

2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

School Name: Sports and Entertainment Marketing Academy Proposed Grades: 9-12
Total Projected Enrollment: 350 Review Date: 8/10/2010

I. TABLE OF CONTENTS – Not to be analyzed

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

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

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

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

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

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

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

demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|--|
| <p><u>Mission Statement</u></p> <p><u>Achievement of Mission/Goals</u></p> <p>The methods by which the school will measure the achievement of its mission and goals did not bear a direct relationship to the goals on P. 21-22 and an explanation of how those were related was not offered. Instead of actual school level or organization goals that are measurable, this section contained only a list of processes, requirements and one belief, and therefore does not meet the requirement.</p> <p><u>Explanation of Need</u></p> <p>The application asserts that many new jobs requiring organization, time management, customer service and communication will be available “in the next few years” but provides no industry or market data to support this prediction nor were any identifiable student needs identified. There was no explanation to indicate why information from the Minnesota High School League is pertinent to New Mexico or Albuquerque students.</p> <p>The situation that was described regarding the graduation rate and post-secondary preparation is not supported by any data other than a single graduation rate and a single college retention rate. Particularly, no data was included to indicate that the proposed programs would increase the graduation rate or improve college retention. While a need may exist, there is no strong argument, or data to establish a reasonable cause-effect relationship between the proposed program and the improvement of graduation, retention or achievement rates.</p> | <p>P. 22</p> <p>PP. 22-24</p> <p>PP. 22-24</p> |

CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

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

Summary Analysis

The application fails to provide adequate measures by which the school will determine if it has achieved its mission. Only a list composed mainly of activities and processes was provided with no indication of how any of them would serve a verifiable measure that would meet the criteria by supporting the mission statement. Most elements of the SMART goal format were missing.

No data or other evidence other than a single graduation rate and retention rate was provided to support the statement of need. The argument given did not establish a reasonable connection between the conditions cited and student needs, or between the proposed program and any results that would meet the alleged need.

As such, this section of the application is incomplete and inadequate to establish that the mission of the school would be accomplished and that the stated need exists.

V. EDUCATIONAL PLAN

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

A. CURRICULUM FRAMEWORK

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

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

1. Philosophy and Approach to Instruction:

- A description of the educational philosophy and curricular approach of the proposed school.
- A description of why the particular educational philosophy and/or approach were selected.
- Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.

- An explanation of why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- A description of how the educational philosophy and/or approach aligns with the school’s mission and student needs.

2. Description of the Curriculum

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

3. Alignment with NM Standards

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

4. Strategies and Methods:

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

ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|------------------|
| <p><u>Philosophy and Approach to Instruction</u></p> <p>The several assertions that the philosophy and program will result in high student achievement, continuous improvement, academic excellence, etc. were not supported by any data from research or successful similar programs.</p> | <p>Pp. 27-28</p> |

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| <p><u>Description of the Curriculum</u></p> <p>The description is very general, leaving out specific math/language/Science/Social Studies classes that will be offered. The description did not demonstrate that the charter applicant understands NM graduation requirements for students.</p> <p>The applicants chose to include sections 2, 3, and 4 under a single heading which prevents identification of the necessary elements. As such, the material presented is inadequate to show that the requirements have been met. These sections are incomplete since the specific topics are not completely addressed.</p> <p>It is stated that “The school will look and function like a high performance workplace” but there is no description of how the school itself will reflect this concept.</p> <p>The diagram on P. 33 lacks identification or explanation.</p> <p><u>Alignment with NM Standards</u></p> <p>Although it was stated that an alignment of curriculum with New Mexico Standards would be accomplished, no actual alignment, method or timeline was included within this miscellany of methods and practices.</p> <p><u>Strategies and Methods</u></p> <p>While a number of strategies and methods were listed, there was no indication of how these are organized into a potentially effective school program or how these methods and curriculum will assist students in achieving the NM standards.</p> | <p>P. 27-32</p> <p>P. 28</p> <p>P. 29</p> <p>P. 33</p> <p>P. 28-35</p> <p>P. 28-35</p> |
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B. EDUCATIONAL PROGRAM

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

1. Length of School Day and School Year:

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

2. Grade Levels, Class Size and Projected Enrollment:

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

3. Graduation Requirements (if applicable):

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

ANALYSIS: EDUCATIONAL PROGRAM

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|---------------------------|
| <p><u>Length of School Day and School Year</u></p> <p>The proposed length of the school year will be either 180 days (5 days per week) or 160 days (4 days per week) and total number of instructional hours will be approximately one thousand eighty hours per year for grades nine through twelve, but there was no indication of when this decision would be made or how the several criteria upon which that decision will be based (e.g., cooperative education) would result in a decision.</p> <p><u>Grade Levels, Class Size and Projected Enrollment</u></p> <p><u>Graduation Requirements (if applicable)</u></p> <p>There is no description of how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school’s educational plan. The first year of operation is given as 2009. The first year of operation cannot be until 2011.</p> | <p>P. 36</p> <p>P. 37</p> |

C. STUDENT PERFORMANCE EXPECTATIONS

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

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

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

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|---------------------------|
| <p><u>Student-centered SMART Goals</u></p> <p>The requirement is to provide student-centered SMART goals. The application provides performance standards that do not meet the SMART criteria.</p> <p>The items listed as goals also do not meet the SMART criteria. They are not specific as to the level of achievement nor are they time-specific with target dates. The goals give sources of measurement data but not the actual criteria for achievement.</p> <p><u>Alignment</u></p> <p>No information is provided regarding alignment of the goals with the school’s mission or education plan.</p> | <p>P. 37</p> <p>P. 37</p> |

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

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

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

- How the charter school will provide access to ancillary services for these special populations, when necessary.

ANALYSIS: SPECIAL POPULATIONS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|--------------|
| <p><u>Modifications to meet Individual Student Needs</u></p> <p><u>Special Education Plan</u></p> <p><u>Access to Ancillary Services</u></p> <p>Ancillary services are mentioned only briefly in association with IEP plans. There is no reference of specific services such as Physical Therapy, Occupational Therapy, Speech/Language, or diagnosticians being utilized.</p> | <p>P. 42</p> |

EDUCATIONAL PLAN SUMMARY

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

| Summary Analysis |
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| <p>The educational plan is incomplete and inadequate. It lacks sufficient specificity and often fails to address the required elements. No data was provided to support the effectiveness of the plan and the failure to follow the required format prevents the identification of salient information.</p> <p>Student goals did not provide the required SMART goal information and do not include actual measures of achievement.</p> <p>No information is provided regarding alignment of the goals with the school’s mission or education plan.</p> <p>No timeline for achievement of student performance is provided. There is no remediation plan.</p> <p>No documentation or reporting procedures are included.</p> <p>The application often does nothing more than to briefly mention general concepts related to the required topics without adequate information that would establish a firm understanding of the elements necessary to initiate and operate a charter school.</p> |

VI. FINANCIAL PLAN

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

A. BUDGET

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

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

ANALYSIS: BUDGET

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|-----------|
| <p><u>Revenue Projection Form 910B5</u></p> <p><u>Operating Budget</u></p> <p><u>Revenue and Expenditure Assumptions</u></p> | |

FINANCIAL PLAN SUMMARY

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

Summary Analysis

The Financial Plan is inadequate. While the budget is acceptable, the Fiscal Management Plan is only a list of statements and procedures without any systematic organization of financial management processes. There is a dearth of actual information or any plans for fiscal management that would demonstrate an adequate grasp of the many responsibilities inherent upon a charter school governing board, principal, and business manager.

The application failed to provide the required information on Internal Control Procedures.

The Audit information was brief, inadequate, and incorrect.

VII. GOVERNANCE /MANAGEMENT PLAN

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

A. GOVERNANCE /MANAGEMENT STRUCTURE

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

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

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|------------------------------|
| <p><u>Governance and site-based management structure</u></p> <p><u>Organizational chart and narrative description</u></p> <p>The organizational chart and description of the governing board were not included in the specified order and therefore it was not possible to determine to which section much of the information belonged.</p> <p>In attempting to describe the differences between the governing board’s duties and the principal’s duties, five of the duties are the same for both - Sets and reviews personnel policies, Approves annual budget, Reviews periodic financial reports, ensures proper internal controls are in place, and Reviews and approves selection of vendors. No rationale is given for these duplicative responsibilities.</p> | <p>P. 52-58</p> <p>P. 53</p> |

B. DESCRIPTION OF THE GOVERNING BODY

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

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

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|--------------------|
| <p><u>Governing Body policies and procedures</u></p> | |
| <p>The application incorrectly refers to sections 22-5-1 through 22-5-16 of state statutes as the source of the governing board’s authority which applies only to local school boards and not to charter school governing boards.</p> | P. 54 |
| <p>The criteria or processes listed in order for the board to select the head administrator were not included.</p> | |
| <p>The application states that the Board of Directors members shall be entitled to receive \$75.00 per day pursuant policy to the per diem and of \$0.35 per mile or the going rate consistent with the mileage policy. Charter school governing boards are not entitled to any kind of pay or compensation for their services, although necessary travel for approved purposes outside of their normal responsibilities (e.g., out-of-town meetings or training) may be paid.</p> | P. 55 |
| <p>The application also states that “The Board of Directors may also by resolution specify the types of activities for which per diem may be received provided that such specification may include any activities in which per diem and mileage would not be permitted by the per diem and mileage act or applicable state regulations interpreting or implementing that act.” The proposal to pay governing body members a per diem for attending meetings is not prohibited by the Charter Schools Act. However, it is not a best practice since the law, Section 22-5-5 NMSA 1978, states that “the members of a local school board shall serve without compensation.”</p> | P. 55 P. 55 |
| <p>The application states “The permanent Board of Directors will include at least 6 members that represent the following constituencies; The Principal of SEMA, the SEMA Business Manager, …” The principal and business manager are employees of the school and, as such, do not qualify as “constituencies” and may not hold positions on the governing board. Section 22-21-1 NMSA 1978 prohibits such individuals from serving on the board.</p> | |
| <p><u>List of governing body members and qualifications</u></p> | |
| <p><u>Staff, families, and community involvement in governance</u></p> | |
| <p>No information was provided on staff, family, and community involvement in governance.</p> | |

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

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

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

ANALYSIS: PARTNERSHIPS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|-----------|
| <p><u>Partner organization and contact information</u></p> <p>No partnerships reported.</p> | |
| <p><u>Nature and purpose of partnership</u></p> <p>N/A</p> | |
| <p><u>Partner organization involvement with school governance</u></p> <p>N/A</p> | |
| <p><u>Evidence of formal partnership agreement</u></p> <p>N/A</p> | |

D. SCHOOL ORGANIZATIONAL STRUCTURE

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

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

ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|------------------|
| <p><u>Description of site-based management structure and job descriptions for all organizational chart positions</u></p> <p><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></p> <p>The five-year staffing plan is inadequate. It does not include the number of teachers or other staff to be hired or address the addition of staff over the five-year charter period that will be necessary to meet increased enrollment as described in the enrollment projection.</p> | <p>Pp. 58-62</p> |

E. EMPLOYEE RELATIONS

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

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

ANALYSIS: EMPLOYEE RELATIONS

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|-----------------|
| <p><u>School’s personnel policies and procedures</u></p> <p><u>Proposed salary schedules for all employees</u></p> <p>The salary schedule is a narrative listing of general salary rates, but does not include a progressive annual salary schedule.</p> <p><u>Evaluation process for staff</u></p> <p><u>Staff discipline process</u></p> | <p>P. 65-66</p> |

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

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

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

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|--|---------------------------|
| <p><u>School enrollment policies and procedures</u></p> <p>The application states that “SEMA accepts all students that come to the school in “good standing” but does not define “good standing.”</p> <p><u>Lottery process</u></p> <p>The description of the lottery process is very brief and does not include a plan for multiple lotteries if seats remain open. The process of student selection by a random number generator is not fully explained. This automated and non-public process raises concerns about the transparency of the lottery process in that it does not provide for any method of public observation or verification that student selection is by chance and not determined by any predisposing criteria or selective programming. While there is no provision of state law that requires a lottery to be open to the public, a charter school would be expected to be able to explain and justify how a non-public method of student selection assures a random and unbiased result which was not included here.</p> <p><u>Description of proposed student discipline policy</u></p> <p><u>Proposed student discipline procedures (appendix)</u></p> | <p>P. 71</p> <p>P. 71</p> |

G. FACILITIES:

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

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

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

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

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

ANALYSIS: FACILITIES – IF “YES”

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

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

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

ANALYSIS: FACILITIES – IF “NO”

| Criteria Not Sufficiently Addressed, Concerns & Additional Questions | Reference |
|---|-----------|
| <p><u>Explanation of school’s facility needs to support educational plan</u></p> <p><u>Reasonable plan for identifying and securing adequate facility</u></p> <p>It is stated that “The founders plan to identify a school site by the fall of 2011 after the charter is approved” however, if the school is to open in Fall, 2011, a facility must be identified before then. This portion of the facility plan is inadequate.</p> | P. 72 |

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| <u>Proposed capital outlay needs</u> | |
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H. OTHER STUDENT SERVICES

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

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

ANALYSIS: Other Student Services

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

GOVERNANCE / MANAGEMENT PLAN SUMMARY

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

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| Summary Analysis |
| The Governance and Management Plan is inadequate and incomplete. The application duplicates governing board and principal responsibilities. In responding to the question regarding the powers and responsibilities of the charter school’s governing board, the applicant provided a statutory citation to the powers and duties of local school boards which was incorrect. Merely restating what is required by law is an incomplete answer since it provides CSD with no information about the proposed school’s |

governing body. Such an answer illustrates a lack of capacity on the part of the applicant to comprehend the scope and limitations of the governing body of a charter school. By including both the principal and business manager as members (or “constituencies”) the proposed board membership plan places them in a situation that conflicts with their positions as school employees.

No information was provided on staff, family, and community involvement in governance.

The staffing plan is inadequate and incomplete.

The salary schedule does not include a progressive annual salary schedule.

The lottery process is not transparent and there is no information to indicate how a fair and open lottery will be conducted given the automated nature of student selection.

This Governance and Management Plan does not demonstrate an adequate understanding of governing board and principal responsibilities, applicable law, or necessary management responsibilities. It is missing, in whole or in part, several required elements.

VIII. REQUIREMENTS

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

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

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

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

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

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

B. WAIVERS

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

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

ANALYSIS: WAIVERS

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

REQUIREMENTS SUMMARY

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

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