

2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

School Name: J. Paul Taylor Academy
Total Projected Enrollment: 180

Proposed Grades: K-8
Review Date: 8/10/2010

I. TABLE OF CONTENTS – Not to be analyzed

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

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

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

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

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

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

(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)
- An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Mission Statement</p> <p>Achievement of Mission/Goals</p> <ul style="list-style-type: none"> Some of the criteria that will be used to measure Administrative School Goal #2 are provided, but significant detail that identifies a clear metric to measure staff development results and time-specific/target dates for completion are missing. The data to be collected is missing. Also, this goal fails to provide clear measures in the areas of staff development for Project Based Learning, mastery based grading, and <i>Love and Logic</i>, which was cited to help the School achieve its goal of increasing diversity. Some of the criteria that will be used to measure Administrative School Goal #4 are provided, but it fails to identify a clear metric to measure increased student diversity that reflects the ethnic and socio-economic diversity of Las Cruces. The data to be collected is missing. <p>Explanation of Need</p>	<p>Page 17</p> <p>Page 17</p>

CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

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

Summary Analysis
<ul style="list-style-type: none"> The application presents a clear, succinct, and compelling mission statement that distinctly communicates the essence of its school to stakeholders and to the public, and this mission provides the focal point for alignment. The explanation of need presented offers a comprehensible description for how JTPA provides a practical option that is in the best interest of the students that it proposes to serve. The school has identified organizational/administrative goals that are well-aligned to its mission, and some of the criteria that will be used to measure Administrative Goals #2 and #4 are presented. However, Administrative Goals # 2 and 4 lack significant detail that adequately meets all of the criteria requested for SMART goals. Specifically, clear metrics to help the school measure progress/success and the data to be collected for both goals are missing. Research presented supports the benefits of smaller class sizes and the academic, social, and problem-solving skills benefits found in this educational model.

V. EDUCATIONAL PLAN

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

A. CURRICULUM FRAMEWORK

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

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

1. Philosophy and Approach to Instruction:

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

2. Description of the Curriculum

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

3. Alignment with NM Standards

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

4. Strategies and Methods:

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

ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Philosophy and Approach to Instruction</p> <ul style="list-style-type: none"> • Significant detail and important additional information are missing to explain how the curriculum will focus on mastery of basic competencies, what these competencies are, for which grades/courses/subjects, and what evidence will exist to demonstrate mastery. • Significant detail and important additional information are missing to explain how this school's dual language program will embrace a full Bilingual Program to include transition, maintenance, etc. • The philosophy and approach to instruction described in this application lack significant detail and focus on the instructional delivery of Science, Health, Social Studies, PE, Music, and Arts. 	<p>Pages 20, 25</p> <p>Page 23</p> <p>Pages 42-44</p>
<p>Description of the Curriculum</p> <ul style="list-style-type: none"> • Significant and meaningful detail is lacking about the curriculum for grades 4-8 and it is not clear how all classes will be taught by an appropriately licensed/certified teacher of record. The application does not explain how grades 4-8 will be instructed in the following required subject areas: communication skills, New Mexico History, geography, health education, and PE. The NMSU letter of support suggests that pre-service teachers may be teaching Music and PE, courses which require a highly-qualified, licensed teacher. • The curricula descriptions and implementation plan for required Science, Health, and Social Studies curricula address some of the criteria but lack meaningful detail and require important additional information to be reasonably comprehensive. Curricula descriptions for elective courses are missing. A Dual Language curriculum is missing. • The description of teacher/staff professional development lacks significant detail and important information to indicate what Science, Health, and Social Studies training opportunities, expectations, and methodologies for including these subject areas in the project-based components of this School's proposed 	<p>Pages 34-39</p> <p>Pages 26-27</p> <p>Pages 28-39 and 43</p> <p>Pages 45-46</p>

<p>educational program will be.</p> <ul style="list-style-type: none"> • Teacher professional development to address training for delivering computer-based instruction is missing. • Curricula for elective courses/programs, such as music, art, and computers/technology are missing. • This section has omitted information and significant detail to describe how the school will comply with developing required <i>Next Step Plans</i> for 8th grade students. 	<p>Pages 45-46</p> <p>Pages 28-39</p> <p>Page 42</p>
<p>Alignment with NM Standards</p> <p>This plan lacks meaningful detail to clearly demonstrate how the creative, student-driven projects will be developed and aligned to meet <u>all</u> required K-8 grade-level and course NM content and performance standards.</p>	<p>Pages 39-42</p>
<p>Strategies and Methods</p> <ul style="list-style-type: none"> • The plan cites that the afternoon block will provide for the development of science, health, social studies, and arts standards and benchmarks. Significant detail is lacking to describe the specific strategies and methods to be used and how cross-subject integration will occur. • The strategies and methods for delivering the dual language component within this educational plan lack significant detail. • Strategies and methods for the instructional delivery in the multi-grade level student groupings' lack meaningful detail and require important additional information to be reasonably comprehensive. 	<p>Page 42</p> <p>Page 42</p> <p>Page 42</p>

B. EDUCATIONAL PROGRAM

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

1. Length of School Day and School Year:

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

2. Grade Levels, Class Size and Projected Enrollment:

- The grade levels the charter school proposes to serve;

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

3. Graduation Requirements (if applicable):

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

ANALYSIS: EDUCATIONAL PROGRAM

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Length of School Day and School Year "Additional enrichment will be offered during the spring and fall breaks at a minimal cost to families." Clarification is needed as to whether this enrichment course/program will be required per the teacher, curriculum, and/or students’ IEP, or remediation plans or if this enrichment will be a voluntary learning opportunity that students and parents choose to participate in.</p> <p>Grade Levels, Class Size and Projected Enrollment</p> <p>Graduation Requirements (if applicable) Not applicable.</p>	<p>Page 46</p>

C. STUDENT PERFORMANCE EXPECTATIONS

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

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

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

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Student-centered SMART Goals</p> <ul style="list-style-type: none"> • The goals identified on pages 47 and 48 lack clearly defined 	<p>Pages 47-48</p>

<p>quantitative expectations that are measureable. Student quantitative performance data for project based expectations is not defined.</p> <ul style="list-style-type: none"> • Goal #1 provides metrics to measure some of the identified expectations. "Continuous progress" is not clearly defined. • Goal #2 provides metrics to measure some of the identified expectations. "Consistent progress" is not clearly defined, and only expected growth for 25% of those children acquiring Spanish in the dual language program is identified, thus lacking meaningful detail to address expectations for the majority of the students acquiring Spanish in the dual language program. • Goal #3 fails to provide adequate metrics to measure “student ownership” of their learning, and metrics/rubrics to assess their "project-based" materials/presentations are also missing. <p>Alignment</p>	<p>Page 47</p> <p>Page 47</p> <p>Page 48</p>
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D. PLAN FOR EVALUATING STUDENT PERFORMANCE

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

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

ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Types of Assessments The application does not identify how other learning results/projects, such as portfolios, PowerPoints, display boards, plays, songs, stories/books, art works, and other tangible creations, will be assessed. Significant detail is lacking about proficiency expectations for grades K-8 that present a well-articulated plan for what students should know and be able to do.</p> <p>Timeline for Achievement</p>	<p>Pages 48-49</p>

<p>Corrective Action</p> <p>Remediation The application fails to identify what entry level tests will be used to assess a student's need for remediation and how remediation groupings will be determined. This section addresses some of the criteria but lacks meaningful detail and requires important additional information to identify how placement level decisions will be made and what criteria will be used for student placement decisions.</p> <p>Additional Assessments</p> <p>Documentation and Reporting Some of the criteria is addressed in this section, but it lacks meaningful detail and requires additional important information to address what documentation and reporting will be implemented to apprise parents and guardians of all types of evaluative/assessment opportunities that will be conducted, such as, short-cycle assessment results, NMSBA results, weekly, quarterly, semester, event- and/or class-generated assessments, report cards, project assessments, etc. Overall, how the school will inform parents about periodic, cyclical student data, data for placement, progress, and achievement are missing in this plan.</p>	<p>Page 50</p> <p>Page 50</p>
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E. SPECIAL POPULATIONS

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

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

ANALYSIS: SPECIAL POPULATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Modifications to meet Individual Student Needs This section lacks significant detail and requires additional important information to be reasonably comprehensive regarding students identified with special needs in various special education categories and/or service levels such as minimum, moderate, or maximum. Significant detail and important additional information are also needed about the delivery model, pull-out model, diagnoses, transitioning of students, and the least restrictive environment.</p> <p>Special Education Plan Significant detail and procedures for Special Education Placements, student modifications, and curriculum delivery are missing. Significant detail and important additional information to address the school's plans for full inclusion are missing.</p> <p>Access to Ancillary Services The application fails to describe the types of ancillary services that may be provided.</p>	<p>Pages 52-53</p> <p>Pages 52-53</p> <p>Page 53</p>

EDUCATIONAL PLAN SUMMARY

Please summarize your analysis of the Educational Plan Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis
<ul style="list-style-type: none"> • JTPA's educational plan adequately describes who the school expects to serve; what the students will achieve; and provides the varied types of formative and summative assessments to be used. An adequate picture of what a JTPA student will experience in terms of educational climate, structure, materials, assessment and outcomes is presented. The project-based, dual language approach is cited to strengthen collaboration between the school, its families, and community. These collaborations and this educational model should lead to the development of improved social skills, workplace skills, and lifelong learning habits and also provide dual language acquisition skills that promote student success in today's diverse global society. • An underdeveloped picture of what a student who attends the school will experience in terms of assessment and outcomes is presented, specifically relative to all assessments providing adequate metrics of measure to ensure that students clearly understand performance expectations. The philosophy and approach to instruction lack significant detail and focus on the instructional delivery of Science, Health, Social Studies, PE, Music, and Arts, and concern is raised because the plan indicates that PE and Music classes will be taught by noncertified, unlicensed teachers. The lack of complete curricula and adequate strategies and methods for delivering the dual language component within this educational plan and lack significant detail and raise concerns about the applicant's ability to implement this component in practice. • The lack of a comprehensive and school-specific outline of a special education plan including ancillary service providers demonstrates the applicants’ lack of understanding of the requirements that public schools must provide when addressing the needs of special education students.

VI. FINANCIAL PLAN

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

A. BUDGET

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

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

ANALYSIS: BUDGET

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Revenue Projection Form 910B5</p> <p>Operating Budget The planned salary calculation for the Principal for years 2-5 is below the required Principal salary level per NM statute. Also, the school has underfunded the Principal's salary for years 2-5 in its 5-year operating budget calculations.</p>	<p>Page 55 and Appendix D</p>

<p>Revenue and Expenditure Assumptions</p> <ul style="list-style-type: none"> • The operating budget addresses some of the criteria but lacks meaningful detail and requires important additional information about funding for all of the positions identified in the organizational chart. Specifically, the organizational chart identifies additional administrative employee positions that are not funded in the operating budget, i.e., Student Wellness Director, Speech Language Pathologist, and Diagnostician. • The application does not describe how the school will be able to provide adequate staff for the MS grades' required courses, to include elective courses, and still ensure maintaining class sizes of 20 students only. Clearly defined staffing patterns and scheduling plans for all grades and elective courses are missing. • Significant detail is lacking to explain how sustaining the budgets for services at the same levels annually (as calculated in this School's 5-year operating budget, Appendix D) will adequately fund the school's needs. <p>Revenue Sources Other Than SEG Funds Significant detail and additional important information with regard to other potential funding from federal start-up grant funds, IDEA, Bilingual, Technology, Nutrition Program, Teacher Mentorship, and Title I funding are missing.</p> <p>Expenditure Assumptions for Other Than SEG Funds Expenditure assumptions to support potential IDEA, Bilingual, and Title I funds are missing.</p>	<p>Pages 55, 60 and Appendix D</p> <p>Page 60 and Appendix D</p> <p>Pages 54-56</p> <p>Page 56</p> <p>Page 56</p>
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B. FISCAL MANAGEMENT

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

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

ANALYSIS: FISCAL MANAGEMENT

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Fiscal Management Plan This section is missing a detailed plan indicating how the school will manage its fiscal responsibilities and meet state requirements.</p> <p>Internal Control Procedures</p>	<p>Page 57</p>

Annual Audit of Financial Operations	
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FINANCIAL PLAN SUMMARY

Please summarize your analysis of the Financial Plan Summary section of the school's application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis

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| <ul style="list-style-type: none">• JPTA's Financial Plan presents a clear picture of the school's SEG financial viability including the soundness of revenue projections; expenditure requirements; and the school's budget aligns with and supports implementation of the mission, educational plan, and organizational chart positions. The organizational chart does include administrative employee positions that are not funded in the operating budget.• Clearly defined staffing patterns and scheduling plans for all grades and elective courses are missing. |
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VII. GOVERNANCE /MANAGEMENT PLAN

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

A. GOVERNANCE /MANAGEMENT STRUCTURE

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

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

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
Governance and site-based management structure A description of the overall site-based management structure is missing. Organizational chart and narrative description	Page 59

B. DESCRIPTION OF THE GOVERNING BODY

The Governing Body subsection will be complete if it has addressed the following components:

- Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act, and that address:
 - board powers and duties as a whole, individual members, and officers of the governing body;
 - governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
 - the criteria and the process that will be used to select the school’s head administrator;
 - budgeting and operation of the school; and
 - how decisions will be made.
- A list of each of the members of the school’s governing body;
- A brief description of the qualifications of each governing body member.
- An explanation of the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
Governing Body policies and procedures List of governing body members and qualifications Staff, families, and community involvement in governance	

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

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

- Name of the partner organization.
- Name of the contact person at the partner organization and that person’s full contact information.
- A description of the nature and purpose of the school’s partnership with the organization.

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Description of site-based management structure and job descriptions for all organizational chart positions</p> <p>This section addresses some of the criteria but lacks meaningful detail and requires important additional information to be complete. Substantial concerns are raised that:</p> <ul style="list-style-type: none"> • The key roles and responsibilities and the "Duties" listing for the Head Administrator position fail to include all staff/employee hiring. • A new position titled "Student Health Coordinator" is cited in this section, however, this position is not found on the organizational chart nor funded in the operational budget. • Employee job descriptions for the Student Wellness Director, Speech Language Pathologist, and Diagnostician are missing. • Identification of who will be responsible for and will who implement HR duties for the school is missing. <p>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</p> <ul style="list-style-type: none"> • Substantial concern is raised that compliance with NM teacher licensure and certification requirements will be met for all student instruction for "other contracted services (that) include those provided by the experienced physical education and music professionals hired to oversee the practicum students to be provided by these (NMSU) departments to serve the children at the school." The application fails to describe the staffing plans for PE, Art, and Music classes/programs for all grade levels and the specific roles/responsibilities that will be assumed by NMSU "professionals" and the pre-service teachers. • It is not made clear how the addition of only 1 teacher per grade level per year for grades 7 and 8 in years 2-5 will adequately meet course/program requirements as well as the requirement for fully licensed teachers for each course in a secondary program. The staffing plan is underdeveloped relative to the MS programs to be added in years 2-5 and no schedule is provided. 	<p>Page 75 and 77-78</p> <p>Pages 76, 60, and Appendix D</p> <p>Pages 77-83 and 60</p> <p>Pages 77-83</p> <p>Page 84</p> <p>Pages 84-85</p>

E. EMPLOYEE RELATIONS

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

- A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- The proposed salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.

- A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
- A description of the school’s staff discipline process that provides for due process.

ANALYSIS: EMPLOYEE RELATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>School’s personnel policies and procedures This section indicates that a mentor will not be assigned to all new teachers until "after its (the school's) first year of operation." This is noncompliant with NM statutory requirements for the required Teacher Mentor Program.</p> <p>Proposed salary schedules for all employees The principal salary schedule is not provided.</p> <p>According to the 5-year operating budget, the principal salary for years 2-5 is noncompliant with NM statute.</p> <p>Evaluation process for staff</p> <p>Staff discipline process</p>	<p>Page 86</p> <p>Page 91</p> <p>Appendix D</p>

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

A student enrollment procedures and discipline policy section will be complete if the following components are addressed:

- A description of the school’s enrollment policies and procedures, including an explanation of the enrollment timeline.
- A lottery process that is in accordance with applicable law.
- A brief description of the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC] (Note: proposed student discipline procedures are to be included in the Appendices.)

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>School enrollment policies and procedures The process of having early and late enrollments does not demonstrate that the school will ensure clear, timely communication of the number of available slots to parents/guardians/public. This is missing in the application.</p>	<p>Page 93</p>

<p>Lottery process</p> <p>Description of proposed student discipline policy The application presents the basic tenets of the <i>Love and Logic</i> philosophy and practices to implement this approach. However, this description does not provide rules of conduct that specify non-acceptable behavior and consequences. Substantial concerns are raised that this plan is compliant with NMAC 6.11.1.</p> <p>Proposed student discipline procedures (appendix) See previous comments.</p>	<p>Pages 94-95 and Appendix B</p>
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G. FACILITIES:

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

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

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

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

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

ANALYSIS: FACILITIES – IF “YES” --

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

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

- An explanation of the school’s needs for a facility that will support the implementation of the school’s educational plan, including desired location, size, and layout of space.
- A reasonable plan for identifying and securing an adequate facility.

- An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “NO”

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Explanation of school’s facility needs to support educational plan The application does not explain how only one classroom will be adequate to meet classroom space needs for middle school courses/programs, particularly when implementing elective courses.</p> <p>Reasonable plan for identifying and securing adequate facility</p> <p>Proposed capital outlay needs</p>	<p>Page 97</p>

H. OTHER STUDENT SERVICES

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

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

ANALYSIS: Other Student Services

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Transportation</p> <p>Food Service</p> <p>Student access to other services Meaningful detail is lacking to address how student academic and career counseling needs, to include <i>Next Step Plans</i>, will be met.</p>	<p>Page 100</p>

GOVERNANCE / MANAGEMENT PLAN SUMMARY

Please summarize your analysis of the Governance/Management Plan Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis

- This section of the Plan adequately outlines how decisions are made at the school site and provides a convincing picture of the school leadership’s capacity to successfully operate the school. It is not made clear why partnerships with NMSU's College of Arts and Sciences and Department of Human Performance, Dance, and Recreation for the delivery of JTPA's art, music, and PE classes/programs have been identified within this application (page 26-27) but not cited as partners in the Partnership section of the application. The application also does not articulate a plan for securing duly-licensed teachers to teach the art, music, and PE courses.
- This section does not provide adequate staffing patterns and does not demonstrate how the school will meet course requirements for the delivery of 7th-8th grade curriculum. Staffing patterns and scheduling considerations for content specific certified teachers in core classes and course electives for middle school/upper grades 7 and 8 in this school are missing. Substantial concern is raised that a mentor will not be assigned to all new teachers until "after its (the school's) first year of operation." This is noncompliant with NM statutory requirements.
- This section reflects a clear understanding of Governing Council (GC) policies and procedures and is completed with specific, comprehensive, and accurate information that shows thorough preparation and presents a clear, realistic picture of how the GC will operate. A matrix to identify the GC members and their qualifications and diversity reflects wide-ranging areas of expertise.

VIII. REQUIREMENTS

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

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

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

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

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

Criteria Not Sufficiently Addressed Concerns & Additional Questions	Reference
Statement of public school insurance participation	

B. WAIVERS

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

- A list of the specific waivers that will be requested from the department’s requirements, rules, and provisions including, but not limited to those found in the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, the applicable statute and/or state rule that the school will request to be waived is cited.

ANALYSIS: WAIVERS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>List of waivers to be requested from PED</p> <p>Other waivers not pertaining to PED waivers to be requested from PED; must include applicable statute and/or state rule to be waived</p>	

REQUIREMENTS SUMMARY

Please summarize your analysis of the Requirements Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis
The application addressed all of the required components in this section.