*

.....153

65. Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.153

66. The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution155

R. *Assurances (includes the following signed assurances) 15*

67 – 83. Assurances related to ACS.....156

S.	<i>Petitions of support.....</i>	<i>156</i>
T.	<i>Revisions/ Amendments</i>	<i>156</i>
86	<i>Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the governing body of the charter school.....</i>	<i>156</i>

A. Mission Statement

Anthony Charter School (ACS) will provide flexible and personalized programs for anyone in Anthony seeking a high school diploma that would benefit from services and educational programs offered during non-traditional school hours: evenings, weekends and summer *time* or those using non-traditional methods.

Our mission is to work with students and families to identify the strengths, needs and issues impacting student success. Based on this identification, we will develop or locate programs, processes and class schedules for the individual student that are most likely to produce educational success. Graduation from High School (or transition into an alternative graduation or career path) will be our primary measure of success.

1. Who do you serve?

We expect our program to attract adolescent and adult learners who are currently juggling employment, family duties and transportation issues with the completion of their secondary education goals. Currently, High School students grades 7-12.

While many students may choose to remain in traditional education they will have the opportunity to remain at Anthony Charter School through graduation.

We will also closely coordinate with Desert Pride Alternative High School to ensure that the classes and programs offered will be complementary to those offered by district.

ACS graduates will demonstrate competence of performance standards as defined by New Mexico PED documents. In addition, students will demonstrate mastery of competence developed in alignment with New Mexico standards and benchmarks.

A group of Anthony community members brings this proposal for a new Charter High School to the Board of Education, seeking its approval to develop a public school programmatically and operationally distinct from the Gadsden Public Schools yet one which seeks to work as a partner with the District. (See Appendix L)

Their educational program will require significant remedial work, particularly in building stronger reading and mathematics skills. Working at their own pace and with individualized attention from the faculty enables such students to develop the confidence in their abilities they will need to have if they are to eventually graduate and successfully transition into adult careers.

Anthony Charter School Application

The foundation of Anthony Charter School's educational theory is the research findings incorporated in the "Breaking Ranks" national study of high school reform commissioned by the Carnegie Foundation a decade ago. We intend to adopt as many of those recommendations into our design as possible.

We expect our program to attract adolescent and adult learners who are currently juggling employment, family duties and transportation issues with the completion of their secondary education goals.

2. What do you seek to accomplish?

The intent of ACS is to meet a perceived gap in high school programs currently available for students in Anthony for whom traditional or daily academic approaches or schedules are not convenient or feasible. ACS will provide classroom instruction, of course, but also provide computer-based (Internet) education, experiential education, project-based learning, service learning and tutorials, during the day, in the evening, on weekends or during summer hours, times when high school instruction is not traditionally available.

We recognize that we will be dealing with students whose lives, in many instances, are extremely chaotic, often for reasons completely distinct from their own behaviors, but in other cases precisely *because* of their own behavior. The chaos of their lives can make regular class attendance during the daytime school schedule difficult if not impossible to maintain as they juggle jobs, children, attendance at treatment programs and family duties. Thus, part of our flexible program will involve evening and weekend classes. These students will also require substantial supportive services to make the return to the classroom work successfully.

The non-traditional learner is defined by the National Center for Education Statistics (NCES) as having the following characteristics:

1. Does not enter college immediately after high school.
2. Attends part time rather than full time.
3. Works 35 hours a week or more.
4. Is financially independent as defined by financial aid criteria.
5. Has dependents other than a spouse.
6. Is a single parent.
7. Lacks a high school diploma (though may have a GED or other high school equivalency).

Graduation from High school will be our primary measure of success.

3. What methods will you use?

Through student-centered curricula aligned with NM performance standards and annual assessment aligned with content, benchmark and performance standards, ACS will support GISD in its mission to improve performance for all students and close the achievement gap.

ACS will focus on a non-traditional educational environment which includes a flexible program of instruction involving daytime, evening, weekend and an online component based on the Lincoln School Curriculum will bring a technological enhancement of education to the traditional classroom for the students.

All students at ACS will be provided opportunities for community engagement through service learning projects utilizing existing community resources. We anticipate incorporating

resources from the Workforce Investment Board's Youth Services program and would like to take the lead in preparing our students for "next generation" careers in sustainable agriculture, affordable home construction, alternative energy and serving an aging population.

It is our philosophy that the effectiveness of these diverse efforts stems largely from the fact that personal involvement and commitment is enhanced in the small school, personal relationship-based learning setting. In addition, many of the High School reform practices that have been developed around the country and that are described in the Carnegie Report will be possible at ACS due to the small size of our school. These include practices such as personal student mentors, flexible hours, small classes and small campus size.

4. How will we know if we are achieving our mission?

The most evident measurement of success is graduation from the high school program. Because the target population is those students who are at risk for dropping out or have already dropped out of school, graduation rates are the main focus for measuring. Nevertheless, it is also imperative that we measure student success in other areas, such as pre and post testing, GPA/grade achievements and transitions to work or GED programs. Middle School students will be given CRT and other pre and post achievement testing as appropriate to their grade levels.

Successful students are not only measured by graduation rates. Their ability to successfully meet and exceed IEP goals will be a critical component of measuring student success.

A. Other: What will the charter do to complement or supplement education provided by the district or other charter schools?

ACS will work with students who have dropped out or been removed from the GISD in an effort to raise the district's graduation rate/success rate. ACS will also work closely with GISD in identifying and recruiting those students who can best be served by this Charter School. Desert Pride Academy already addresses alternative approaches as well as computer-assisted instruction. School will work with students who have dropped out or been removed

from the GISD in an effort to raise the district's rate.

Page 11 of 150

The educational program includes alternatives education methods to address the needs of different types of learners. The inclusion of an online component, via the Lincoln School Curriculum will help prepare students to use computerized systems; a necessary skill for any job pursuit.

The opportunities for community engagement through service learning projects, utilizing existing community resources will incorporate resources from the Workforce

Investment Board's Youth Services program and will assist ACS in preparing our students for "next generation" careers in sustainable agriculture, affordable home construction, alternative energy and serving an aging population.

B. Goals and Objectives and student performance standards.

ACS is created with the understanding that there is a part of the GISD student population whose needs are not being met. It is with the understanding that New Mexico seeks to achieve higher standards of learning and educating, that ACS creates a curriculum that seeks to implement 21st century skills that allow for meaningful educational exchanges with other learners and community members. Real world critical-thinking, problem-solving and technological opportunities offer authentic learning skills that have direct application to student lives.

5. How do school goals, objectives, and student performance standards comply with state content standards, benchmarks, performance standards and plan for facilities Statewide Adequacy Standards? Are they measurable & student-centered?

ACS is committed to the student and their success. As such, the following goals and objectives are centered on the success of the student and their ability to leave ACS with the skills to live and work as partners in the community. As accreditation is the Educational Plan for student success, ACS will modify instruction to help students be successful in achieving satisfactory results on the standardized tests as outlined in the following goals and objectives.

Research from the University of Phoenix Online Campus shows that their online learning process has been so successful because of their curriculum is based on the practical application of skill sets. Allowing students to apply higher level thinking skills and learn technology are standards that exceed those of the NMPED.

Goal 1: Our first goal is to identify and recruit those students who have not previously found success through a traditional classroom environment. With the help of the GISD and community leaders, ACS will identify those students who might benefit from *this* alternative educational process.

Goal2: We will create and maintain an educational culture that encourages success and that makes each student's fullest personal development possible.

Objectives

- a) Encourage and teach individual responsibility for learning and planning as measured by credit acquisition; measurable by grade achievements and graduation.

- b) Carefully assess student abilities and prior life experiences as strengths and assets to be built upon, as measured by survey instruments. As each student receives an Individual Educational Plan, their educational goal setting is considered a dynamic document and will be monitored continuously.
- c) Integrate academic content of coursework at ACS with other critical life skills such as communication, problem solving, team-building and community service, as measured by discipline data and student involvement in community activity and successful student employment.
- d) Develop individualized curriculum tailored to individual learning needs based on the NM Content Standards and Benchmarks for academic content and measured by academic achievement data as measured by number of students attending post secondary schools after graduating from ACS. This is easily tracked through the department of education.
- e) Offer opportunities for service learning, vocational education and experiential learning as an integral part of the academic program at ACS, as measured by degree of student participation. Student access to technology is a part of the NM PED's standards for success. ACS will pursue internships, mentorships and apprenticeships with the community's businesses and organizations to establish additional learning opportunities for students.
- f) Prepare students for post-secondary educational opportunities by providing a rigorous curriculum that aligns with NM performance standards. Those standards include assuring literacy in core subject areas, learning skills, career readiness and post-secondary learning.
- g) Provide on-going assessment that aligns with NM content, benchmark and performance standards by utilizing curriculum mapping and pacing to inform and modify scope and sequence of instruction. This assessment will occur on a quarterly basis by the ACS staff to determine those curriculum items that require adjustment or changes in sequence.
- b) ACS' Report Card will reflect student success relevant to performance standards and standardized aligned to state performance standards will be utilized as an on-going measurement to inform and guide instruction. As noted by the NM PED, the report cards are designed to reflect a rigorous and relevant curriculum that establishes continuous improvement and teaching to growth.
- i) Individualized instruction, frequent parent/ student/ teacher contact and a strong system of supports for student needs will impact subgroups, closing the achievement gap for the district's most at-risk population, as measurable by retention percentage and graduation rate.

Goal 3: We will afford our students the infrastructure and services they need to transition from student life to the adult career options for which they experience genuine enthusiasm.

Objectives

- a) Commit to using professional, certified teachers skilled at forming supportive relationships with students. This is measurable by student success and appropriate licensure and education of teachers.
- b) Encourage and reward faculty professional development and actively include them in curriculum and program design. This will be measurable by consistent faculty meetings whereby they are included in all aspects of school curriculum and program design discussions.
- c) Professional development will include the use of current research on effective teaching, opportunities for growth within specific subject matter areas, educator input into the design of professional development, and continuous assessment of their own skills.
- d) Maintain class size small enough to permit individual attention from teachers.

This is measurable by maintaining less than 15 students in each classroom.
- e) Involve students, their parents, and the community at large in the realization of the ACS vision to promote student educational success. This is measurable by the number of community leaders involved in the success of ACS students.
- f) Provide ACS students with access to social workers and counselors well versed in mental health, educational and other supportive services in the community. As part of the individual education plans, those students identified as needing access to support service will be provided access.
- g) Prepare our students to obtain and retain employment in this society.

Support all students in meeting performance standards as specified in New Mexico PED documents in accordance with NCLB. Special skills, such as problem-solving, critical-thinking, interpersonal communication skills, technology and technological communication skills, global awareness and civic literacy are included in their successful skill sets.

(See Page 15-24, number 9 of this document for a complete description of the ACS curriculum)

6. How do school goals, objectives and student performance standards comply with state accreditation? Are they measurable & student centered?

ACS goals and objectives meet performance standards as specified in New Mexico PED documents in accordance with NCLB. Objectives are student-centered and measurable, to include skills sets for assisting students succeed after graduation, such as problem-solving,

critical-thinking, interpersonal communication skills, technology and technological communication skills, global awareness and civic literacy. The central part of accreditation is the education plan for student success. ACS will provide on-going assessment that aligns curriculum mapping and pacing to inform and modify scope and sequence of instruction

based on standardized testing. This assessment will occur on a quarterly basis by the ACS staff to determine those curriculum items that require adjustment or changes in sequence.

7. How do school goals, objectives, and student performance standards comply with state standardized testing and school report card requirements? Are they measurable & student-centered?

ACS's integration of technology and curriculum to support learning is part of a national standard that is not accessible to every school district. The delivery, development, prescription and continuous assessment of instruction by the teachers and administrators are a key component of a successful classroom. ACS will use those assessments to manage the curriculum changes on a quarterly basis. ACS believes in the personal and professional productivity of both students and teachers. Because it is important that the curriculum include student performance standards that address standardized testing and school report card requirements, the curriculum, which includes a technology component, is built upon the NMPED report card requirements, with an added measure of 21st century skills. ACS will utilize short-cycle assessments in reading, language arts, math and science that correlate to state mandated testing. Reporting requirements for NMPED report card will be accumulated and sent on a semester basis. ACS expects to be held to the same AYP targets required of all schools for appropriate academic years.

a. Other - No items.

(See goals and objectives on pages 5, 6 and 7)

C. Educational program, student performance standards and curriculum

8. Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum).

The web-based curriculum platform currently under review is a widely approved and researched product that provides a complete computer-based high school curriculum which will be available to all of our students for self-paced, teacher-monitored instruction. The curriculum provided under addendum, includes all areas of study. In this document, we also outline (pages 18-23) all course electives and core study areas. When completely implemented, there will be several layers of oversight and involvement including regular educators as well as trained teachers to verify student on-line activity and recommend additional tutoring. In addition to teachers, instructional supervisors will be highly qualified individuals. Although some students may receive a majority of instruction on-line and others none at all, we anticipate that fully 50% of our instruction will be self-paced and computer based, with an emphasis on credit acquisition. The remainder will be small-group direct instruction, with support services available for students struggling with academic, social or

emotional barriers to their success in the classroom. Students will demonstrate proficiency in all the performance standards as identified by New Mexico PED in Accordance with NCLB.

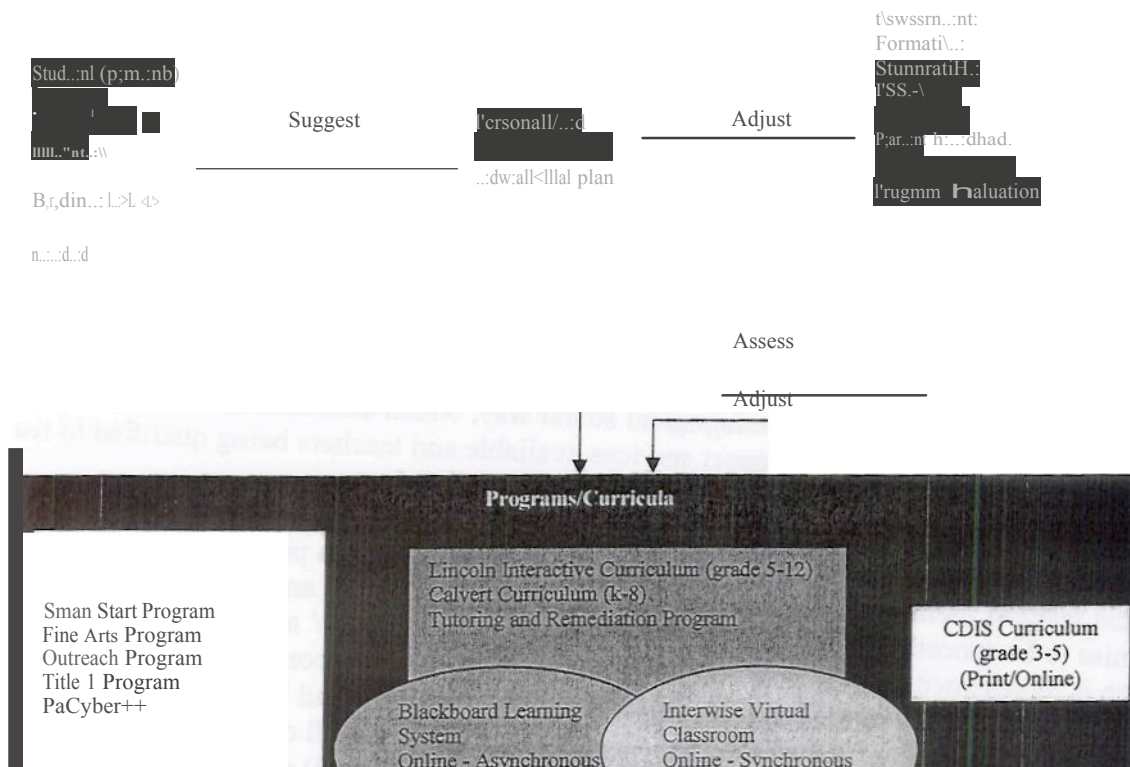
The following is research that has been conducted by Ferdi Serim, National Network of Digital Schools, Southwest Region Director, shows the effectiveness of the curriculum.

Research on Lincoln Interactive Curriculum Effectiveness¹

Background

The Pennsylvania Cyber Charter School (thereafter PA Cyber) opened in August 2000 with the mission of creating a school that was dedicated to the success of students who have not had their needs met in a traditional educational setting. Its re-application for a charter has been approved by the Pennsylvania Department of Education effective July 1, 2005 to June 30, 2010. The school operates K to grade 12 programs for students statewide in Pennsylvania. During its first year of operation in SY 2000-01, 527 students in grades K-12 were enrolled in this cyber school. During the SY 2004-05, 3048 students were enrolled. This number was increased to over 4,000 in 2005-06 school year.

PA Cyber's Lincoln Interactive curriculum is provided in a variety of methods and delivery modes including synchronous as well as asynchronous classes. The implementation of its programs can be illustrated by the following graph.



Early College Program

CHAMPS

Physical Education
Foreign Language
Field Trips

Family Link

(Live/Print/Online/Hybrid)

The Stanford report concludes, "As a successful virtual school and k-12 online learning leader in Pennsylvania, PA Cyber's online programs possess all the critical features for online learning to succeed."

¹ Pre publication edition of Evaluation of PA Cyber School's Online Programs, Wuping Lu, M, Stanford

University School of Education, Stanford, CA 94305 (full text is attached)

Evaluation Results

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment, used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. PSSA proficiency levels of PA Cyber students, *who had been enrolled for at least one year*, increased 30% in reading, 20% in writing and 14% in math between 2003-

2005. Also, of the 15 public school districts in Beaver County, PA Cyber has the highest average SAT Verbal score and the second highest average SAT Math score according to the Pennsylvania Department of Education in 2005.

For SAT scores, except that PA Cyber's math score is higher than the state average, but

slightly lower than the national average, PA Cyber's critical reading, writing, and total scores are all higher than national and state average.

In addition, as a result of PA Cyber's partnership with 14 community colleges and 5 universities throughout Pennsylvania, 308 juniors and seniors are already earning college credits and within this group are several National Merit Finalists.

Conclusions

Research shows that, on average, students perform equally well or better academically in online learning when compared with traditional classroom learning.

Research also shows that, for a specific online program to be successful, it should be well designed and implemented in a pedagogical sound way, which accommodate the online learning environment with all support services available and teachers being qualified to teach the content online as well as by wisely harnessing the technology.

The Pennsylvania Cyber Charter School's online program is such a program possessing all the critical features identified for a successful online learning program and therefore shows promise to be successful. This point is substantiated by its students' academic performance, which is represented by available accountability data that support comparisons of performance to national, state, and regional norms. 2005-06 school year SAT and PSSA test scores shows

that PA Cyber students, on average, performed at least equally well or better academically than traditional bricks-and-mortar students (national, state, and regional) did and outperformed the

students from other virtual schools/online programs in Pennsylvania. This may explain the fact that PA Cyber's enrollment far exceeds the total enrollments of all other virtual schools/online

programs together in Pennsylvania. (Serim, Ferdi, 2006)

Page 10 of 156

How curriculum will meet student needs and standards

Each student will be thoroughly assessed upon enrollment to determine academic ability and standing. Princeton Review assessments software is currently being considered and would be administered upon entry and on a regular quarterly basis. ACS will measure its instructional effectiveness through annual pre and post testing of each student. Based on the results of this assessment, an individualized learning plan will be developed for each student,

to include an appraisal of credit status, need for remediation or enrichment. The curriculum standards and benchmarks of the New Mexico Board of Education for high school students will serve as the foundation and guide for all curriculum delivered. Students will meet performance standards as documented by New Mexico PED.

Length of school day/year

ACS will provide a minimum total of 1080 hours of classroom instruction each calendar year to its full time students. Our exact hours of operation will depend on our physical location, but will be worked out and submitted to the Board of Education prior to our start. It is the intention of ACS to follow the district calendar as closely as possible to support families and eliminate confusion. The calendar will be reviewed annually and submitted to PED and the local District

Grades, class size, projected enrollment

To insure maximum learning effectiveness, we plan to limit class size to fifteen, with a total enrollment not to exceed 125 in year one and 200 at any time in the foreseeable future. Each grade level will include 40-50 students. Should the web-based synchronous and asynchronous curriculum be in high demand by home school students, ACS may seek board approval to increase student enrollment. Should the board not wish to increase ACS enrollment these students will be transferred to another school sharing the Computer based curriculum. ACS is committed to remaining a small school and does not anticipate more than

200 students. However, if the demand for ACS's web-based program by home schooled students throughout the state of New Mexico exceeds our projections, we would consider amending the charter. Our program is a high school, grades 9-12. We anticipate that even in our first year of operation, we will serve some students who are classified as juniors or seniors. In addition, we expect to enroll a small percentage of students who are classified as ninth graders but who have already stopped attending high school. The web-based curriculum will allow ACS to accommodate unique student schedules; circumstances and needs in ways that might be difficult or impossible in a traditional setting limited by bricks and mortar and bell schedules.

9. A specific, detailed description of all curriculum (whether in one or two languages) including scope and sequence and student performance standards.

Educational Program:

Anthony Charter School will comply with State Department of Public Education's Standards for Excellence regulation which requires the development, implementation

and evaluation of our own specific Educational Plan for Student Success (EPSS). Due to the data driven nature of the EPSS self-assessment process, ACS will begin self-assessment in Year 2 with action planning and state evaluation in subsequent years.

- Curriculum development will be an on-going process during the planning year and the first year of operation. Curriculum will be aligned and presented to PED and GISD prior to

opening. Details of the curriculum are included in the Appendices to this proposal. ACS recognizes students need to demonstrate proficiency in the performance standards. As such, we offer a detailed example of how mathematics meets the NM standards via Appendix N.

- ACS will offer a web-based curriculum, proven effective through research studies, which will allow for students moving at an accelerated rate to work independently. Highly qualified teachers will review and grade student on-line course work. *All* computer-based curriculums will be aligned with NM content standards and benchmarks. All evaluations will be aligned with performance standards as defined by PED. All students in need of additional academic support will be assigned online tutoring which can be worked on before and after school or at home. ACS will develop and utilize curriculum mapping and pacing to modify instruction in math, science and social studies. We offer a fully integrated, experience-grounded education to our student body that includes exposure to the following subject areas:

- All academic core and elective subjects
- Art, Music or Dance
- Speech and language
- Technology training focusing on basic computer and keyboard skills.
- Experiential Recreational Program
- Community-based life skills training useful in transitioning from student to adult status:
 - ../ How to open and manage a bank account
 - ../ How to use and live within a budget
 - ../ How to shop effectively
 - ../ How to complete a job application and do an interview.

a. Description of Education Program

ACS is committed to small class sizes, flexible scheduling and maintaining a low student to teacher ratio. The curriculum is included as an Appendix to this application. **It** will be refined and finalized during the planning year. **It** is based upon a consistent scope and a sequence that builds from grade to grade. **If** changes in the program are advised by either the Gadsden Board of Education or the State Public Education Department, these will be made prior to ACS starting actual instruction in August of 2006.

b. Student Learning Plans

- Central to our educational program at ACS is the Student Learning Plan (SLP). The purpose of the SLP is to provide a tool to aid in the academic success of each student.

- The initial Special Education screening and evaluation provides baseline information from which to measure progress and rate of progress for each student. Screening of students to recommend special education testing will be done by an ACS Student Assistance Team (SAT) consisting of administrators, general and special education teachers and a social worker when available. Special education evaluations will be performed by a contracted diagnostician. This information will provide current status of a student and identification of his/her learning style, reading comprehension, math computation and application skills and written language. A learning appraisal refers to all types of general information collected about

the student from a variety of sources that may include parents, teachers and staff. This information also includes individual achievement test(s), health records, assessments of ELL, attendance records and/or other student reports. Parental input is seen as an essential part of the SLP process.

- Individualized Student Learning Plans may include a Special Education Individual Educational Program (IEP) or other comparable individualized learning plan as a tool to aid in the academic and personal success of each student. An SLP may include a 504

Accommodation Plan and/or a Treatment Plan that addresses specific behavioral or health issues related to cognitive development. These various plans enable the ADE Multidisciplinary Support Team to best meet the needs of each student.

- The components of the SLP include:

- Learning appraisal;
- Staff/Multidisciplinary Support Team audit;
- Determination of educational program;
- Review – ongoing monitoring of performance; and
- Evaluations, including Princeton Review, Home Language Survey, ELL

- The Multidisciplinary Support Team will identify the areas of student need and address those needs with student and parents. Strategies for developing individualized learning may include but are not limited to:

- Outlining the courses the student takes each year, as well as associated independent study, internships, special assignments or special activities to augment the required course of study;
- Monitoring and evaluating the appropriateness of the student learning plan;
- Changing instructional strategies for the student, as needed;
- Establishing parental involvement, where appropriate;
- Initiating a behavior management system for the student;
- Conducting a documented observation of the learning environment and the individual student's behavior by someone other than the student's teacher;
- Initiating weekly and/or daily progress reports, where appropriate;

- Providing school counseling and/or advisory services;
- Providing substance abuse intervention and/or support;
- Referring to community agencies and/or private practitioners; and
- Investigating an alternative educational setting.

We look for and encourage every student's hidden abilities and strengths and provide ample opportunities for them to make choices that enhance their learning. One of these opportunities provided by ACS is to incorporate multi-cultural acceptance and acknowledgement into all our programs and activities.

- Students and parents can request a modification of the SLP at any time. A faculty member, support staff member, the student, his or her parents and other required participants review the SLP on at least an annual basis.

c. Parent Involvement

- ACS encourages the student's family to be actively involved in the educational process. We are committed to extending the support constituency for each student to their homes. Since ACS is founded on the belief that education is built on a partnership forged between parents, who raise students, and educators who lead their learning, we expect all parents to be appropriately involved in student activities and school programs. Teachers **will** collaborate with parents to construct a Student Learning Plan for each student that outlines both short-and long-term learning goals for high school and the future. This type of planning encourages students to participate in challenging, well-planned courses in which their individual learning is of primary importance.
- A Parent Advisory Council will be established to provide input on budget development and programmatic decision-making, particularly in the provision of Title I services.
- Parents will be recruited to serve on the Governance Council, to work with students on remediation plans, and to serve as tutors and mentors. Real world expertise in the parent community will be sought after and utilized to enhance student growth and service learning opportunities.

d. Students and Teachers

- Our students and our teachers will develop close relationships through collaborating in an interactive learning process. ACS holds communication between individuals and among groups as essential. Students are expected to assume responsibility for their own learning, to work cooperatively, to use each other's expertise, and to hold each other accountable. Students are empowered to create and improve the quality of the school. Students will be encouraged to:

- a. Participate in establishing and maintaining school rules and regulations including codes of conduct and creating a safe learning environment;
- b. Assume stewardship responsibility for the school and its grounds; and
- c. ACS will advertise public meetings to solicit input from parents and community members.
- d. Participate in the school's governance, as individuals and through representative governance, such as Student Council and the ACS Governing Council.

e. Community Service/Involvement and Civic Responsibility 27 8156

- As a contributing member of the community, ACS shall develop and incorporate a program of social responsibility and contribution for students and staff that integrates community needs, existing agencies, academic studies and individual talents into an organized program of volunteerism.

- ACS is committed to work closely with our community-to broaden involvement in and increase awareness of our goals and mission.
- Parents, students, teachers and the community will work together to create a safe educational environment in which students are eager to learn and have the tools and resources to achieve excellence in learning and personal development. They will also develop a data warehouse of local experts in areas ranging from Parks & Recreation to the hospitality industry, pulling community members into the school as leaders for seminars, lectures, advanced learning and mentoring.
- ACS students will be encouraged to volunteer in the community and participate in other community or civil service projects as a means to give back to their community and remedy any past offenses they may have perpetrated on that same community. Students will be asked to develop initiatives that address community needs. Students will be supervised by ACS staff utilizing a highly qualified educational assistant specifically committed to service learning.

f. Student Performance Standards

The ACS will use the New Mexico Content Standards and Benchmarks as currently adopted for all subject areas.

g. Description of standards and goals for students and program standards and goals for the staff and school

Student enrollment, class schedules, staff assignments will be entered into the State's Accountability Data System (STARS). In addition, other student data to be documented will include test scores, attendance, disciplinary action, graduation rate, immunization records, and the like.

The Educational Plan for Student Success (EPSS) will be developed in the third year of operation in accordance with the PED timeline for charter schools.

h. Curriculum Outline

The following curriculum guide presents a complete overview of the curriculum

content knowledge and standards (curriculum details are included in Appendix C).

The courses listed below constitute the proposed core curriculum that all our students will be required to take. Unless otherwise stipulated, a "credit" equals the equivalent of one Carnegie

unit. Upon enrollment, each student is tested for academic placement with prior school records requested and reviewed to provide program continuity and appropriate placement for the student at a current level of academic progress.

For some skill areas/courses, such as basic language arts/reading, written language, or General/Applied Math, pre-and post-testing will be conducted throughout the year, as deemed appropriate.

ACS Graduation Requirements	
Required credits:	18
Elective credits required	10
Total credits to graduate:	28

i. Profile of the Anthony Charter School Graduate

- The Profile of the graduate provides focus for teachers at every level and in every classroom. It identifies the knowledge, skills, and characteristics graduates need to function as individuals and as responsible, contributing members of families, communities, and society. ACS graduates will demonstrate competence of performance standards as defined by New Mexico PED documents. In addition, students will demonstrate mastery of competence developed in alignment with New Mexico standards and benchmarks

ACADEMICS

(1) Proficiency in the English Language

The graduate integrates and demonstrates proficiency in all areas of knowledge through reading, writing, speaking, listening, and other means of communication.

(2) Cultural Understanding

The graduate demonstrates an understanding of other cultures and exhibits knowledge and skills in at least one language in addition to English.

(3) Knowledge in Core Content Areas

The graduate exhibits knowledge and skills in language arts, health education,

mathematics, physical and life sciences, physical education, social studies, employability, and fine arts.

The graduate meets high standards.

(4) Application of Knowledge and Skills

The graduate identifies, accesses, evaluates, and utilizes information in a variety of ways including the use of technology and other media.

The graduate applies the principles of financial, time, and personal management.

EMPLOYABILITY

(1) Communication

The graduate conveys ideas, information, and questions clearly and accurately in speaking and writing.

The graduate contributes to group processes and goals.

The graduate applies listening skills and uses appropriate language in all interactions.

(2) Work Ethics

The graduate practices productive work habits.

The graduate works independently as part of a cooperative team.

The graduate maintains a sense of responsibility and accountability.

The graduate strives to improve abilities and learn new skills.

The graduate remains flexible and adaptable in changing work situations.

(3) Application of Knowledge and Skills

The graduate transfers acquired academic and technical knowledge and skills to various work situations.

The graduate creates and carries out projects from design to finished product.

The graduate uses organizational, planning, and problem-solving skills.

HUMAN RELATIONS

(1) Interpersonal Skills

The graduate uses interpersonal techniques that foster collaboration with individuals and groups.

The graduate participates and facilitates working cooperatively in diverse groups.

The graduate applies problem-solving techniques by identifying and selecting alternatives to resolve issues.

The graduate exercises individual freedoms while demonstrating respect for property and the rights of others.

(2) Social Responsibility

The graduate exercises individual freedoms while exhibiting social responsibility to family, community, and society.

The graduate demonstrates citizenship by contributing to the community.

The graduate exercises rights and responsibilities guaranteed by the Constitution and law.

The graduate acknowledges and respects individual and group differences.

PERSONAL EFFECTIVENESS

(1) Knowledge of Self

The graduate exhibits a positive self-concept.

The graduate identifies and builds upon personal strengths and qualities.

The graduate practices self-discipline.