

2009

**NEW MEXICO
CHARTER SCHOOL APPLICATION**

Charter Schools Division
New Mexico Public Education Department
CNM Workforce Training Center
5600 Eagle Rock Avenue, Room 227
Albuquerque, NM 87113
(505) 222-4762



STATE OF NEW MEXICO
PUBLIC EDUCATION COMMISSION
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www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

CATHERINE SMITH
CHAIR

Dear Prospective Charter School Applicants,

Congratulations on your decision to pursue your dreams of creating a charter school in the state of New Mexico!

This letter serves to introduce you to the process that a charter school must complete before being considered for approval and is designed to provide some general guidance. In the state of New Mexico, the Charter Schools Act [22-8B-1 et. seq. NMSA 1978], governs the application and review process for start-up charter schools. I recommend that you familiarize yourself with this piece of law as it should guide your preparation and ultimate submission of your application.

The Charter Schools Act [22-8B-1 NMSA 1978] is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of education children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements. (22-8B-3 NMSA 1978)

On behalf of the New Mexico Public Education Commission and the Charter Schools Division, I wish you well in your endeavors; and I believe that the process that we have produced to review and evaluate charter school applications will continue to validate the public trust that we have been given.

Sincerely,

Don Duran, Ed.D.
Assistant Secretary, Charter Schools Division
New Mexico Public Education Department

New Mexico Public Education Commission

THE CHARTER APPLICATION PROCESS AND REVIEW STAGES - 2009

Instructions	All submissions should be prepared utilizing the <u><i>New Mexico Charter School Application</i></u> . Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Sam Obenshain, , at sam.obenshain@state.nm.us or (505) 795-2374. During this process, applicants are discouraged from contacting Charter Schools Division (CSD) staff, Public Education Department (PED) staff, or Public Education Commission (PEC) members unless specifically authorized by the .
Deadlines	The deadline for receipt of all materials by the New Mexico Public Education Charter Schools Division (CSD) is 5:00 PM on the due date indicated: <ul style="list-style-type: none"> • Letter of Intent.....January 2, 2009 • Charter Application.....July 1, 2009 Facsimiles (FAXes) are not accepted, and any applications received after this time will not be considered (<i>even if postmarked before the due date</i>).
Format	<ul style="list-style-type: none"> • All applications must be submitted to the Department on 8 ½ by 11-inch paper with one-inch margins, and the type font must be 12-point font or larger. Your application must include the <i>Table of Contents</i>. Include page numbers in the bottom right hand corner of each page. Include the proposed school name in the footer of each page of the application that you submit. Each of the nine “main” sections should be separated by tabbed dividers. • Applications must be no more than 200 pages of text. References cited within the text should be listed in a bibliography using <i>APA</i> format as an appendix to the text. An alphabetical listing of all acronyms used in your application must be included in the Appendices, if applicable. (Example: CSD – Charter Schools Division) • The required appendices will not count against the overall page limit for the application. • Submit two (2) paper copies with original signatures to the Charter Schools Division by July 1, 2009. Each copy should be submitted in a three-ring binder. In addition, submit two (2) CDROMs with the application in electronic format (Word-compatible and Excel-compatible). The electronic version <u>must</u> be an exact copy of the paper version.
Where to Mail or Drop-off Letters of Intent and the Application	<p>Dr. Don Duran Charter Schools Division New Mexico Public Education Department CNM Workforce Training Center, Room 227 5600 Eagle Rock Avenue, Albuquerque, NM 87113 (505) 222-4762</p>

<p>Technical Assistance Workshops (January – June)</p>	<p>Technical Assistance Workshops will be provided by the Charter Schools Division beginning in January 2009. Interested applicants will be provided with information related to:</p> <ul style="list-style-type: none"> • relevant materials and supports that may be of use in developing and completing the charter school application process; • overview information about applicable laws, regulations, and rules governing the process and content of the application; • contact information for key Division staff; • relevant documents, resources and guidance, and contact information for state and local charter school advocacy and support groups. <p>A Charter School Application Kit will be provided during the first information session and available for pick-up in the Charter Schools Division, as well as online: (http://www.ped.state.nm.us/charter/index.html/).</p>
<p>Submission of the Application (July 1)</p>	<p>The completed application must be received by the Charter Schools Division no later than 5:00 PM on July 1, 2009, in order to be considered for approval in 2009 and to open in the fall of 2010. Any applications received after this time will not be considered (even if postmarked before the due date). Charter Applications will be date stamped by CSD staff at the time of submission. The submission of the application materials will initiate the process of Charter Application review.</p>
<p>Written Application Evaluation (July 6-August 14)</p>	<p>A review team made up of Charter School Division staff, PED staff, and external reviewers will be convened to thoroughly read and evaluate the application. Expertise within this review team will be focused on key areas and/or unique aspects of the application. A tool developed in collaboration with the <i>National Association of Charter School Authorizers (NACSA)</i> and in accordance with the New Mexico Charter Schools Act and its applicable laws and regulations will be used to evaluate the charter application. During this component of the review process, questions may be generated that will seek to better clarify aspects of the application.</p>
<p>Applicant Interview (July 27-August 7)</p>	<p>An applicant interview will be held before the preliminary recommendation is completed. Questions which will clarify and verify information in the application may be asked of the applicant during the applicant interview.</p>
<p>Charter School Division Staff Preliminary Analysis (August 14)</p>	<p>The Charter Schools Division staff will complete a preliminary analysis based on an initial application review team evaluation. This analysis will be sent to the Public Education Commission and to the applicants.</p>

<p>Public Meeting to Obtain Community Input (August 19-28)</p>	<p>As provided by the New Mexico Charter Schools Act, a public meeting will be held by the Public Education Commission to allow the community the opportunity to provide comments on the application, as well as a chance for the applicant to clarify and verify information identified in the preliminary analysis from the Charter Schools Division.</p> <p>The purpose of this meeting will be for The Public Education Commission to obtain information and community input to assist in its decision whether to grant a charter school application.</p> <p>Community input may include written or oral comments in favor of or in opposition to the application from the applicant, the local community and, for state-chartered schools, the local school board and school district in whose geographic boundaries the charter school is proposed to be located.</p> <p>Written comments must be received by the PEC on or before 5:00 p.m. on September 1st, 2009. Written comments must be submitted directly to the PEC at the following addresses:</p> <p style="text-align: center;">Public Education Commission 300 Don Gaspar Santa Fe, NM 87501 or Bev.friedman@state.nm.us</p>
<p>CSD Assistant Secretary's Final Recommendation (September 7)</p>	<p>The Charter Schools Division Assistant Secretary will make a final recommendation based on the outcome of the application review team evaluation. This recommendation will be made to the Public Education Commission with respect to approval or denial of the charter application.</p>
<p>Public Education Commission Decision-making Meeting (September 10-11)</p>	<p>The Public Education Commission holds a public decision-making meeting to approve, approve with conditions, or deny the charter application.</p>

GLOSSARY OF TERMS USED IN THE APPLICATION

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Content Standards, Benchmarks and Performance Standards. The alignment process includes: (1) A systematic comparison of the charter school curricula with the NM Standards; (2) Identification of gaps between the NM Standards and the charter school curricula; and (3) Writing additional curricula to address the identified gaps. (*NM State Board of Education Policy on Educational Standards, October 1999*)

Assessment: A method, tool or system to evaluate and demonstrate student progress toward – or mastery of – a particular learning standard or goal. (Examples: A standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.)

Class Size, Projected: Number of students per grade level.

Curriculum in Charter Schools: The content of a charter school curriculum must ultimately align with the New Mexico Content Standards, Benchmarks and Performance Standards; however, charter schools may develop alternative and innovative ways of structuring and delivering their educational curriculum to meet the NM Standards. The choice of an alternative curricular approach requires that a scope and sequence be included in the Charter School application to demonstrate what will be taught at what grades levels, grade spans, age levels or sequence based on the alternative curriculum format. Examples of alternative curricular approaches include but are not limited to: Expeditionary Learning; Montessori; International Baccalaureate; thematic instruction; Waldorf; experienced-based curriculum; and digital curriculum.

Goals: (Refer to SMART Goals definition.)

Instructional Hours: Hours in which regular students are in school-directed programs, exclusive of lunch. [22-2-8.1 NMSA 1978]

New Mexico Content Standards, Benchmarks and Performance Standards: The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state supported educational institutions to develop, deliver, and assess curriculum. The NM Standards may be accessed at <http://www.ped.state.nm.us/nmStandards.html> .

NM Standards: (refers to New Mexico Content Standards, Benchmarks and Performance Standards)

Partnership: a partner organization that is essential to the existence of the charter school, its governance, key instructional and/or management functions.

Scope and Sequence: A scope and sequence should include the following components:

- Grade levels, grade spans, age spans and/or other sequence;

- The knowledge, content areas and/or organizing themes within the grades levels, grade spans, age spans and/or other sequence.

SMART Goals: Student Performance Expectations must be written as SMART Goals. The criteria for SMART Goals are as follows:

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

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan, a 504 plan, English as a Second Language (ESL) Instruction, Gifted education, or who require access to ancillary services including, but not limited to, counseling and health.

Student Performance Expectations: (Refer to SMART Goals definition.)



NEW MEXICO CHARTER SCHOOL APPLICATION 2009

APPLICATION INSTRUCTIONS

The application has nine sections – please complete all sections:

- I. Table of Contents
- II. Cover Sheet/Abstract
- III. Statement of Assurances
- IV. Charter School Mission and Statement of Need
- V. Educational Plan
- VI. Financial Plan
- VII. Governance/Management Plan
- VIII. Requirements
- IX. Appendices

Each part is divided into sections addressing key provisions of the New Mexico Charter Schools Act (22-8B-1 et.seq. NMSA 1978).

IMPORTANT:

- Read the entire charter application before you begin to prepare your written document. Please answer each prompt completely. In an effort to help you understand the requirements articulated in the application, the Charter Schools Division will hold Technical Assistance Workshops (January-June) in partnership with the New Mexico Coalition for Charter Schools. Dates, times and locations of workshops will be posted on the Charter Schools Division website at <http://www.ped.state.nm.us/charter/index.html>
- Any questions regarding the application and the review process must be directed to Sam Obenshain, Review Coordinator, at sam.obenshain@state.nm.us or (505) 795-2374. During the application review and evaluation process, applicants are discouraged from contacting Charter Schools Division (CSD) staff, Public Education Department (PED) staff, or Public Education Commission (PEC) members unless specifically authorized by the Review Coordinator.
- All applications must be submitted to the Charter Schools Division on 8 ½ by 11 inch paper with one-inch margins, and the type font must be 12-point font or larger. Your application must include the *Table of Contents*. Include page numbers in the bottom right-hand corner of each page. Include the proposed school name in the footer of each page of the application that you submit. Each section should be separated by tabbed dividers.
- Applications must be no more than 200 pages of text. References cited within the text should be listed in a bibliography using *APA* format as an appendix to the text. An

alphabetical listing of all acronyms used in your application must be included in the appendices, if applicable. (Example: CSD – Charter Schools Division)

- The required appendices will not count against the overall page limit for the application.
- Submit two (2) paper copies with original signatures to the Charter Schools Division by July 1, 2009. Each copy should be submitted in a three-ring binder. In addition, submit two (2) CDROMs with the application in electronic format (Word-compatible and Excel-compatible). The electronic version must be an exact copy of the paper version.
- The deadline for receipt of all materials by the Charter Schools Division of the New Mexico Public Education Department is 5:00 PM on July 1, 2009.

Submit all application materials to:

Dr. Don Duran
Charter Schools Division
New Mexico Public Education Department
CNM Workforce Training Center
5600 Eagle Rock Avenue,
Albuquerque, NM 87113

- Facsimiles (FAXes) are not accepted.
- Any charter application materials received after the deadline date and time will not be considered (even if postmarked before the due date).

APPLICATION REVIEW CRITERIA

Charter Application reviewers will use the following criteria to evaluate the quality of each section in your application:

- **Inadequate:** The section lacks significant detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.
- **Approaches:** The section addresses some of the criteria, but lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** The section indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that exceeds even though it may require additional specificity, support, or elaboration in places.
- **Exceeds:** The section reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

I. TABLE OF CONTENTS

This *Table of Contents* document must be included as the first section of the application with corresponding page numbers in the column to the right. The application submission must contain each of the section and sub-section titles in the same order as indicated below.

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II. APPLICATION COVER SHEET/ABSTRACT

School Information:

Name of Proposed Charter School Luna Charter Academy

School Address (if known) 366 Luna Drive

School Location (City/Town) Las Vegas, NM 87701

School District within which the school will be located West Las Vegas

Contact Information:

Primary Contact Person Vidal Martinez

Address 366 Luna Drive

City Las Vegas State NM Zip 87701

Daytime Tel (505) 454.2567 Fax (505) 454.2519

Alternate Tel (505) 670.3305 E-mail kencinias@luna.edu

Secondary Contact Person Kayleen R. Encinias

Address 366 Luna Drive

City Las Vegas State NM Zip 87701

Daytime Tel (505) 454.2567 Fax (505) 454.2519

Alternate Tel (505) 454.2500 E-mail kencinias@luna.edu

Partner Organizations (if applicable):

Enrollment Information:

NOTE: If the charter school will be located in a school district that has a total enrollment of not more than one thousand three hundred (1,300) students, the charter school's proposed enrollment for all grades, in combination with any other charter school's enrollment for all grades, will neither equal nor exceed ten (10) percent of the total MEM of that school district [6.80.4.9.C.6 NMAC]

Grade span at full enrollment _____ Total number of students at full enrollment _____

Complete the chart, indicating phase-in grades if applicable.

School Year	Grade Levels	Total Projected Student Enrollment
First Year 2010-11	11-12	200
Second Year 2011-12	11-12	300
Third Year 2012-13	11-12	400
Fourth Year 2013-14	11-12	500
Fifth Year 2014-15	11-12	600

Abstract of Proposed Charter School:

Luna Charter Academy in collaboration with Luna Community College, is proposing to open with an educational framework known as an Early College High School. We will actively recruit 11th or 12th grade students from throughout the community college service area who can document their grade level status, through transcripts, as having completed eleven credits. The college will additionally offer, to its large pool of GED and remedial class students, to enroll in the charter school and acquire a dual credit, high school diploma, when their skill level and credit status makes it feasible to graduate in a timely manner. The community college and high school administration will work together to identify and create career pathways that reflect the 21st century job markets. Students will be supported and encouraged to acquire their college courses that advance them in their careers and/or their status in four-year colleges and universities. Luna Community College has had a long-standing partnership with New Mexico Highlands University, having developed considerable support in the way of articulation agreements and bridge programs to support transferring students. LCA students will be fully supported with this established partnership if they desire to pursue a four year, advanced degree education. The high school and college will jointly develop a full high school curriculum, with a scope and sequence that identify a balanced set of formative and summative assessments, carefully structured to meld college and high school classes through synchronous and asynchronous delivery of instruction. The courses will be aligned to NMPED standards, augmented by NETS and KSUS standards. Students will be provided with an individualized approach to support services and progress monitoring to fully achieve their career goals. LCA will additionally be entitled to a personalized learning environment, including creating smaller learning communities, student advisories, and highly qualified teachers to assist them in developing individualized learning plans that are updated each grading period. LCA will offer multiple pathways to a high-quality career and technical education and will support struggling students by offering enhanced supports to get them back on track. Improved instruction will be achieved by using multiple strategies that include using digital technologies (a format proven to engage youth), and to connect emotionally and intellectually with students by delivering instruction in content that is meaningful and relevant. Teachers and technical support staff will be provided with essential training and professional development to serve as knowledgeable users and teachers of digital technologies. LCA will structure into its schedule frequent opportunities for peer collaboration in analyzing assessment data to make informed decisions around classroom practice that demonstrates continuous improvement and a culture of data use. Teachers will be provided support to use digital technology systemically and thoughtfully in the classroom. LCA staff will work to support classroom instruction, sharing best practices, and making the most of personalized instruction, using technology as a lever for reform.

The charter high school intends to locate on or within near proximity to the community college in order to maximize close collaboration of faculty and permit students full utilization of community college libraries, laboratories and services. The college currently has established distance education hubs for its extended service areas in Mora, Springer and Santa Rosa that can also be used to serve LCA students so that a portion of their education can be in their own communities, thereby minimizing the need and expense to travel to the main high school and college campuses. Luna Charter Academy believes it can be a revitalizing economic force for its underserved student populations. It is prepared to work with its community college partner to create the most successful structure as an early college high school and to continue working with local districts in a mutually beneficial relationship.

III. STATEMENTS OF ASSURANCES

This form must be signed by a duly-authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete if it is not accompanied by the Statements of Assurances.

STATE OF NEW MEXICO)
)
COUNTY OF)

I, Vidal Martinez, after being duly sworn, state as follows:

1. My name is Vidal Martinez and I reside in Las Vegas.
2. I am the authorized representative of the governing body, or applicant group, for Luna Charter Academy (name of school) to be located at Las Vegas, New Mexico, I certify that, if awarded a charter:

1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI

(Statements of Assurances page 2 of 3)

14. of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school 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.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that I am the authorized representative of the applicant group, or the governing body, of this charter school.

[Signatures required on next page]

(Statements of Assurances page 3 of 3)

[Signature]

Date

_____, representative of the applicant group, or governing body member, of the proposed Luna Charter Academy Charter School.

Subscribed and sworn to before me, this ____ day of _____, 20__.

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20__.

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.

Mission Statement

Our stakeholders and goals: Luna Charter Academy (LCA) was founded in collaboration with Luna Community College (LCC). It seeks to actualize its vision of playing a key role in economically revitalizing the communities of its service area by educating a workforce with 21st century skills who can attract technology industries to the area. LCA will increase the number of young people acquiring a college diploma or other postsecondary credentials while enrolled as 11th and 12th graders at Luna Charter Academy. The mission of the school is designed to provide options to our students that will enable them to access a full college preparatory program, and/or attain workplace readiness, and/or participate in a school-to-career program. Students may choose one option or all. The school will provide a pragmatic, early college high school education for all students that will transform their life prospects by providing an integrated sequence of high school and college courses in which up to two years of transferable college credit can be earned. Students will learn and achieve at high levels, becoming proficient in core academic subjects through the use of state-of-the-art learning technologies. They will be prepared to enter and succeed in four year universities, or other post-secondary training situations. We will utilize a challenging, curriculum aligned to the standards of the .New Mexico Public Education Department (NMPED). LCC dual credit courses will also be aligned to NMPED. The emphasis of technology used at LCA is to reduce the cost and need of daily travel, but more critically, to develop a rigorous, up-to-date, technological literacy that prepares students to thrive in a global, knowledge-based economy. The founders recognize that even routine work is currently digitized. This includes some of New Mexico's largest employers such as areas health care, entertainment, even building and construction. LCA seeks to develop a workforce prepared to work in teams and adequately prepared, for example, to manage the diagnostic computers of a hybrid automobile, as well as prepared to enter four year institutions that will prepare them to design the computers used for this purpose.

Our target population is a specific but sizeable group of youth who have dropped out or failed out of the traditional high school. Outreach will encompass, but not be limited to, the entire LCC service area utilizing its current educational satellites located in Mora, Springer and Santa Rosa. We will seek and recruit the adolescent and young adult learners (ages 16 and above) who have documented proof of completion of eleven credits from accredited high schools. Students wishing to enroll with fewer than eleven credits may receive remediation until such time that they can demonstrate 11th grade reading and math skills on the NWEA. Many of these students may be currently juggling employment, family duties and transportation issues. Student will have at least two exit options from LCA. They will be able choose to pursue a trade occupation, or they may want to accumulate credit toward a discipline of study in a four year university. Students may also choose a combination of the options where a trade certificate is acquired first, while pursuing college credits that are transferable to four-year universities. LCA will support and encourage students who choose to return to a traditional high school in their

local districts by providing them the opportunity to remain concurrently enrolled at Luna Community College at their chosen high school. The educational program will include alternative education methods to address the needs of different types of learners. The inclusion of an online component, aligned to the standards of both NMPED and the National Educational Technology Standards (NETS). We believe these rigorous standards will help prepare students to use computers and computerized systems; a necessary skill for any job pursuit. LCA seeks to make education relevant, useful and pragmatic. To do so we will find ways for our students to have opportunities for community engagement through service learning projects, utilizing existing community resources when possible. We will incorporate resources from the Workforce Investment Board's Youth Services program who we believe will assist LCA in preparing our students for "next generation" careers in sustainable agriculture, affordable home construction, alternative energy, serving an aging population, or pursue advanced degrees from the state or national universities. Students will receive full benefit of an established bridge program with New Mexico Highlands University.

Working at their own pace and with individualized attention from the faculty will increase the likelihood that our students will develop confidence in their own potential and ability that will get them to graduate and successfully transition into post secondary education and viable, fulfilling careers.

LCA will serve its student, community and local district stakeholders by assuring that students will be able to;

- ✓ Choose an educational atmosphere and program of study which works best
- ✓ Instill parental confidence.
- ✓ Encourage parental involvement through a variety of options (see Section V)
- ✓ Have their specific learning needs met to maximize their capabilities.
- ✓ Provide students the opportunity not to lose their desire to learn.
- ✓ Learn in a small and safe academic environment.
- ✓ Have a clearly defined academic mission, taught with high standards.
- ✓ Learn with mixed ability grouping.
- ✓ Have self-paced learning.
- ✓ Have flexible and less restrictive classroom environment.
- ✓ Access early intervention and prevention measures to meet their needs of in order to improve academic skills.
- ✓ Reconnect, as drop-outs to educational options that prepare them for the workforce and higher education.

That the local school district will benefit by;

- ✓ Lowering its pupil-teacher ratio
- ✓ Possibly lowering property tax rates
- ✓ Raising per student spending
- ✓ Raising teacher salaries
- ✓ Having access to shared resources for a highly innovative curriculum.
- ✓ Having access to shared professional development opportunities.
- ✓ Having access to participation in education, governance and leadership training with the LCA.

That the community will be served by;

- ✓ Enriching educational opportunities in the communities.

- ✓ Creating economic development; as educational opportunities improve, (fewer families will need to relocate in search of quality education, with new families moving into town to access charter school).
- ✓ Improving workforce preparation and capacity.
- ✓ Increasing post-secondary education awareness, by increasing the number of high school and college graduates.
- ✓ Reducing number of drop outs;
- ✓ Economic development through better prepared workforce reduces need of drain social services.
- ✓ Increasing in taxable revenue with economic development of the local community.

<i>Design Component</i>	<i>Method</i>
Professional Development	<ul style="list-style-type: none"> ~ On-going training and professional development for counselors/advisors to assist students in developing graduation plans supported by case management to connect students to appropriate services. ~ On-going training and professional development for high school and college teaching staff ~ On-going training and professional development of Design Teams and other instructional leadership of the school. ~ On-going training and PD for office staff in student management systems, budget and finance, and federal program compliance
Instruction	<ul style="list-style-type: none"> ~ Researched-based instructional and remediation programs ~ Cross-content <i>Data Teams</i> for on-going revision and selection of most effective instructional, strategies ~ Project-based, integrated learning projects ~ Peer learning/mentoring among college and high school students ~ Flexible hours, including evenings, weekends and summer ~ Mentorships, internships and apprentice opportunities ~ Pupil/Teacher ratios (PTR) will be kept to not more than 20 in high school courses
Assessment/Evaluation	<ul style="list-style-type: none"> ~ Short-cycle Assessment (NWEA) will administered upon enrollment. Together with complete transcript evaluation appropriate, personalized, graduation plans will be developed. Course selection will be made, including remediation classes when indicated, along with career path plans of study. Students scoring below 9th grade in any subtest will be enrolled in remedial classes. ~ Progress monitoring of students will be conducted by teacher teams and mid-term progress reports will be provided. ~ Re-evaluation of graduation plans at the close of each semester to revise course schedules and support services as needed.
Student Support Structures	<ul style="list-style-type: none"> ~ Assistance in check-out/purchase of essential technology equipment, and course text books and supplies. ~ Orientation to school and college support services ~ I-TV classrooms with trained technology support, and academic tutors/ support staff available during day, evening and weekends. ~ Academic tutoring available during day, evening and weekends. ~ Referral to vocational trade guilds when appropriate ~ Assistance for application, enrollment into four-year colleges
High School – College Collaboration	<ul style="list-style-type: none"> ~ High School and College collaboration through a joint <i>design- team structure</i> that continually evaluates student success data, and the effective and efficient operation of school. (made up of instructional faculty, school/college leadership, students and parents). Established NMHU bridge structures are included.

Methods: Students will be guided and supported in taking both high school and college courses that utilize, web-supported technology to deliver synchronous and asynchronous instruction. LCA will utilize the methods summarized in the chart provided on page 13.

Measurement of success: Progress toward attaining student success will be measured through the following success indicators;

- Graduation from high school, with a post-secondary certifications, accumulation of college credits, or an associate's degrees
- Placement of students into mentorships, internships and/or vocational trade guilds
- Base-line data on retention and graduation, shall demonstrate year-to-year growth.
- Number of students enrolled into vocational trades education or four year institutions shall demonstrate year-to-year growth.
- Number of students graduating with Associates Degrees shall demonstrate year-to-year growth.
- Student course failure data shall demonstrate year-to-year decline rates.
- LCA graduates will demonstrate competence of performance standards as defined by NMPED documents, demonstrating mastery of competence developed in alignment with New Mexico standards and benchmark.
- Student GPA/grades shall demonstrate year-to-year improvements.
- Success of special-needs students will be measured by successfully meeting or exceeding IEP goals.
- Success of special needs students will be measured through graduation and fulfillment of transition services.

Explanation of Need: With nearly a decade of experience as an educational partner in San Miguel, Mora, and Guadalupe Counties in northern New Mexico, LCC has progressively had to expand the number of remedial courses and programs and has also had to continually revise the dual/concurrent course offerings. Its GED classes are continually filled with significant numbers of students who with up to two years of high school attendance have literacy levels far below those needed to progress adequately in the program. In the most current year for which there is complete data (2007/2008), LCC was placing 90% to 95% of its enrolling students into one or more classes of remediation. The trend experienced by LCC was recently documented by NMPED in its *Annual Dropout Report (2008)*. The decision of LCA to be a early college high school for 11th and 12th grade students is based in part by this study. In the latest report, (2008) we are informed that while the communities in the LCC service area are reporting minimal dropout rates of 4% - 6%, it does emphasize that the highest age of dropouts is tenth grade. LCA will actively recruit these tenth grade students as well as work with students who have been removed from the Las Vegas City Schools, and the communities of Mora, Springer, Santa Rosa or other districts currently in the service area. LCA fully expects that this educational option will bring students back to high school and college and in effect, raise graduation rates through out its service area. Most importantly LCA will provide greater life options to these students and their communities.

While the 2008 Report shows a minimal number of dropouts from high schools within LCC service area, the GED Programs of the college consistently remain at capacity. Further, the college finds itself with a burgeoning developmental/remediation studies department with high enrollment from the service area's high school graduates. A recent study funded by the Gates

Foundation (Conley, 2003) on college readiness confirms the situation at LCC. They have shown that students who fail to graduate high school prepared to attend a four-year college are much less likely to gain full access to our country's economic, political, and social opportunities. The study also confirmed that, nationally, only 32% of students were college ready, with significantly lower rates for Black and Hispanic students. This report suggests that the main reason these groups are underrepresented in college admissions is that they are not acquiring college-ready skills in the K-12 system, rather than inadequate financial aid or affirmative action policies. LCA seeks to mitigate this and other barriers that students from throughout its service area frequently encounter. LCA will address the challenges that often plague rural communities where its youth and their families are not able to manage the cost of the daily travel required to pursue a post secondary education, or to find access to the technology that is indispensable to success in a college or university. Both of these barriers can be addressed under the mission, methods and support that will be provided by this prospective charter high school.

The inadequate preparedness of high school graduates for college success is a crisis best characterized by Wise (2008) in a national study referenced where 42% of freshmen in community colleges and 20% of freshmen in public four-year institutions require remedial courses in reading, writing, or math in order to handle college-level work. Wise cites a number of employer surveys such as the National Association of Manufacturers who expressed disappointment in the skills of high school graduates it was seeking to employ. For example, in 2005, sixty percent of U.S. manufacturing companies surveyed said that high school graduates were poorly prepared for entry-level jobs and companies were finding they had to create employee training to remediate for tasks that required basic skills in problem solving, reading, writing, and practical mathematics.

Unemployment statistics for the counties of the LCC service area reflect that the character of available employment over several the last several decades has directly and indirectly been responsible for depressed situation for its citizens very much like the situation described by Wise. These counties all have experienced that for generations its brightest youth are forced to leave their communities in order to find employment in professional arenas and in many of the high skilled trade areas. Outside of professionals needed for all levels of education, and a small number of health professionals, the options for those remaining find themselves competing for the limited state government work, and low skilled service employment. A recent report compiling the research of five major economic and labor market studies on four continents was published by the National Center on Education and the Economy (2008). This report describes an increasingly dismal situation, warning that jobs involving routine work are the most vulnerable for "*digitized automation*" (p. 8) or for global outsourcing. The U.S. must begin to educate a workforce that is more prepared and suited to produce those highly sought products and services that create a new stream of jobs now lost overseas. The U.S. must be a national innovator in creating products and services that can contribute to helping this country maintain the technological lead it is quickly loosing. Many recommendations are made in this report that essentially call for a dramatic and expedient change in the way our institutions of education view their work and the way they operate. The recommendations of the report call for a workforce trained to be thinkers and problem-solvers who can work in professions that use multiple forms of computerized tools to produce a product or service. LCA seeks to partner with international, national, state and local employers to begin to change this situation for its community. We will develop an education system that helps our students educate themselves at high levels and do so in a much shorter time that the traditional school system is able to do.

Green energy and many other high tech professions are the employment outcomes we will prepare our students to step into.

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

1. Philosophy & Approach to Instruction

U.S. Department of Labor, (2008) has determined that currently 90% of well-paying jobs require post-secondary education or training. Further, that a constantly changing labor market has created new challenges requiring students to acquire adaptable, transferable skills as well as specific content knowledge in order to be adequately, prepared employees. As we are now witnessing many markets going global, the skills of U.S. workers—and the standards of education—must meet new international benchmarks. This shifting U.S. job market, most recently arriving at crisis levels, has motivated the founding of the Luna Charter Academy. Providing educational options to the communities throughout the counties of Guadalupe, Mora and San Miguel has motivated LCC to reach out to its public school partners and to create a number of bridge programs, as well as creative dual and concurrent enrollment options. The college has acquired considerable experience in the development and implementation of numerous and alternative approaches, to computer-assisted instruction, and distance education, including hybrid courses and ITV. L CC has striven to provide educational options with the necessary supports to many outlying communities in the service area. They will continue working with students who have dropped out or been removed from the previously named districts in an effort to raise the districts' graduation rates within the counties named.

The foundation of Luna Charter Academy's educational theory is the research that is incorporated in a national three-year study commissioned by the Pew Charitable Trusts and the Association of American Universities (Conley, 2003). This study has determined that high schools must align what colleges expect with regard to the demands of college and the preparedness for the 21st century workforce. Out of this work was developed a set of standards known as Knowledge and Skills for University Success (KSUS). These can be characterized as a set of standards that set a new bar that all students need to reach. LCA will operate with high expectations for every student that match the skills and knowledge needed to succeed in college, at the workplace, and as participating citizens. One recommendation of this report is that there be clear expectations with progress markers. This can be achieved with a relevant, useful orientation program. This must go beyond the traditional review of a conduct manual and provisional evaluation of the transcript. Instead, what is most helpful is "*a process that foreshadows for students the intellectual journey on which they are about to embark*" (p. 103). LCA will include in its orientation program, the administration of assessments that will be further described in Section V under curriculum. The aforementioned study also advises that in

order for students to truly understand the standards they are expected to achieve, they must have exemplars of student work that meets the standard, as well as scoring guides and course outlines that will help them achieve it. The use of exemplars and scoring guides will become standard practices in the instructional methodologies also to be described in the next section of this application.

LCA will devote considerable effort in developing a graduate that is proficient in the powerful uses of technology to mine information, as proficient users of technology as tool to produce/present assignments, and as users of technology in the multitude of professions now computer based. The strong technology-dependent methods and approaches used by LCA not only as tools to deliver its distance education courses but also as a tool for teaching. This has necessitated that we adopt a third set of standards that must be aligned to the core curriculum. LCA will infuse standards taken from the work conducted by a collaborative education consortium headed by the U.S. Department of Technology (2006). The National Educational Technology Standards for Students (NETS) are standards that require that the following conditions be established in schools seeking to empower students with powerful technological skills;

- ✓ Vision with support and proactive leadership from the education systems
- ✓ Educators skilled in the use of technology for learning
- ✓ Content standards and curriculum resources
- ✓ Student-centered approaches to learning
- ✓ Assessments of the effectiveness of technology for learning
- ✓ Access to contemporary technologies, software and telecommunications networks
- ✓ Community Partners who provide expertise support, and real life interactions
- ✓ Policies and standards supporting new learning environments

The ambitious mission undertaken by LCA can be advanced greatly by the precepts contained in the literature that is being amassed by the Early college high school Initiatives (ECHS). Since 2002, early college high schools now have grown to 202 across the U.S. with more schools expected to open in the fall of 2009. LCA will incorporate the five principles that characterize this initiative. Those five principles are;

- ✓ ECHS institutions are committed to serving populations underrepresented in higher education.
- ✓ The ECHS is sustained by a partnership between a local education agency, a higher education institution and the community.
- ✓ The ECHS and their higher education partners and community partners jointly develop an integrated academic program so all students earn one to two years of transferable college.
- ✓ ECHS engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.
- ✓ ECHS and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Across the U.S. the Early College High School Initiative (2008) organization compiles data from its affiliated schools. The body of work provides LCA with substantial guidance for developing the organizational framework of the school, its educational program, and the support systems needed to start the school and sustain it through the first year. The national Early College High School Initiative sites a body of research that is supported by numerous, major U.S. governmental agencies charged with improving and overseeing school effectiveness and reform. Many of the schools willingly share some of the classroom instructional strategies in their high

school courses, provide suggestions for course options that are engaging, and characterized by having computer-based instruction, experiential education, project-based learning, service learning and tutoring services. They have day, evening, week-end and year-round instruction. LCC has come to recognize that the youth currently attending, their classes seems to learn very naturally using technology as an integral part of their learning experience. Learning experiences can be in the format of distance education, Web CT, and other hybrid formats that allow students throughout the service area to participate in online high school and college courses. Additionally, students would be able to access coursework at times when high school or college instruction is not traditionally available.

LCA recognizes and expects to address the challenges that may plague the rural communities in its service area. It will capitalize on the extensive experience of LCC who has for several years worked to collaborate with many of the local school districts to enroll students in dual or concurrent credit classes. LCC has acquired funding to provide summer bridge programs both for remediation and enrichment. This mutually beneficial interaction with schools in the service area, has allowed LCC to acquire an understanding that we will be dealing with students whose lives, in many instances, may be extremely chaotic. This charter high school academy will support those students whose life obstacles may make regular class attendance during the day difficult if not impossible to maintain as they juggle jobs, children, or a multitude of other complications. Thus, part of our flexible program will involve evening and weekend classes. These students precisely, are those who can access the delayed broadcast of missed classes, and do so with the support of technical assistants available evenings and weekends.

In designing the systems of supports for students, LCA examines the commonly accepted description of 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. May have 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).

LCA will provide an educational program with supports to work with students who have dropped out or have been removed from the West Las Vegas, Mora, Springer, Santa Rosa or other districts currently, or in the future served by LCC, in an effort to raise these district's graduation/success rate. LCA will also work closely with those districts in identifying and recruiting those students who can best be served by this charter academy. The work conducted in local high schools over the years by LCC already addresses alternative approaches as well as computer-assisted instruction. They will continue working with students who have dropped out or been removed from the previously named districts in an effort to raise the districts' graduation rates.

The educational program includes alternative education methods to address the needs of different types of learners. The inclusion of an online component, aligned to both NMPED and NETS standards, will help prepare students to use computerized systems; now necessary skills for most careers. The opportunities for community engagement through service learning projects, utilize existing community resources that will incorporate resources from the Workforce Investment

Board's Youth Services program and will assist LCA in preparing our students for "next generation" careers in sustainable agriculture, affordable home construction, alternative energy and serving an aging population, or pursue advanced degrees from the state or national universities.

2. Description of the Curriculum

LCA will utilize its planning year to fully develop curriculum in the form of curriculum maps, scope and sequence, and all assessments, both formative and summative. New Mexico PED standards will be the foundational planning document but LCA will incorporate the standards developed by *Knowledge and Skills for University Success*, as well as the NETS standards for technology, both referenced in the previous section. LCA will utilize a consulting team for developing curriculum for each course in the core content areas who will work collaboratively with staff of LCC to align the foundational courses used most in dual and concurrent programs of study. The process method for this purpose will be a "backwards planning approach" that begins with New Mexico standard, and aligns the KSUS and NETS standards and research-based pedagogical methods. Appendix III contains an example of two core content curriculum maps (English 11 and Algebra I) that exemplify the breadth and depth that LCA will develop for its instructional program. The chart that articulates curriculum development plan is included as **Appendix I** and precedes an example of two courses.

LCA will integrate a web-based curriculum platform which will be available to all of our students for self-paced, teacher-monitored instruction. Students will also have available the use of technology support assistants to provide instruction on the access WEB-CT curriculum documents and other supports such as the uploading of assignments, and conducting virtual discussions, etc. When completely implemented, there will be several layers of oversight and involvement including highly qualified, trained teachers and assistants, and work-study technology staff to verify student on-line activity and provide or recommend additional tutoring.

LCA will provide an opportunity for students to immerse themselves in the field of media and technology. This will include the opportunity for students to not only receive instruction via distance learning but to also observe and participate in the production of distance learning classes in computer laboratories housed in the same facility as LCA or LCC. These labs will, in fact, be utilized by LCA as lab facilities integrated into the curriculum.

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 the performance standards as identified by New Mexico PED in Accordance with NCLB.

It is the intent of LCA to recruit and enroll 11th and 12th grade students having eleven credits. It is clearly understood that many of these students will arrive with a variety core credit accumulation as well as a variety of elective credit accumulation. The curriculum design team comprised of LCA and LCC faculty will identify when dual or concurrent enrollment can be accomplished in the graduation plan of the ILP for each student. It is the intent of the design team to create a seamless and efficient high school-college curriculum utilizing both high school and college courses. The curriculum team will submit a full high school curriculum at the end of the planning year that reflects both LCA and LCC courses. This undertaking is exciting in its

potential to expedite high school graduation together with a practical and useful college education.

3. Alignment with NM Standards

It is with the understanding that New Mexico seeks to achieve higher standards of learning and education, and these higher standards are those that LCA will develop a curriculum that seeks to implement 21st century skills that allow for meaningful educational exchanges with other learners and community members. LCA will require that a comprehensive curriculum be developed aligned with NMPED Standards and Benchmarks, KSUS and NETS standards previously described. We seek to imbue real world critical-thinking, problem-solving and technological opportunities offer authentic learning skills that have direct application to student lives and the workforce.

4. Strategies and Methods

Students served by this early college high school academy will be guided and supported in developing a rigorous level of literacy skills for any career pathway. The emphasis of technology as a key component seeks to meld traditional approaches with new approaches to facilitate learning of relevant content while addressing individual needs that will prepare students to:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Know content and be able to locate information and data

A critically important strategy/method to ascertain that the educational mission be attained will be through the use of Individualized Learning Plans (ILP) that 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 ILP may include a 504 Accommodation Plan and/or a Treatment Plan that addresses specific behavioral or health issues related to cognitive development. The school will organize Design Teams made up of role groups from varied school and college operational systems to provide on-going evaluation of school systems so that changes and improvements can be made quickly as they are discovered. The components of the ILP 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 Design 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

LCA will insure the learning goals in its mission be achieved and as such will require on-going professional development so that the teaching staff has time for collaboration, to analyze its short cycle assessment data, and formative and summative assessments. Staff will be responsible to implement the researched-based strategies that include the instructional framework of the following authors;

- Marzano, Pickering - strategies for building academic vocabulary (2006)
- Marzano – Strategies for Building Background Knowledge for Academic Achievement (2006)
- Fuchs & Vaughn – Response to Intervention: A Framework for Reading Educators (2008)
- Stiggins – Classroom Assessment for Student Learning
- O'Connor – How to Grade for Learning: Linking Grades to Standards (2002)

Professional Development (PD) Plan: LCA is committed to providing the most current and researched based training for on-going PD available. It is felt that the most effective PD will

emerge from the staff itself as needs become apparent in the collaboration and observation processes. At this initial juncture the LCA presents the plan that follows for developing a staff capable of achieving the mission of the school.

Professional Development Plan for Luna Charter Academy

School Role Group	Training Needed	Resources Needed	Implementation Time
LCA Governance Board	~Governance Council Training to include Open Meeting Act, & Fiduciary responsibilities related to Board of Finance ~School Funding Formula ~Overview of Charter	Federal Stimulus Grant	Sept. 2009 - Jan. 2010
LCA-LCC Joint Curriculum Committee	~Group Process ~New Mexico Standards	Federal Stimulus Grant	Oct. 2009 – Jan. 2009
School Leadership	~ Community Organizing ~ Charter Legislation	Federal Stimulus Grant	April 2010 – June 2010
Teaching Staff	~ Instructional Programs ~ RTI ~Curriculum Planning & Instructional Strategies ~ Technology (Smart Boards, Blackboard)	Federal Stimulus Grant	June 2010 – August 2010
Clerical Staff	~ School Information Systems ~Procurement Code ~Technology	Federal Stimulus Grant	June 2010 – July 2010
Technology Support	~ Group Management ~ Technology Use ~Smart Board- Blackboard	Federal Stimulus Grant	May 2010 – Aug. 2010
Counseling and Advisement Staff	~ Student Information System ~ Articulation Requirements with partner institutions	Federal Stimulus Grant	July 2010 – August 2010

B.EDUCATIONAL PROGRAM

1. Length of School Day and School Year:

LCA will operate on the year-round calendar aligned to the calendar of LCC. Administrative teaching and technology support staff will be available on site from 7:00 am to 9:00 pm, however the availability of recorded classes will literally make instruction available twenty-four hours a day. Students will have the option of a lighter course load during any semester. Term breaks will follow those of LCC. Total number of hours and days will meet the minimum of 182 days and 1,080 instructional hours. Students may enroll in the school and maintain a minimum of four classes at any given semester. Operating under this calendar will allow students the flexibility to participate in internships, mentorships, maintain jobs and care for families while taking courses year-round to maintain continual progress toward completing their goals of acquiring a high school diploma and a college education.

2. Grade Levels, Class Size and Projected Enrollment:

LCA will serve students who have at least the eleven credits required for status as an 11th grade student in high school. Students wishing to enroll with fewer than eleven credits may be enrolled in remedial classes until such time that 11th grade proficiency is demonstrated on NWEA, or scores the Compass allow the students to be enrolled dual or concurrent classes. The school will be prepared to open with a staff that can accommodate 200 students from throughout the entire LCC service area, including students who are enrolled to take primarily distance education classes. LCA will expect to increase its admission by 100 students until it reaches its capacity of 600 students both in distance and/or on-site courses. This early college high school will maintain a Pupil-Teacher-Ratio (PTR) of no more than twenty students in the high school courses including those at sites distant from the main school, in order to be able to provide the appropriate support and individualized attention. LCA projects an increase in student enrollment of 100 students each year until reaching 600 students from throughout the service area.

3. Graduation Requirements (if applicable):

LCA student will comply with the NMPED requirements for completed instructional credits for a high school diploma. This includes successful passing of all required standardized exams. It is understood that NMPED has approved changes in required courses for graduation. As students enroll in years subsequent to opening year 2010, LCA will adjust graduation requirements to comply with the most updated regulations. LCA will enroll students with at least 11th grade status in its opening year who will be held to the following graduation credit requirements;

LCA Graduation Requirements	
Required Core Credits:	15 (17 for college entrance)
Elective credits required	6 to 8 according to course requirements for college entrance
Total credits to graduate:	23

NMPED Required High School Core Curriculum

Language Arts 4credits	English I-IV,
Math 3 credits 4 credits 2013	Algebra I & II Geometry
Science 3 credits	Chemistry Life Sciences Physical Sciences (at least one lab science credit)
Comm Skills 1 Credit	Clear writing and oral communications
Foreign Languages 2 Credits	Spanish I and II (other languages as offered at LCC)
Social Studies 3.5 credits	World History /Age of Enlightenment to Present/Geography 1 CR. US History 1 CR New Mexico History .5 CR. Civics/Government .5 CR. Economics .5 CR,
PHYSICAL ED 1 CREDIT	3 of 6 Fitness-oriented activities / life sports – running, climbing, spelunking, hiking, ropes courses, softball—activities focused around area resources.
Study & Life Skills/Career Readiness – 1 credit	(1 semester) – Introductory course to time management; thinking and reasoning; textbook study strategy; note-taking and outlining; vocabulary improvement tips; learning how to learn; writing a research paper; process of writing; plagiarism; technology (computer, Internet links for study skills) LIFE SKILLS (1 semester) – Introductory course to consumer economics (savings, investment, and simple and compound interest; buying and renting); single living (small repairs for the home; cooking); relationships (self-regulation, teaming, civility, getting along with others); careers/life work
Health 1 credit	
Fine Arts 1 credit	
Practical Arts/Work Study 2 credits	VOCATIONAL/OCCUPATIONAL EDUCATION
Electives 5 credits	Including .5 credits financial literacy

C. STUDENT PERFORMANCE EXPECTATIONS

Upon admission and enrollment students will take NWEA and Compass Assessments. These assessments will serve different functions in assuring the academic success of our students.

NWEA: This is an NMPED approved short cycle assessment administered three times per year, as required under NCLB guidelines.

Purpose: Provides grade equivalency data and will be used determine placement in reading and math remedial classes. Baseline data will be established during year one and Annual Measurable Academic Objectives (AMAO) set by NMPED will be come target goals in subsequent years. In addition NWEA will be analyzed by core content teachers and school leadership for use in adjusting instructional strategies. Reports will be made to school governance council every third semester. LCA staff will compile and analyze the data of the NWEA assessment to be used as one of several indicators of student progress. Students who are enrolled in remedial classes will be subject to a close regimen of progress monitoring and will meet with teachers and advisors to evaluate progress at least twice each semester.

Target Goals: Students scoring below 9th grade in any subtest (Reading, Language Usage, Math) will be enrolled in the appropriate remediation classes. Students scoring 7th to 8th grade levels are expected to advance to 9th grade in one semester. Students scoring 6th grade and below are expected to advance at least two grade levels per semester.

Compass: A national, community college placement assessment required of all students prior to admission in the absence of ACT or SAT entrance exams.

Purpose: Determines whether students have the skill level to succeed in credit-bearing college courses. Colleges determine varying levels for various fields of study.

Target Goals: Students who score 9th grade in on the NWEA but do not pass Compass Assessment subtests will have a special advisement meeting to determine whether enrolling in remedial classes of LCA or those of LCC will more expediently get them to their desired place on the ILP.

Standard Based Assessment: Upon admission to the school, the full transcript evaluation referenced in previous sections will determine whether students have completed and passed the NM Competency, the NM Standards Based Assessment and others as determined by NMPED. LCA will fully comply with all NMPED designated standardized exams.

Language Assessment Exams: LCA will fully comply with NMPED requirement for assessing language proficiency for all students whose Home Language Form indicates a language other than English. Administration of the required NMELPA will take place within the time-frames established by NMPED

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

LCA will establish an intentional, comprehensive system for evaluating student performance through the use of formative and summative assessments that are varied in format. The curriculum documents (curriculum maps, pacing guides, unit plans) for each course that will be developed during the planning year, will include multiple forms of assessments to insure that progress toward attainment of standard benchmark, performance indicators is taking place. Formative and summative assessments will reflect the benchmarks of rigorous standards already described in our school philosophy, mission and vision. Teachers will be required to work with school administrators and instructional leadership in collaborative groups to function as peer observers and evaluators in order to operate in cycles of continuous improvement of instruction that achieves benchmark indicators. Data will be kept by school leadership that reflects attendance, compiled course grades, pass/fail rates and triangulated with the all assessments (standard based measures, short cycle assessments, curriculum based measures or CBM). Students, teachers, counselors/advisors (and parents when appropriate), will conduct student-led conferences during mid-term of the Fall and Spring semesters to set academic learning goals for the following semester and to adjust the ILP when necessary. Students not achieving adequate progress as measured by assessments will be provided, instructional intervention by classroom teachers as well as intervention courses to readdress areas of need until proficiency of benchmarks is accomplished and documented.

LCA anticipates that most of its student population will be young adults. They may or may not choose to have parents, spouses, or advocates participate in evaluation conferences. Students who are under the age of 18 will be required to attend their conference with a parent, guardian or advocate. Bi-weekly progress reports will be available to students and families. LCA will distribute or display such reports and maintain a student grade book documenting grades and benchmark exams.

E. SPECIAL POPULATIONS

Appendix D contains a Special Education Handbook that will be reviewed, revised and finalized by the end of the planning year. LCA will comply with all IDEA requirements for special needs students. Students will be supported with accommodations for any and all academic programs of the school. We will establish appropriate partnerships with service organizations to further augment the support services LCA and LCC have in place. Students will have a transition plan in place prior to graduation and will be supported beyond graduation as required. Other methods of assuring proper maintenance of federal guidelines related to records, attendance and licensure will include, but not be limited to the following;

- LCA will meet each student's individual needs by promoting a sense of belonging to a small group of peer learners; by establishing a close working relationship with a specific faculty member and through an individualized educational program incorporated into each student's learning plan. That plan is based on a thorough individual assessment made upon admission to the school.

- The data will be critical in modification of goals and objectives relative to specific content standards. Individualized tutoring to support remediation in identified skill areas and independent study opportunities will be provided for accelerated credit acquisition utilizing web based curriculum that can be worked on from home.
- In addition to academic needs, the student learning plan will examine social/ economic issues including housing, substance abuse, parenting and special education issues. Needs will be assessed and resources within the community identified.
- LCA is also designed to meet the health and mental health needs of students through access to nursing and social work services. LCA is committed to the development of a ancillary staff within the operational budget A social worker will be included and will help generate budget to add a psychologist or substance abuse counseling. Additional ancillary staff will be contracted to meet any needs of LCA students, such as nursing, SLP and diagnostics, that regular employees do not have licenses to provide. Operational, Medicaid and IDEA-B funds will be utilized as appropriate.
- A final plan for fully addressing the needs of special populations will be provided to the charter authorizer by the end of the planning year. LCA will fully comply with federal and NMPED regulations and will enhance services by coordinating with student special services at LCC.

LCA will address the needs of the English Language Learner (ELL) students through administering the appropriate and required language proficiency assessments. When indicated, English as a Second Language (ESL) classes will be provided. Highly qualified staff will be sought out to provide instruction that effectively addresses the needs of ELL students. In addition to academic needs, the individual learning plan will address social/ economic issues including language services (ELL), housing, substance abuse, parenting and special education issues. Needs will be assessed and all resources available at LCA and LCC will be identified. LCA will employ bilingual tutors, counselors/advisors, and social workers to address the needs of Spanish speaking students and will seek translation services for students of other languages when available.

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

Revenue projection Form 910B5 and 910B is available in appendices as Appendix F. Revenue and Operating Budget Spreadsheet is available in appendices as Appendix G.

Budget Narrative

Projections are made for the first through fifth years. All five years' revenue projections are calculated by using a \$3,674.28 figure for the SEG unit value. This is likely to change over the course of the five years of projecting this budget but for purposes of estimating the budget, we have used that figure for the entire span. The number of program units used is based on the SED formula applied by the NMPED, with variables for school size, at-risk students, experience and training of staff and other factors. LCA anticipates slow but steady growth in our enrollment. We used the following numbers to compile these budget estimates for the next five years.

School Year	Projected Student Population	Total Number of Program Units
2010-11	200	487
2011-12	300	638
2012-13	400	702
2013-14	500	807
2014-15	600	1,060

It is the intent of LCA to apply to NMPED for a one time **Federal Stimulus Grant**. The requested amount of \$725,000.00 will be used to cover;

- strategic planning year consultants
- curriculum developers,
- hiring of an administrator ninety days prior to school opening
- instructional materials
- technology and related equipment
- furniture and other expenditures related to start-up
- Travel for governance council for board training

- Consultant/school administrator travel to observe and review other national charter school organizations and early college high school programs.

It is the intent of LCA to apply to NMPED for a one time **State Stimulus Grant**. The requested amount of \$34,000.00 will be used to cover;

- Contracted services for establishing dual enrollment and recruitment
- Clerical staff to manage initial, start-up student recruitment and enrollment procedures
- Establishing and training LCA staff in student enrollment system

Personnel Costs

We put the budget together with the following staffing for Year One in mind:

- a) Teachers (10 FTE)
- b) Educational Assistants Tier 1 (2 FTE)
- c). Educational Assistants Tier 2 (1 FTE)
- d) Special Ed Teachers (1 FTE)
- e) Special Ed Educational Assistants (1 FTE)
- f) Social Worker (1 FTE)
- g) Registrar/Office Manager (1 FTE)
- h) Principal (1 FTE)
- i) Financial Clerk (1 FTE)
- j). Secretary (1 FTE)

Growth in Personnel: The budget anticipates adding FTEs to the teaching staff in Year Two (two teachers and two Educational Assistants, one Tier 1 and one Tier 2). It may be necessary to add additional teachers and Educational Assistants with more rapid growth in the number of students. Any other growth in staff will have to be generated by funding sources outside the SEG. The Nurse will be contracted after the first year, on an as needed basis.

Employee Benefits

We computed the fringe benefits for LCA full time employees at 28% of salary, our estimate of what FICA, Health Insurance, ERA, Workers Compensation and Unemployment will cost us.

Instructional Support, 3000: Purchased Services

Because of the technical requirements for our curriculum, we will require Technical Support as well as a Coordinator Specialist starting in Year 1.

Instructional Support, 4000: Supplies and Materials

In each year's budget, we are setting aside separate amounts for Instructional Supplies and for Technology Supplies. Instructional Supplies are for workbooks, paper, pens and other classroom materials. Technology Supplies are computer software, hardware and accessories (disks, CD's, equipment to enhance student learning.)

Administration, 3000: Purchased Services

From this line item, the Principal can purchase consultation, professional development, legal and other needed services for the school and its staff.

Business Support, 3000: Purchased Services

We have budgeted funds to cover the cost of an annual audit. We will use this line item to contract with a private agency for our fiscal management.

Operations of Plant, 3000: Purchased Services

The Lease is for the school's facility, as the NM Charter law does not permit charter schools to incur debt we are currently negotiating for school space in a building owned or to be owned by LCC. Our budget for this item is figured on the basis of \$10,000 per month with some growth built in over the next five years to cover escalating costs. A proposed site and building will comply with current State adopted, life, health and safety codes for E Occupancy.

“Communication” is for phones and the internet.

“Insurance” is for the liability and tenants' insurance policies we need to purchase.

Non-instructional support:

These costs are for student activities outside of the classroom: field trips, recognition, graduation, student senate and similar activity.

Fiscal Management Compliance Plan

SEG and most other revenues will flow from the State of New Mexico through the Luna Charter Academy Governance Council. However, the PED will retain 2% of the school's SEG for administrative expenses. LCA will work collaboratively with the PED to assure timely reporting and other financial/fiscal processes. In accordance with the *1999 Charter Schools Act* and good business practices, LCA will be held accountable for its fiscal performance. When classes begin in 2010, a revised budget will be prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the LCA student population.

Enrollment Count Adjustments

The PED may adjust the funding based on the 40th and 80th day STARS enrollment counts to reflect the actual student count as compared to the estimated numbers used at the beginning of the school year. The adjustment in funding flows from the PED to the charter school, minus the 2% administrative fee. If a student who has been included in the enrollment count of the District transfers to LCA during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to LCA, and vice versa. This will require LCA and the Las Vegas City Public Schools Districts as well as the other service areas of Luna Community College.

Special Education

LCA will provide Special Education services to its students in strict conformance with all State and Federal regulations. The special education funding will be generated as part of the SEG formula. Special education numbers cannot be anticipated in the formula, therefore the adjustment will be made in the funding formula based on the 40th and 80th STARS enrollment counts. As we understand the process, this money flows from the PED directly to the charter school, minus the 2% administrative fee. IDEA- B funds flow from the federal government and the state to the charter school.

Salaries and Benefits

LCA will prepare its payroll function for the school in house, including the preparation of W-2s and other reports required by state or federal law. LCA will certify all payroll information to the state in a timely manner. LCA will provide employees, benefit programs comparable to other public schools including basic life, health, dental, vision care, unemployment and workers' compensation consistent with the same eligibility requirements that apply to APS District employees. LCA shall practice good business practices in all matters in compliance with all federal, state, and local laws and regulations.

The Luna Charter Academy Budget Process

The LCA Governance Council will present the Public Education Department a balanced budget consistent with the LCA Mission, Goals and Objectives. This budget shall be in a format and on the schedule prescribed by the PED.

The adoption of the annual LCA operating budget for presentation to the Public Education Department is the responsibility of the Governance Council. The Principal will propose a specific budget calendar to the Governance Council for its adoption that meets the deliverable deadlines established by the PED. The PED will give LCA the schedule for submitting the budget to the assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The budget process will include public budget hearings where the Council can learn of the public's priorities, including parents and students. The Principal will also be given a specific opportunity to address various programs and matters of interest to the Governance Council.

Following such hearings, the Governance Council will identify priorities and give general instructions to the Principal to prepare a balanced budget incorporating its priorities and other guidelines as deemed appropriate. The Council will debate and vote budgetary issues without further public hearings.

Compliance Reporting

Federal Census: School Assistance in Federally-Affected Areas

Public Law 81-874 is the Federal Act that authorizes assistance for current expenditures in areas affected by federal activities. Section 2 of the Act directs payment of an entitlement to Local Education Agencies (LEA) in whose school district the United States owns certain federal property. Section 3 provides an entitlement to an LEA based on numbers of federally-connected students attending the schools of the LEA. LCA will receive this entitlement for all students who attend LCA that fit the criteria. The Act provides special rules regarding increased entitlements in connection with federally-connected handicapped children and children residing on Indian lands. LCA will provide policies, procedures and budget information to the PED as required by the PED.

Census Cards

The PED will provide LCA with the needed quantity of pre-printed census cards.

1. Distribution of these census cards will be made one day prior to the 40th school day—the date on which the count must be taken.
2. LCA will receive a letter of instructions with its allotment of census cards as well as sufficient blank forms for recording the data required on children living in

federally-sponsored, low-rent housing and the necessary forms for recording the information required on the students residing on Indian lands.

3. The correctly executed census cards or forms must be returned to the PED no later than four weeks after the survey date for review.

Twenty Day Counts

LCA will enter, enroll or withdraw students based on the Student Information Systems Manual and will report absences for all students on a timely basis. LCA will generate membership reports to the PED as required for funding to the schools. The Forty-Day Membership Report is subject to audit by the PED.

B. Fiscal Management

Financial/Business Operations

The LCA will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing a control system pursuant to NM state laws.

Since LCA will be a State Chartered School, it will formulate its own budgets in accordance with state audit guidelines.

The revenue stream for the school will include:

1. State Equalization Guarantee Formula Based on 40, 80, 120 Day Count (2% of this goes to the PED);
2. Other State and Federal Monies (e.g.; State and Federal Stimulus Funds, Federal Free Lunch Program, Transportation Funding, Instructional Materials Funding, Title II Professional Development monies, etc.);
3. Corporate and Not-For-Profit Grants;
4. Contributions from Private and Non-Profit Entities.

Cash Management

Appropriate cash management practices will be developed and used to ensure that all LCA monies are adequately protected against loss or theft. These practices shall include but are not limited to:

- Monthly reconciliations of all cash accounts, including bank accounts, which are part of the responsibility of the in-house fiscal management and which are approved by the Principal after review.
- Periodic internal audits shall be made on all cash accounts. The frequency of these audits will be determined, but should not be less than twice each year.

Separation of accountabilities and duties to ensure fiscal control as described in Sections on 'Contracting Practices', 'Disbursements Process', 'Property Management', etc. – the basis of this practice shall be to protect LCA from fraud by requiring that no person shall initiate and approve the same transaction in any circumstance. Once LCA staff is finalized and financial contracts are in place, the specific duty assignments and flow of transactions will be reviewed with the PED ensure the internal control system is adequate and acceptable.

Accounting Basis

LCA' financial records shall be maintained using a modified accrual basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a cash basis.

Compliance with GASB 34

In accordance with Governmental Accounting Standards Board (GASB), Statement No. 14, "*The Financial Reporting Entity*," (Issued 6/91), LCA will follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the *1999 Charter Schools Act*. This shall apply to all financial reporting to ensure that the nature and significance of LCA' relationship with the PED is in no way misleading or incomplete.

Internal Control Procedures

LCA will comply with all NMPED guidelines in management of its fiscal responsibilities. A narrative of greater detail delineating audit procedures and internal controls provided in **Appendix H**.

Audit Plan

The LCA agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and make such records available to the PED as requested. LCA also agrees to engage an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the audit shall be provided to the PED in written form when requested and shall be published and posted as required by law. Cost of the audit will be borne by LCA. A specific line-item for an audit is included in the budget.

Internal Audit Plan

LCA considers the internal audit function to be a critical management reporting responsibility and shall comply with all State requirements. Each year, the LCA Governance Council shall advise the New Mexico Public Education Department of the internal audit plan.

LCA internal audits shall include an independent review, evaluation and report of:

- 1) Financial condition;
- 2) Accuracy of financial and property record keeping;
- 3) Compliance with applicable laws, policies, guidelines and procedures;
- 4) Effectiveness and economy of operations; and
- 5) Recommendations for improved operations.

Internal Audit Process

The Governance Council will use periodic internal audits to provide a comprehensive evaluation of the level of control in LCA operating and accounting systems. Internal audits will be performed by parties independent from those LCA personnel carrying out certain responsibilities outlined in this policy; e.g. the person doing the payroll function may perform an independent review of the procurement or accounts payable functions or vice versa. In any case, the

designated internal auditor for activities and/or functions will be specified by the Governance Council Audit Committee.

The Principal, or his/her designee and two representatives from the community at large appointed by the Governance Council Executive Committee together with two Council members shall comprise the Council Audit Committee. The purpose of this Audit Committee will include identifying areas for audit, the timetable for review, and then reviewing any findings and/or recommendations in these internal audit reports. At least one member of the Council Audit Committee should be a Certified Public Accountant.

A designated internal auditor will independently review, evaluate, and report through audits and management studies the status of the following: financial condition and/or soundness of practice of a function or program; accuracy of financial and property record keeping; compliance with applicable laws, policies, guidelines, and procedures; and effectiveness and economy of operations.

LCA employees or others shall promptly notify the Governance Council of instances of theft or other disappearance of cash, checks, or property, of misfeasance or nonfeasance, defalcations, and non-compliance with laws and regulations of which they are aware to ensure that prompt attention is given to such matters.

All officials, contractors, and employees of LCA shall furnish the designated Internal auditor with requested information and records within their custody. In addition, they shall provide access for the Internal auditor to inspect all property, equipment, and facilities within their custody. If such officials or employees fail to produce the information, the Internal auditor shall notify the Audit Committee and shall make a written request to the Principal or his/her designee for assistance.

Internal Audit Reports

Each audit will result in a written final report. If appropriate, the audit report shall contain the professional opinion of the Internal auditor or the contract auditor concerning the financial statements issued by those audited, or the professional conclusions of the audit regarding the management activities audited. The auditor shall include in the audit reports where applicable:

A precise statement of scope encompassed by the audit;

- ✓ A statement that an examination for compliance with applicable laws, policies, and regulations was conducted, and a presentation of the findings associated with that examination;
- ✓ A statement of significant audit findings, including a statement of the underlying causes, evaluative criteria used, and the current and prospective significance of the findings;
- ✓ A statement that internal control systems were examined and a report of any material weaknesses found in the internal control systems;
- ✓ Statements of response submitted by the subject of the audit relevant to the audit findings;
- ✓ A concise statement by the subject of the audit of the corrective actions previously taken or contemplated as a result of the audit findings and a timetable for their accomplishment;

- ✓ Recommendations for additional necessary or desirable action.

A preliminary draft of the audit report will be forwarded to the LCA Audit Committee for review and comment before it is released. The audited programs, including departments whose assistance is needed in order to accomplish a recommendation, shall respond in writing specifying agreement with each of the audit findings and recommendations or reasons for disagreement with findings and/or recommendations, and plans for implementing solutions to identified problems including a timetable to complete such activities.

The written response to the preliminary draft of the audit report shall be forwarded to the Internal auditor within 14 days of receipt of the audit report. Audited program staff comments to the preliminary draft may be utilized to amend the report if appropriate. The Internal auditor shall include the audited program's staff response in the audit report.

All final audit reports shall be promptly published and made available to the public; except, the Internal auditor shall delay making audit reports public when criminal conduct is found in the audit, the appropriate law enforcement authority is pursuing an investigation, and release of the custody. If such officials or employees fail to produce the information, the Internal auditor shall notify the Audit Committee and shall make a written request to the Principal or his/her designee for assistance.

report would jeopardize further such investigation or when the report discusses district personnel issues. A report whose release has been delayed shall be released promptly at the end of the condition, giving rise to the delay.

The Internal auditor shall make reports at least quarterly to the Audit Committee on the status of the work plan.

Report of Irregularities

If the Auditor detects apparent violation of law or instances of misfeasance or nonfeasance by an officer, employee, or information that indicates dereliction may be reasonably anticipated, the Internal auditor shall report the irregularities in writing to the Audit Committee. If the irregularity is criminal in nature, the Auditor shall also immediately notify the Principal and the Chair of the Audit Committee who shall notify the appropriate police and prosecuting authorities.

Independent Audit

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313 NMSA, 1978, and all records pertaining to the activity funds must be presented to the auditors. LCA will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Governance Council for the NM State Auditor's approval. The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governance Audits of Entities of the State of New Mexico. SEG and most other revenues will flow from the State of New Mexico directly to LCA; however, the PED will retain 2% of the LCA SEG for administrative expenses. LCA will work collaboratively with the PED to assure timely reporting and other financial/fiscal processes.

In accordance with the *1999 Charter Schools Act* and good business practices, LCA will be held accountable for its fiscal performance. When classes begin in 2008, a revised budget will be

prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the LCA student population.

Enrollment Count Adjustments

The Public Education Department may adjust the funding based on the 40th and 80th day STARS enrollment counts to reflect the actual student count as compared to the estimated numbers used at the beginning of the school year. The adjustment in funding flows from the PED, to the charter school, minus the PED's 2% administrative fee. If a student who has been included in the enrollment counts of the District transfers to LCA during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to LCA, and vice versa. This will require LCA and the APS district to share student enrollment information freely.

Special Education

LCA will provide Special Education services to its students in complete conformance with all State and Federal regulations. The special education funding will be generated as part of the SEG formula. Special education numbers cannot be anticipated in the formula, therefore the adjustment will be made in the funding formula based on the 40th and 80th STARS enrollment counts. This money flows from the PED to the charter school, minus the 2% administrative fee. IDEA- B funds flow from the federal government, the state and district to the charter school. In the first year of operation, districts typically estimate the anticipated special education enrollment for the charter school based on the district's special education average enrollment and fund the charter school based on that number.

Salaries and Benefits

LCA will provide its own payroll function for the school, including the preparation of W-2s and other reports required by state or federal law. LCA will certify all payroll information to the PED in a timely manner. LCA will provide employees of the School comparable benefit programs to other public schools including, basic life, health, dental, vision care, unemployment and workers' compensation consistent with the same eligibility requirements that apply to other school employees. LCA shall practice good business practices in all matters in compliance with all federal, state, and local laws and regulations.

Resolution of Differences or Questions

Any items identified in its review by PED as requiring modification for any reason will be highlighted for action or/or explanation by LCA and returned to the Charter for action. No changes to the LCA budget shall be made by the PED without the full concurrence of LCA per the *1999 Charter Schools Act*. After the review and resolution of any differences, the completed budget request will be forwarded to the PED according to the instructions, for consolidation into the Schools' proposed budget

The Luna Charter Academy Budget Implementation

For purposes of budget implementation at LCA, once the budget allocation has been made by the PED, expenditures against that budget shall be approved at the site level. Specifically: for Salary Cost Accounts LCA will hire and pay employees per school policy. For Non-Salary Cost Accounts, *LCA* will approve all requisitions, travel vouchers, contracts, invoices, and other authorizations which result in expenditures.

Budget Monitoring

LCA will furnish the PED with the required Quarterly Revenue and Expenditure Reports showing encumbrances and expenditures to date, and the unencumbered balance for review to demonstrate that encumbrances and expenditures are progressing in accordance with the budget plan. LCA intends to use VEFS financial software systems. VEFS is a web-based system that is capable of implementing the required chart of accounts and interfaces with PED financial systems to create reports in acceptable formats for all required budget submissions to PED. LCA will contract with highly qualified personnel for budget and financial oversight

Budget Changes

During the course of the school year, it is probable that budget changes, increases, or transfer will be necessary. Increases may result from additional resources, either earmarked or not. LCA will prepare Governance Council approved Budget Adjustment Requests (BAR's) with the appropriate documentation or revenue source (e.g., a contract from outside agency) and an appropriate expenditure cost account for new and/or changes in revenue streams and submit them to PED for approval. No changes in revenue or expenditures can be done without a PED approved BAR. Any transfers between cost accounts will always be offset to ensure that the LCA budget remains balanced. These changes will be approved at the LCA site per the *1999 Charter Schools Act*.

Fiscal Integrity

In the event that either the Governance Council or the Principal determine that additional personnel, programs or initiatives are warranted; no such additions will be made to the budget or spending plan without a corresponding source of funding. In the event a shortfall in one category of budgeted expenditure can be reasonably remedied by an uncommitted overage in another category, the Governance Council may effect the requisite transfer.

Contracting Process

New Mexico law and NMPED regulations will govern the issuance of contracts and purchase orders. Only authorized parties of LCA may initiate procurements. Compliance with applicable procurement laws and regulations shall be the responsibility of the LCA Governance Council and periodic internal audits of LCA procurement practices shall be used to ensure compliance. As the chief administrator of LCA, the Principal shall maintain oversight of all procurements and report regularly to the Council on all procurement activities of the school. LCA shall maintain all procurement records and shall prepare all necessary reports for the Principal and the Governance Council to ensure proper tracking of procurement activity.

Purchasing Practices

The 1999 Charter Schools Act gives the Governance Council the authority and right to establish their procurement practices outside those used by the District and wherein the charter school is geographically located.

LCA will insist on the fair and equitable treatment of all persons involved in public procurement, to maximize the purchasing value of public funds and to provide safeguards for maintaining a procurement system of quality and integrity. All purchases that expend public school money (including school activity funds) fall under the definition of purchase from public funds and are subject to Chapter 13 Pamphlet 29 NMSA 1978 entitled "Public Purchases and Property" which includes the Procurement Code, Public Works Contracts and other pertinent legislation and shall

employ “best value” contracting practices in respect of all building projects. It is understood that grants are not exempt from public purchasing statutes and all applicable state and federal requirements. Internal procedures and duties of the part time financial assistant will be developed according to PED policy. LCA may hire a licensed business manager or contract with a reputable school business management organization to reconcile bank statements and provide separation of duties. Internal controls will be adopted by the governance council to outline the management of fiscal responsibilities in accordance with all federal and state laws including the adoption of state rules and regulation pursuant to the State Procurement Code.

LCA will keep a current and updated inventory of property or material purchased in excess of \$1000.00.

LCA will purchase, rent, lease or otherwise acquire all items of tangible personal property, services or construction. All purchases will be strictly in accordance with the laws of the State of New Mexico, federal law and State Public Education Department regulations. LCA will establish and maintain a manual of purchasing policies and procedures referencing the applicable statutes, and that manual shall be open to the general public. All procurement of tangible property or services shall be within the budget approved by the Governance Council and shall be reviewed and approved by the Principal prior to their occurrence. Procurement will be by means of standard purchase orders or letters of agreement as defined by the Governance Council. The Governance Council reserves the right to review, approve or reject any procurement decision involving more than \$1,000.

The purchase, of any tangible property or any construction that will exceed \$10,000 must be formally bid and may not be artificially divided to circumvent this requirement. Exceptions such as patented or copyrighted products, use of existing contracts, or certain statutory exemptions may apply. Freight, installation, rigging, tax, etc. are considered to be part of the cost of the product. Bid documents will be mailed or otherwise distributed by the LCA Governance Council, which shall also publish public notice not less than ten calendar days prior to the date set forth for the opening of the bid.

The purchase, rental and lease of any tangible personal property or construction that will fall between \$1,000 and \$9,999.99 are required by policy to obtain three quotes. These may be written, faxed or telephoned. Documentation including, but not limited to the date, time, company, price, person quoting, model number etc., freight charges, must be furnished to the Governance Council, which may recommend or contact additional sources. Purchases that are less than \$1,000 must be made at the best obtainable price. Quotes are at the option of the user. Professional services that exceed \$20,000 must also be formally bid. Guidelines for what qualifies as a professional service and for applicability of the Professional Services Agreement shall be set forth in a Procurement Policies and Procedures Manual prior to the opening of LCA.

Signatory Authority for Contracting

The LCA Governance Council will determine individuals with Signatory Authority for the school. However, in no instance shall the party initiating the purchase be the same party who acknowledges receipt of these goods or services. Nor shall the party acknowledging or recording receipt, be the same party who authorizes payment to the provider of these goods or services. This separation of accountabilities shall be enforced to protect LCA in some measure, from any fraudulent use of procurement. Appropriate approval levels commensurate with the nature and dollar thresholds of procurement transactions shall be described in the LCA Procurement Policies and Procedures Manual.

It is expected that any employee of LCA shall have the right to create purchase documents and that person's supervisor must approve the purchase; e.g., the Principal must approve a teacher's purchases, and purchases by the Principal must be approved by the Governance Council. Purchases by the Governance Council would require approval (signified by a public vote) and signature of more than one member of the Council. However, these procurement guidelines will be defined and approved by the Interim Governance Council prior to the opening of LCA.

Disbursements Process

Disbursements at LCA shall be made as defined and scheduled by the LCA Governance Council. In no instance shall the party initiating a request for disbursement be the same party who approves that disbursement. Nor shall the party approving the disbursement be the same party who distributes the payment. This separation of accountabilities shall be enforced to protect LCA from any fraudulent disbursement of monies.

Payroll Procedures

The LCA Governance Council will determine the policy and payment schedule for all employee compensation. LCA payroll payments will be made in the manner defined in LCA policy in accordance with the appropriate separation of duties and approval of payroll time records to ensure that employees of LCA are paid only for services rendered. Time records will be maintained for all LCA employees. In non-payroll disbursements LCA shall be responsible for paying all approved and authorized school-related bills in accordance with school policy prescribed in the *1999 Charter Schools Act*.

Property Management

Management of LCA property includes ensuring its proper allocation, control, care, use, and safeguarding. Responsibility for managing property is the obligation of all LCA personnel. These responsibilities include liability for loss, damage, or destruction of school property resulting from mismanagement, or unauthorized use.

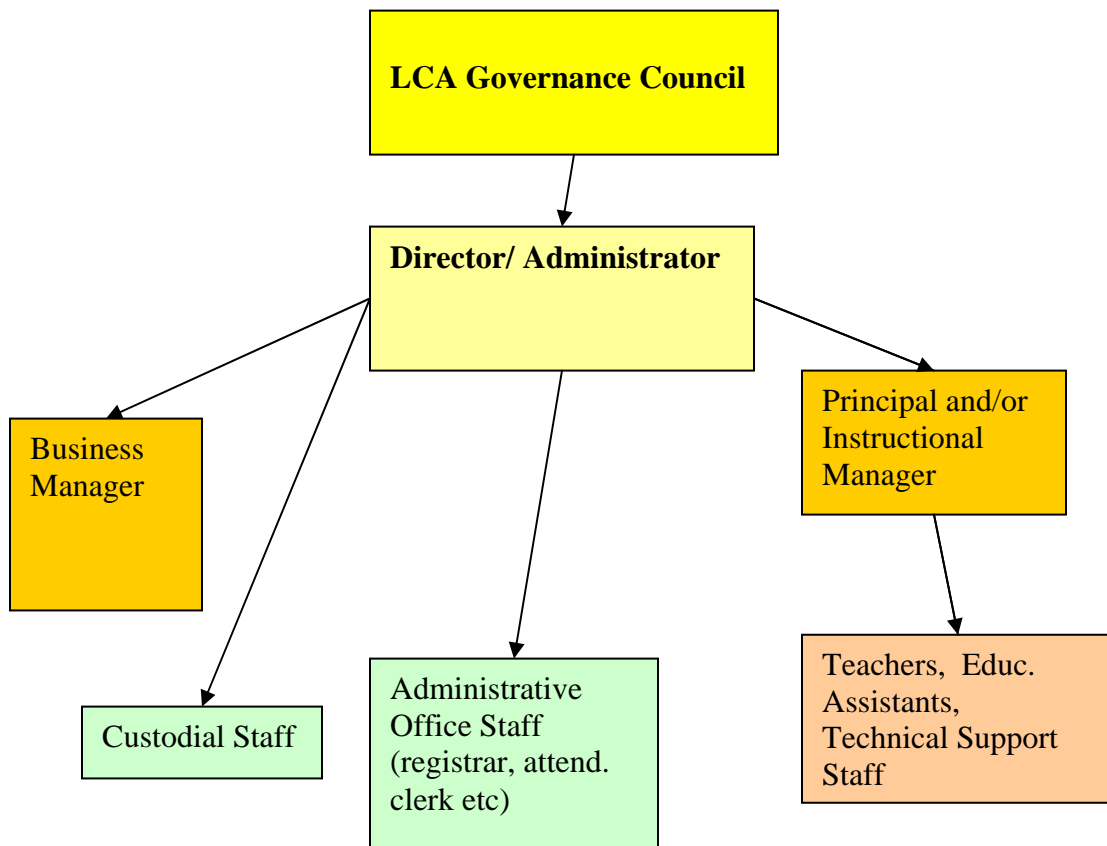
LCA personnel responsible for managing property may be relieved of their duties if an unsatisfactory condition is found that is attributable to mismanagement, inefficiency, or other causes within their control. LCA personnel must ensure that equipment is protected, conserved, and maintained. No individual to whom possession of LCA property is entrusted, shall be deemed other than a licensee or bailee-at-will, with no proprietary interest in any such property; provided, however, that the Governance Council may lease or sublease, one or more elements of LCA property, such as a sound stage, for its fair rental value, in which event the tenant or subtenant's interest shall be a leasehold interest only. LCA property or equipment will be managed in compliance with NMSA 6-20-2:

1. All property will be properly and accurately recorded at the time of acquisition and those records maintained. LCA's Governance Council shall define a policy for labeling and/or tagging school property, to include any land, buildings, improvements other than buildings, equipment, machinery, construction work in progress, and capital leased assets with a cost of \$1,000 or more, and applies to all assets purchased, regardless of funding source.
2. All property will be inventoried periodically to verify the accuracy of records.
3. All property will be adequately safeguarded and protected to minimize loss.
4. Any re-location of property shall be noted and kept with the property records.
5. All property will be used economically, and for the intended purpose.

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.

Luna Charter Academy Governance & Organization Chart



A. GOVERNANCE STRUCTURE

Fiscal and operational oversight of Luna Charter Academy shall be provided by a Governance Council as required by New Mexico Charter School law. The details of all legalities are provided in the Luna Charter Academy Bi-Laws and the Charter's Policies and Procedures Handbook. This council will serve on an interim basis for the first year after approval of the charter. Upon approval the interim council will meet to elect officers and review their processes for planning and start up of the first year. Any consultants hired to assist in this capacity shall be hired by the board and shall report to the board. The Governance Council is also charged with the hiring of the Executive Director/Administrator, beginning the search through the development of a personnel committee who will author a job description, post advertisements, review and revise resumes, and select qualified applicants for the interview process. The committee shall conduct interview and make a selection. The interim council shall begin to rotate off the board, to be replaced by permanent council members who are asked to serve at least two years. This Council shall approve the yearly budget, and comply with the Open Meetings Act, posting all meetings on LCC web site, LCA web site, and other public places as determined by the Governance Council. The Executive Director shall be responsible for maintaining communication with Luna Community College for the organization of all collaborative activities related to the implementation of the curriculum, technology-related services, professional development and all support services. The Executive Director works with governance council president to develop the agenda. Governance Council President facilitates the Governance Council Meetings. All other personnel contracts, including administrative staff shall be approved by the Executive Director. The Executive Director will hear and mediate any grievances that may be brought forth from other LCA employees with third party mediation and arbitration as may be required. LCA Governance Council shall serve as the final grievance appeal. Curriculum Administrator together with Executive Director will jointly develop an interview committee for the purpose of hiring of teaching staff, educational assistants, and technical support staff and any other staff related to student support. Evaluation of Administrative Office Staff and custodial staff shall be conducted and supervised by the Executive Director. The Curriculum Administrator shall evaluate all teachers and related support staff personnel. Please see the graphic previously provided. t

Other parties who shall provide input, and serve in an advisory capacity are the following;

- **Parent Council:** Parent Councils/Advisory groups will serve on instructional and operational committees of the school. They will be asked to report to the Governance Council on their activities on a periodical basis. Parent representation will be sought for Instructional Councils, to participate on interview committees, federal program councils and on student support organizations.
- **Advisory Committees:** LCA will utilize recruit advisory committee members from its various partnerships such as business, related higher education institutions, and from the local communities and school districts served by LCA.
- The founders of the Luna Charter Academy shall identify candidates for the Interim Governing Council by advertising a series of public meeting to recruit members. The members will be selected by the founders. Some overlap can exist between the Council members and the founders. The permanent board may include interim board members and founders.

- Vacancies on the Interim Governing Council shall exist (1) upon the death, resignation or removal of any council member or (2) whenever the number of authorized interim council members is increased. Any interim council member may resign effective upon giving written notice to the Chairperson of the Interim Governing Council.
- Interim Council members may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state. Unless otherwise prohibited by the bylaws or provisions of law, vacancies on the Interim Governing Council may be filled by approval of the then sitting Interim Governing Council membership. A person elected to fill a vacancy on the Interim Governing Council shall hold office until the Governing Council becomes effective or until his or her death, resignation or removal from office.

Council Powers, Budgeting and Operations

LCA Governance Council will be responsible for oversight of its operations within the limitations of funding provided by the State of New Mexico and other revenues derived by the school consistent with State and Federal law. The school shall have authority to independently exercise, in accordance with NCLB, federal and state law, the following:

- A. Contract for goods and services;
- B. Budget preparation and approval;
- C. Budget authority request approvals
- D. Administrative Personnel selection and determination of compensation;
- E. Evaluation of Administrative performance
- F. Procurement of Council insurance;
- G. Approval of leases of facilities for school purposes;
- H. Approval of purchase or lease of furniture and equipment;
- I. Approval of procurement of instructional materials and supplies; and
- J. Acceptance of gifts, donations or grants consistent with law.

All Governance Council decisions will be made in accordance with the Governance Council Bi-Laws and the Open Meeting Act. All action items will be agenda items requiring a motion, a second, and a majority of votes of the Governance Council. LCA shall comply with state mandated audit policies. LCA will furnish the NMPED copies of all policies or procedures that may be developed with regard to any operational or educational program, upon adoption by the Governing Council. In addition to an annual report to NMPED and the community, the Governing Council will review quarterly reports submitted by the Executive Director concerning operations, operational budget, attendance, student discipline and personnel matters. The Governing Council may petition to the State PED for waivers concerning specified areas as may be needed. Any revision or amendment to the terms of the charter contract may be made only with the approval of the NMPED and the governing body of the charter school.

B. DESCRIPTION OF THE GOVERNING BODY

The description provided in the previous section is especially appropriate due to the close relationship that must be maintained with the community college and with business partners. We recognize that operating with a viable and enthusiastic Governance Council will insure the success of the school's mission. The overall success of the school will depend in great part on the strength of the LCA Governance Council.

LCA currently is served by the following board members;

1. Dr. Vidal Martínez, Ed. D.: Educational Administrator
2. Ms. Flora Gallegos, J.D.: Student Advocate
3. Mr. P.J. Wolff III, CIC & Student Advocate
4. Mr. Lawrence Quintana: Human Resource Specialist/Econ. Development Advisor
5. Mr. Ron Gonzales: Facility Specialist/Student Advocate

The above named board members are avid supporters of the proposed LCA. They have reviewed the mission and see it as vital to the continued vibrancy of the community. The members currently agreeing to serve all possess strong qualifications in the areas of business or education. These council members have committed to assisting the school in recruiting equally qualified council members upon the end of their tenure. Whereas the process was briefly outlined above, the additional details are provided in the following section.

- LCA 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 LCA 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. Parents will be recruited through the founders and word of mouth to become involved in all aspects of developing LCA as a community school.

C. PARTNERSHIPS (optional)

LCC as the collaborating institutions has received verbal commitments from the following institutions and individuals willing to participate as advocates and partners upon approval of this charter. Each party has stated their willingness to serve as mentor, possible site for internships, or in a number of supportive functions deemed helpful by the LCA Governance Council. Upon approval they will present NMPED with letters declaring their participation.

Michael Adams, Luna Community College I.T. Director

Dr. Andrew Feldman, Luna Community College, Department of Science, Math and Engineering Technology Director

Morris Madrid, Director of Operational Efficiency, New Mexico Behavioral Institute

Dr. Michael Lopez, Medical Doctor, Las Vegas, New Mexico

Les Montoya, San Miguel County Manager

Alfonso Ortiz, San Miguel County Manager

Alta Vista Regional Hospital, Mr. Richard Grogan, Hospital Administrator

New Mexico Highlands University, Dr. Jim Fries, President

Dr. Pete Campos, President, Luna Community College

Dr. Vidal Martinez, Vice President of Instruction and Student Services

Benjamin J. Crespin, M.A. , Academic Coach/Educational Advisor

D. SCHOOL ORGANIZATIONAL STRUCTURE

As outlined in subsection A. *GOVERNANCE STRUCTURE*, LCA will operate day-to-day business under the administration of its Executive Director, who is responsible for operation of the school building and to oversee and execute a budget to support the instructional program of the school. A brief role description of the key staff are the following;

- **Executive Director:** Responsible for all personnel staffing, budget and procurement oversight. He/she will be an ex-officio member of the governance council. He/she will be the primary public spokes-person for the Luna Charter Academy.
- **Curriculum Administrator/ Principal:** He/she is responsible for curriculum and instruction. They will supervise teachers and educational support staff and will be responsible for evaluation, and the development of Professional Development Plans (PDP) related to evaluation. Additionally they will be responsible for planning and executing all professional development related to the school's instructional program.. They shall serve as a member of the joint curriculum committee with LCC and will be the principle author of the EPSS.
- **Business Manager:** Will work with the ED and principal to prepare the budget and be responsible for all procurement. They shall issue purchase orders, paying bills and running payroll. They shall develop all contracts.
- **Teaching Staff:** Will be responsible for teaching students various academic courses offered in an institutional setting. Teachers are responsible for instructing students in one or more subjects, such as English, Social Studies, or other academic courses depending on subject area certification and assignment. The work involves preparing teaching outlines for course or courses of study, designing lessons, assessing student progress, and evaluating reports. Teachers exercise supervision over instructional aides, monitors, and other helpers.
- **Administrative Support Staff:** They shall be responsible for attendance, student information systems, creating reports, answering phones, developing correspondence and oversight of human resources.
- **APPENDIX B CONTAINS COMPLETE JOB DESCRIPTIONS FOR PRIMARY POSITIONS AT LUNA CHARTER ACADEMY.**
- **LCA Staffing Pattern: First Charter Term (2010 – 2015)**

Term Yr.	Projected Enrollment	FTE	Ed. Asst./ Tech. Supt
2010-2011	200	10	2
2011-2012	300	15	3
2012-2013	400	20	4
2013-2014	500	25	5
2014-2015	600	30	6

E. EMPLOYEE RELATIONS

Pursuant to NM 6 LCA submits the following explanation of the relationship to exist between the school and its employees, including evidence of terms and conditions of employment. The LCA Governance Council will adopt its own written policies in compliance with federal and state law, regarding the recruitment, promotion, discipline and termination of personnel, methods for evaluating performance, and a plan for resolving employee-related issues. LCA employees are employed by an independent public school as not by the local district as an authorizing agency. A new employee hired by LCA will not have an employment right to a position within the local district upon leaving the charter school.

In accordance with the *1999 Charter Schools Act*, LCA shall hire all employees of the school directly, subject to compliance with federal and state rules and regulations.

Conditions of Employment (Descriptive content that follows will appear in greater detail in the complete Employee Handbook available by the end of the planning year)

Introductory Period:

All new staff members will serve a six 6-month probationary introductory period. During such period, LCA or the individual may terminate the employment relationship without the usual advance notice and the termination procedures applicable to regular employees. New employees terminated during the introductory period will not have the right to appeal the termination, as do regular employees. The introductory period for new or promoted employees may be extended not to exceed three (3) additional months.

An employee is considered to be a regular employee upon having satisfactorily completed the introductory period, once he/she has received a satisfactory performance evaluation.

Training: All new employees will receive a comprehensive orientation during their first month of employment. The orientation will be the responsibility of the immediate supervisor. The supervisor shall provide the employee copies of the following materials:

- Personnel Policy and Procedures
- Organizational Structure
- Job description
- Program specific manuals
- Professional Development guidelines.

LCA will provide in-service training, within available resources to improve the possibilities of job progression. Attendance at training seminars and conferences is recognized as an important means for staff development.

All educational allowances are subject to the employees first completing the introductory period for new employees and not currently being on disciplinary probation.

Performance Evaluations:

A performance evaluation is designed to improve the employee's understanding of the job, the standards for work performed, to encourage employee development and is not to be used as a means of threat or coercion against an employee.

The immediate supervisor will make out written performance evaluations of each new employee at the end of the introductory period. The supervisor and employee will discuss the evaluation, and the supervisor will counsel the employee on areas needing improvement to insure that the employee clearly understands what is expected of the position.

The evaluation could result in any of the following:

merit increase,
no increase,
probation,
termination.

All employees will be evaluated at least annually on their anniversary dates and/or before any salary increases. Should such an employee receive an unsatisfactory evaluation, he/she may be demoted or may be terminated on the basis of the evaluation alone or continued on probation for a period not to exceed three (3) months. Employee will be notified in writing. The employee being evaluated will have the opportunity to comment upon and sign his/her evaluation.

All evaluations shall be made a permanent part of the employee's personnel record. Any employee dissatisfied with the evaluation may appeal through the established appeals procedures.

Any regular employee dissatisfied with the evaluation who wishes to appeal on the basis of discrimination, as defined in the Affirmative Action Plan, may do so by utilizing the complaint procedure identified in the Affirmative Action Plan.

While there are specific time periods and schedules for conducting performance evaluations/appraisals, (new hire, promotions, etc.) supervisors/managers may conduct performance evaluations/appraisals at any time that they feel one is warranted. These performance evaluations/appraisals will also be in writing and made a part of the employee's personnel file. Supervisors will document discussion of a disciplinary or administrative nature to include in the employee's file.

The following lists common legal elements for employee relationships and apply to all employee relationships with LCA:

- LCA staff, after meeting with the principal, may appeal administrative personnel decisions to the Governance Council
- LCA is an Equal Opportunity Employer and shall not discriminate against any employee on the basis of race, color, religion, gender, age, national origin, or disability.
- It is the policy of Luna Charter Academy to conduct appropriate, legally permissible and mandated state and federal criminal records inquiries into the background of all LCA personnel and volunteers who contact students.

- LCA affirms its commitment to the rights of students, parents, and employees with disabilities as set forth in Section 504 of the Rehabilitation Act of 1973, the New Mexico Human Rights Act and the American with Disabilities Act and its implementing regulation. LCS will not directly or through contractual or other arrangements, discriminate on the basis of handicap in admission, access, treatment, or employment. The Principal shall ensure that this policy is implemented at LCA. Any infractions shall be reported immediately to the Principal.
- The staff will also seek continuous review of in-class practices and lesson plans from their peers and the Principal. Instructional staff will be involved with LCA support and relevant Governance Council committees on an as-needed basis. Teachers will also agree to support extra-curricular activities and Student Learning Plans as negotiated with the LCA Principal. LCA will advertise and contract with professional educators, trainers and consultants for training of Governance Council members, administrators, teachers and staff on an as needed basis. LCA will also utilize training from the State Coalition of Charter Schools and the NMPED whenever training or support is made available.

Employee Salary schedules Salary schedule will be in alignment with three-tier process. See Appendix C for clerical pay scale.

Due Process Guidelines and Processes

LCA will establish a fair procedure to ensure that all teachers may bring legitimate complaints and disputes to the appropriate authority in order to secure equitable solutions. **Appendix A** shall provide greater detail regarding these guidelines and processes.

Complaints and disputes involving alleged acts of discrimination on the basis of race, sex, national origin, age, or handicap are processed through the Principal. This process will be outlined in LCA Employee Handbook, attached.

Disciplinary Actions/Separation Rights

LCA will establish a progressive discipline program to deal with matters of employment discipline, upon approval by the Governance Council

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Student Enrollment Process

Pursuant to the Charter School Act of 1999, any student, regardless of locale, may attend LCA. All student applicants over the projected enrollment or from sources other than LCA will be maintained on a waiting list, from which enrollment will be accepted through a lottery. Upon the hiring of the school's Executive director (anticipated to take place not later than April 2010)

Enrollment Requirements

Students must provide proof of age as well as a complete immunization record. A transcript from a student's previous school will be required. Information for interested parents will be available on an ongoing basis. Parents will be encouraged to visit LCA and talk to parents of enrolled students as well as staff.

Record Retention and Disposition Schedule

This schedule describes the most commonly used retention periods. This directive applies only to school records. Retention periods for school security, legal records, business and financial, personnel, library, and transportation records are not covered. Access to confidential documents and/or files will be only by court order, unless provided by statute. All appropriate files will be stored in a fireproof safe for the period of time specified by the schedule. Release of confidential documents to law enforcement and other governmental agencies will only be upon specific statutory authorization or court order

Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline.

- Describe the school's lottery process that is in accordance with applicable law.
- Provide 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].

G. FACILITIES

LCA intends to negotiate with LCC for available square footage within the college. LCA will attempt current classroom space within LCC when classes are not in session at the main campus or at other satellites in the college service area. If current LCC classroom space is not sufficient, or available, we will attempt to lease land on or near LCC on which to locate portable buildings. LCA will negotiate with the college to lease administrative office space. LCA further intends to utilize LCC satellites in Mora, Springer, and Santa Rosa, as well as other satellite locations while

LCC classes are not in session. Or in portable buildings near LCC satellite. LCA will use its lease reimbursement monies to lease classroom space from LCC. If lease reimbursement is not sufficient, operational dollars will be utilized. LCA reserves the right to develop satellites in other communities served by LCC.

- The collaboration between LCA and LCC is at the heart of the mission as described in Section IV. LCC is well-equipped regarding technology, library and science labs. LCA will utilize this resource to supplement and augment its resources currently available at LCC without directly co-mingling resources. .

Once established, LCA will develop a capital committee to investigate the possibility of a permanent facility in conjunction with LCC.

H. OTHER STUDENT SERVICES

- LCA Transportation Services: LCA will investigate the possibility of providing transportation to students in communities where transportation appears viable. LCA will negotiate with the district to utilize current school transportation contractors. LCA may provide bus passes where public transportation is available and funding permits.
- LCA Food Services: LCA will consider the possibility of contracting with the District of West Las Vegas for food services. If the district cannot or will not contract with LCA, we will issue a request for proposal and contract with an appropriate provider such as Canteen or Summit Foods. needs of its students and plans for contracting services for food services, if applicable.
- Student Access to Counseling/Social Services: LCA will utilize current LCC counselors and advisors for dual and concurrent enrollment. LCA will consider contracting with local mental health agencies for social work support. As budget permits, in-house academic counseling and social work support will be considered. LCC and LCA will work to make seamless support services between high school and post-secondary possible for our dual and concurrent students.
- Student Access to Health Services: LCA will intends to utilize current community health options and will contract for nursing services for hearing and vision and review of immunization records.

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

- Legal liability and insurance coverage agreements of the Luna Charter Academy will be in accordance with the *1999 Charter Schools Act* and New Mexico Revised Statutes Section 22-2-6.3 NMSA 1978. LCA will survey insurance companies for quotes for adequate coverage and contract for the lowest premium cost with a company that best suits the needs of LCA.

C. WAIVERS

LCA is requesting waivers listed below and Waivers Section following Appendices provides a detailed explanation.

- Instruction – 400
- Administration – 22-10-3.1
- Personnel - 200
- Students - 300
- Budget – 500
- Governance – 100

IX. APPENDICES

Appendices Titles Contained in this LCA Application

- A. Employee Handbook
- B. Job Description
- C. Salary Schedule
- D. Special Education
- E. Student/Parent Handbook
- F. Budget spreadsheet 910B5
- G. Expenditures & Revenue
- H. Curriculum Development Plan & Curriculum Examples
- I. Internal Controls & Procedures
- J. Bibliography
- K. Acronyms List
- L. Waivers