NEW MEXICO PUBLIC EDUCATION DEPARTMENT
CHARTER SCHOOLS DIVISION

2012 INTRODUCTION AND INSTRUCTIONS, APPLICATION, AND EVALUATION RUBRIC

Charter Schools

Effective Options for New Mexico's Families

PART A. –INTRODUCTION AND INSTRUCTIONS

INTRODUCTION

The New Mexico Charter Schools Act makes the following policy statement:

> The Charter Schools Act … 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 educating 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.

NMSA 1978 § 22-8B-1, *et seq.* Consequently, starting a new charter school in New Mexico requires proposals from applicants who are committed to and have the capacity to achieve strong educational outcomes. Through charter schools, the New Mexico Public Education Department ("NMPED") seeks to provide families with effective, quality educational opportunities. This mission is embedded in the New Mexico Charter Schools Act regardless of whether you seek authority to operate a charter school from a local district or from the New Mexico Public Education Commission ("Commission").

Completing this application requires dedication to an ambitious project, but most importantly, to the students who will attend the proposed charter school.

The 2012 Application Packet ("Packet") contains three parts; the Introduction and Instructions ("A"), the Application ("B") and an Evaluation Rubric ("C"). The Packet differs substantially from prior years' applications in format and expectations. Please be sure that you use the most current form. The Packet is intended to guide the applicant through the steps of developing a charter school proposal.

The new Packet is a result of the recently implemented "SB446"[1] that requires charter schools' performance to be measured according to a framework of specific criteria. New Mexico authorizers are expected to follow this framework when deciding whether or not to approve a charter school application, including charter renewals.

The Introduction and Instructions for completing the Application provides information to the applicant about the expectations of the authorizer, timelines, contact information, a glossary of terms and other logistical information. Although you are not scored based on this section, the overall ability to create a sound and easily understandable application depends in large part on following the instructions in this guide.

The Application is presented through a series of requests for information that should be responded to as completely as the applicant deems appropriate. It is important not to compartmentalize your responses, but rather to use the prompts to assist in presenting a comprehensive educational plan for a public charter school. The evaluators will be looking for a consistent message of substance that presents evidence of a thorough and thoughtful plan that is deserving of entrustment of public funds and children's futures. Your mission and vision must be evident

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[1] SB446 – is codified in the Charter Schools Act primarily in NMSA 1978 Sections § 22-8B-8 through 9.1.

throughout the Application; including all programs and your proposed budget and resource allocations. **Note: simply following the prompts, does not guarantee approval by your selected authorizer.**

The Charter Application Evaluation Rubric ("Evaluation Rubric") Part "C", is the third document provided to applicants. Although you are not required to complete the Evaluation Rubric, you are strongly encouraged to use the document as guidance for understanding the authorizer's expectations and the objective benchmarks that will be applied when assessing whether to approve your Application. **NOTE: This year's Application will be evaluated and scored using the Evaluation Rubric. This score will form the basis for the Charter Schools Division's ("CSD") recommendations about your Application. The CSD will announce the scoring process after March 31, 2012.**

Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented vision and mission statement that aligns all parts of the proposal;
- Demonstrated understanding of the population that the school is likely to serve;
- An educational program that is likely to be effective for the targeted population;
- Strong and diverse leadership and governance; and,
- Strong financial planning and management.

Authorizers want thoughtful, well-developed applications from capable school developers who are committed to bridging the educational disadvantages of New Mexico's students and families.

Please note that as of July 1, 2012, the applicant and the authorizer shall enter into a contract with the governing body of the applicant school within **30** calendar days from the date the charter is approved. The charter **contract** is the final authorization for the school to commence planning and implementation activities and together with the application shall be the agreement between the school and the authorizer. Unlike in years past, it is the final execution of the contract, not a vote by the authorizing body to approve the application, which will result in authorization for your proposed school to exist. NMSA 1978 § 22-8B-9 (2011).

A Model Charter School Contract will be available for your review prior to final submission of your application and to begin the process of negotiating the terms of that agreement in expectation of final action by the authorizer. **You are not required to complete any portion of the Model Charter School Contract as part of the Application.**

INSTRUCTIONS

(The following dates are for applicants who intend to submit an application to the Commission. However, the deadline for submitting all applications is July 2, 2012, unless the applicant receives an extension from the authorizer to whom the application will be submitted.)

Form & Point of Contact	All submissions should be prepared utilizing the _2012 NMPED/CSD Application_ "Application". The application and all appendices must be complete when submitted. Any questions regarding the application and the review process must be directed to Kelly Callahan, Review Coordinator, or her designee at Kelly.Callahan2@state.nm.us or (505) 827-6532. During this process, applicants are asked to first consult with Ms. Callahan about contacting other CSD or NMPED staff members for assistance and information.
Notice	Be sure that CSD has the most current e-mail address and phone number for you *at all times*. Due to the limited number of CSD staff and heavy work load, the CSD will NOT send any notices or other information by hard copy unless required to do so by

	law.
Deadlines	Charter Applications may be submitted between June 1, 2012 and July 2, 2012. The **deadline** for receipt of all materials by the NMPED/CSD, however, is **Monday, July 2, 2012, by no later than close of business (5:00 p.m. Mountain Time)**. Applications will also be considered timely if they are postmarked four (4) calendar days prior to July 2, 2012 regardless of the date on which they are received. Faxed copies are not accepted. **Note: Submission prior to July 2, 2012 will not commence the deadlines for review. The start of the 60-day deadline for Authorizer review will not begin until July 3, 2012.**
Manner of Submission	Hard Copy/Hand Delivery: Applications will be date stamped by Charter Schools Division staff on the day/time of receipt. If you submit a hard copy of your application, you must also submit a copy of the application on a CDROM or flash drive. **The electronic version of your documents must be submitted in pdf format. Please be sure that the page numbers of the pdf document are consistent with the hard-copy page numbers.** Submit Hard Copy or Hand -Delivered Applications to the Charter Schools Division, New Mexico Public Education Department, 300 Don Gaspar Avenue, Santa Fe, NM 87501 (505-827-6909). Electronic Copy/By Email: Applications may be emailed to Kelly.Callahan2@state.nm.us by no later than close of business on the date stated above. **All electronically submitted documents must be submitted in pdf format. Please be sure to convert your document and then save it, before attaching it to an email.** You are strongly encouraged to create a receipt when sending your email document. CSD is not responsible for advising you on how to properly convert your documents.
Technical Assistance Workshops (Dates to be determined. Notices will be sent by email.)	Two (2) Technical Assistance Workshops will be provided by the CSD. Information provided will include: • Review of the Instructions, Application, and Evaluation Rubric • Relevant materials and supports that may be of use in developing and completing the charter school application process • Charter Performance Contract and Framework; Authorizer expectations • Budget requirements and Federal Grant information* The NEW MEXICO PUBLIC EDUCATION DEPARTMENT/CHARTER SCHOOLS DIVISION: 2012 INTRODUCTION AND INSTRUCTIONS, APPLICATION, AND EVALUATION RUBRIC will available online at: http://www.ped.state.nm.us/ ; go to A-Z, Charter Schools, Application. In addition, the New Mexico Coalition for Charter Schools will provide instruction in developing a quality charter school application. Trainings will be announced by email as soon as they are available.
Review Period (July 1-August 31)	A review team will be convened to read and analyze the applications.
Capacity Interviews	The Capacity Interview will be held prior to the Commission's Community Input

(July 23-July 31)**	Hearings, which are held in the geographic location of the community the prospective school intends to serve. **The Capacity Interview is a critical process and the founders' key spokesperson must be available.** This interview will be designed to demonstrate the founding group's capacity to implement the school as planned in the Application.
Public Hearing to Obtain Community Input (August 20-August 24)**	As provided by the New Mexico Charter Schools Act, the Public Education Commission will hold Community Input Hearings to allow the local community, including the local school district, the opportunity to provide comments on the application. In addition, the Commission will use this opportunity to obtain information from the applicants that will inform the members prior to taking an actual vote.
CSD Recommendation (August 31)	The Charter Schools Division will send its recommendations to the Commission and the applicant by close of business on August 31, 2012. **The recommendation will be sent by email.** This recommendation will be made to approve, approve with conditions, or deny the Application.
Commission Decision Making Meeting (September 12-September 13)	The Commission will hold a public decision-making meeting to approve, approve with conditions, or deny the Applications. At this meeting, the applicants will have an additional opportunity, prior to the decision, to address the Commission and to answer questions from the Commission members.[+]
Contract Negotiation Period (September 14 – October 15)	Charter negotiation period and final authorization by the Public Education Commission.
Final Authorization Meeting of Commission (Date to be determined)	Meeting of Commission to vote on the charter contract.

*At the time of publishing this application, the CSD has not been awarded a United States Department of Education Charter Schools Grant ("federal stimulus grant"). The grant will not be announced until February 24, 2012 and until then, the CSD will have no information about the due date of the grant, eligible amounts, and the award announcement dates. **In short, there is no guarantee that there will be federal or state stimulus monies available for start-up charter schools in New Mexico in 2012.**

**These dates are subject to change based on conflicts beyond the control of CSD and the Commission; the number of charter applications submitted to the Commission for consideration may influence these dates as well.

+The Commission will request that every applicant agree to an extension of the 60-day statutory deadline for the final decision on the charter applications due to time constraints experienced in meeting this deadline in the past. This extension is requested to ensure that every application is given full consideration before a vote by the Commission.

GLOSSARY OF TERMS
USED IN THE APPLICATION

Mission: The mission of the school states the purpose of the school and the goal of the school, and clearly translates into measurable and achievable goals, the selected curriculum, operations and all aspects of the school.

Vision: The vision is what the school hopes to look like in the future.

Goals: The stated goals must be specific, focused and detailed, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission and vision. All goals must reference a time frame by which achievement can be accomplished.

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 grade levels, grade spans, age levels, or the sequence based on the alternative curriculum format. Examples of alternative curricular approaches include, but are not limited to: Expeditionary Learning; Montessori; International Baccalaureate; project-based; STEM; Waldorf; and computer-based curriculum. The curriculum should clearly align with the mission and vision.

 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.

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.

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Content Standards, Benchmarks and Performance Standards. An alignment document — by subject and grade level — lists each of the performance standards, cross-referenced with the instructional materials, and a timeline for when they are addressed.

Instructional Hours: Hours in which regular students are in school-directed instructional programs, exclusive of lunch.

Assessment: A valid and reliable method(s), tool(s) or system(s) to evaluate and demonstrate progress toward – or mastery of – the academic and non-academic performance goals stated in the application.

Corrective Action: Corrective action, for purposes of this application, refers to adjustments a school will make if it falls short of achieving student academic achievements expectations or goals at the individual (remediation/at-risk students AND school-wide levels.)

Remediation for students not achieving standards: Remediation, for purposes of this application, refers to a process, procedure, plan or a variety of instructional support opportunities to assist individual students who are not achieving proficiency in the NM standards or other student performance expectations.

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan (IEP), a Section 504 plan, English Language Learners (ELL) Instruction, or who require access to ancillary services including, but not limited to, health, speech/language services, social work services, physical therapy, occupational therapy, etc.

Partnership: A partner organization is essential to the existence of the charter school and without which the school's mission and vision cannot be accomplished. A "partnership" contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds and/or other resources to support the school's operation and long term existence. If the school's plan contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key, but replaceable through a substitute entity.

Policy: A policy, for purposes of this application, is a guiding statement that reflects the principles, rules, and/or guidelines to be adopted by the school's governing body once the charter contract is formally executed.

Procedure: A procedure, for purposes of this application, is a statement of the specific methods to be used or course of action that will be taken to implement a policy in the day-to-day operation of the school.

PART B: CHARTER APPLICATION

I. EXECUTIVE SUMMARY

This section should reflect the proposed school as identified in the Notice of Intent (NOI); however, it is expected that the statements in this Application may differ from the original NOI.

This section should be two to three pages long and address in a narrative form the following points:

- The proposed school's name and a description of the targeted student population including key demographic data (academic performance, home languages, ELL and special education populations) and targeted geographical area of the proposed school.
- Where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

- Evidence that there is a community need for a school of this nature in the location proposed. **Note:** NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may **deny** an application if… the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in Section V., therefore, specific statistical information does not need to be provided here.

- The key innovative, unique and/or programmatic features the school will implement to accomplish its vision and mission (non-traditional school year, longer school day, partner organizations, etc.)

- How you project that the school will be more effective than the schools currently serving the targeted student population, and/or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area, and provide a brief summary of any data you have to support this assumption.

TO COMPLETE THE FOLLOWING FORM, CLICK ON THE RED PROMPT AND BEGIN TO TYPE.

EXECUTIVE SUMMARY

StarShine Academy Lisa Law Peace School in Santa Fe, NewMexico plans to open on August 13, 2013 as a K-12 New Mexico, PED sponsored charter school at or near 1376 Agua Fria Street in Santa Fe, near Boylan Street, to serve 400 students. The neighborhood has two elementary schools, K-6 Agua Fria Elementary at 3160 Agia Fria St., Santa Fe 87501, reporting Math AYP of 28.8 and Reading AYP of 37.77 with 547 students and R.M. and K-5 Sweeney Elementary 501 Airport Road, Santa Fe 87505 reporting Math AYP of 26.59 and Reading AYP of 42.2% with 569 students. The nearest middle and high schools are De Vargas Middle School and Santa Fe High School, approximately six and one-half miles away. According to key demographic information, this neighborhood is 74.9% Hispanic, 2.5% American Indian, 1% Black and 20% White, with 68.9% Disadvantaged and 51.5% Children living below poverty.

The children and parents in the neighborhood are generally dissatisfied with their schools, we learned as we had casual conversations with over ninety parents and children during the past year, regarding the viability of bringing StarShine Academy Lisa Law Peace School into this neighborhood. The families are struggling economically and the schools seem to cause them worry for their children. We heard that the schools were boring, not helping them with their needs and not individualized. Further, we heard comments regarding safety concerns, lack of physical education, art and music and nearly all the students we talked with were having trouble learning math, science and reading. We asked each person, whether a parent or a student if they would be interested in attending a small, 400 student community-based K-12 school at or near 1376 Agua Fria Road and every person said they hope StarShine Academy Lisa Law PeaceSchool can open there. The neighbors said they would become involved and would transfer students there. Many said they have been praying for a better choice in their school.

The property SALLPS is considering is approximately five acres and will host a community permaculture garden to help the students learn about health and the environment and to promote community involvement. When we mentioned the possiblility of our gardening programs, the neighbors seemed genuinely appreciative. The neighbor to the east of the property has a small eco-learning business and was quite interested in a potential partnership to give the families additional learning experiences.

StarShine Academy Lisa Law Peace School will use every available resource to support the academic and social growth of each of its four hundred students, individually, in a way that larger schools have difficulty providing. Due to its small size and diverse age and socioeconomic background, the school will leverage those strengths to support its students.

Community Overview

Santa Fe, NM is part of the oldest, continuously inhabited region of the United States. The area has evolved into numerous culturally diverse, internally cohesive communities that embrace self-reliance, strong family-oriented values and traditions rooted in community solidarity. With a land area of 1909 square miles, Santa Fe County is roughly the size of the state of Rhode Island. The County is located in Northern New Mexico and is home to 145,648 residents (75.5 personsper square mile). Nearly 30.4% of the population is under the age of eighteen.

Santa Fe appears to share many challenges and strengths typically faced by countries in the developing world. Santa Fe's social structures are well adapted to both a cosmopolitan, culturally rich, uniquely different, city along with an agrarian lifestyle built upon small, family-run farms and ranches. Many would argue that a community-based agrarian lifestyle is more sustainable for the world as a whole, and would help to alleviate global environmental crises.

Within this neighborhood, cultural dislocation, combined with poverty and hopelessness, has exacerbated, or even caused high rates of depression, substance abuse, suicidal ideation and other behavioral health issues. The greatest need for increased access to social services appears to be substance abuse and behavioral health, especially for children and youth.

The economic indicators of the neighborhood near Boylan Lane and Agua Fria Road in Santa Fe, NM paint a bleak picture. With a per capitaincome of $15,272, this area ranks among the lowest in income of surroundingneighborhoods. The County has an overall poverty rate of 14.4%

Community Conditions

"Data for Grant Making: A Comparative Study of CommunityHealth in Santa Fe County (June 2009)" from the Northern New Mexico HealthGrant Group underscores the strong links between poverty, school failure,crime, drug abuse, access to health care, poor health and teen pregnancy, andthe chronically high rates of all these indicators in the County, particularlyevidenced in this neighborhood.

Youth behavioral health has consistently been identified asa community health improvement priority in Santa Fe County in plans and needsassessments since 1997. Youth focus groups, conducted as part of the Santa FeStrategic Prevention Framework effort, identified the following risk andresiliency factors as significant:

 Risk factors:
Community Norms related to alcohol/drug use
Community Attitudes related to alcohol/drug use
Community Disorganization andCrime/Violence
Liquor License Density
Availability of Alcohol/Drugs
Extreme Economic Deprivation

Protective Factors
Commitment to School
Individual characteristics
Bonding
Healthy beliefs and clear standards
Community Cohesiveness
Causal Factors
Unemployment
High School Dropout
DWI Arrest Rate
Minority status
Low socioeconomic status

StarShine Academy Lisa Law Peace School seeks to serve the community by providing a rich and engaging school environment that will minimize risk factors and increase protective factors for its students. The small school size, vibrant curriculum, service learning components and behavioral health initiatives will provide the basis for lifelong learning and positive commitment to the community.

StarShine creates a solid culture that recognizes that education is for the "whole child," combining academic excellence and achievement, character development and awareness, and community engagement and leadership. Serving Kindergarten through 12th grade with an anticipated enrollment of 400 students, StarShine Academy Lisa Law Peace School will serve the students of Santa Fe who recognize that our educational philosophy integrates academic, character and unique community.

To implement this philosophy, StarShine Academy Lisa Law Peace School will use a blended approach leaveraging technology with the Core Knowledge curriculum in grades K-8 and the Paideia methodology of Socratic discussion in grades 9-12, both of which will be aligned with New Mexico Standards and Benchmarks as well as the Common Core Standards. The curriculum in the High School will focus on pre-collegiate readiness, and graduation requirements that meet and exceed New Mexico requirements, specifically including math, science, language arts, social studies, physical and behavioral health, communications, humanities and service learning. Demonstrated programmatic components encouraging strong character development and a safe learning environment coupled with active community engagement and strong service learning components in the curriculum will provide the tools necessary for StarShine Academy Lisa Law Peace School students to face the challenges of their community today, and to address life challenges in the world tomorrow.

II. EDUCATION PLAN

This section should not exceed 35 pages.

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	400	K-12	12/1
Year 2	400	K-12	12/1
Year 3	400	K-12	12/1
Year 4	400	K-12	12/1

Year 5	400	K-12	12/1
At Capacity (Enrollment Cap)	400	K-12	12/1

B. Vision. State the vision for the proposed school.

II B. VISION

The vision of StarShine Academy Lisa Law Peace School is to achieve a world-class school in which all students are prepared to succeed in a diverse and increasingly complex world and to become one of New Mexico's top, outstanding schools, known for building peace and cooperation by providing a safe and productive learning environment for the students of Santa Fe, New Mexico.

StarShine creates a solid culture in a holistic environment that recognizes that education is for the "whole child," requiring academic excellence and achievement, character development and awareness, and community engagement and leadership. Serving Kindergarten through 12th grade with an anticipated enrollment of 400 students, StarShine Academy Lisa Law Peace School will serve the students of Santa Fe who recognize that our educational philosophy integrates academic, character and unique community.

Our school is a community in which we are all scholars and all teachers, working together to spark a life-long love for learning. We will serve a diverse community, considering our differences to be our strength as we celebrate our cultures, delight in our languages, and create community in our classrooms, school, and neighborhood. We strive for equity and excellence for all.

StarShine Academy Lisa Law Peace School will consider an individual student's post high school job preparation, college completion and career path as an indication of StarShine's academic performance indicators, attained by continually tracking and maintaining communication and involvement with StarShine alumni. StarShine Academy Lisa Law Peace School will be prepared for life, not just for college.

C. Mission. State the mission of the proposed school.

II C. MISSION

Imagine if you could grow the world's best schools where they've never been grown before. Sow them like seeds through the countryside, into the cities, and across the planet. At StarShine Academy, that's not just our dream, it's our mission. StarShine Academy creates transformational community schools by igniting and enabling the aspirations of all children, including those in at-risk communities. We are dedicated to helping every child find their talent and grow into a peaceful, productive, and successful person. Honored by the United Nations and educational leaders, StarShine is a model for a new generation of small, unique community schools to improve student performance and close the achievement gap, by raising the floor of expectations of what is possible, rather than forming a ceiling.

To implement this philosophy, StarShine Academy Lisa Law Peace School will use a blended approach leveraging technology with the Core Knowledge curriculum in grades K-8 and the Paideia methodology of Socratic discussion in grades 9-12, both of which will be aligned with New Mexico Standards and Benchmarks as well as the Common Core Standards. The curriculum in the High School will focus on pre-collegiate readiness, and graduation requirements that meet and exceed New Mexico requirements, specifically including math, science, language arts, social studies, physical and behavioral health, communications, humanities and service learning. Demonstrated programmatic components encouraging strong character development and a safe learning environment coupled with active community engagement and strong service learning components in the curriculum will provide the tools necessary for StarShine Academy Lisa Law Peace School students to face the challenges of their community today, and to address life challenges in the world tomorrow.

D. Student Performance Goals. State the student performance goals that specifically relate to the mission of the school. Goals must be specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission. All goals must reference a time frame by which achievement can be accomplished.

Student performance goals that address the following are required:
(1) student academic performance;
(2) student academic growth;
(3) achievement gaps in both proficiency and growth between student subgroups;
(4) attendance;
(5) recurrent enrollment;
(6) high school-college readiness (if appropriate);
(7) graduation rate (if appropriate); and,
(8) growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

II D.(1) STUDENT ACADEMIC PERFORMANCE

StarShine Academy Lisa Law Peace School will achieve AYP each year and will increase math, writing and reading scores of the students, so that 81% of all students who have attended for at least two years will receive passing scores as measured by New Mexico State Assessments and Galilleo Assessments in Math, Reading and Writing Assessments for each grade level by June 2015.

Successful completion of Algebra I by the end of a student's eighth grade year is a strong indicator for whether the student will enroll in a postsecondary institution upon high school graduation. StarShine will achieve 90% of eighth-grade students having successfully completed Algebra I by June 2015 (assuming at least two years attendance at StarShine). For older students entering StarShine Academy Lisa Law Peace School, remedial arithmetic, math, and algebra will be provided until they succeed in Algebra I.

II D.(2) STUDENT ACADEMIC GROWTH

Goal I. By the third year of operation, students will progress a minimum of one year of growth per year toward Mastery of 80% or more in each subject area.
Goal II. By the third year of operation, at least 75% of students will exhibit a positive attitude, even excitement, in all studies, including STEM.
Goal III. By the third year of operation, students will maintain an attendance rate of 95%.
Goal IV. Students will master Algebra I by eighth grade, assuming they have attended StarShine Academy Lisa Law Peace School for a minimum of two years.
Goal V. Students will participate in service learning projects each year.

II D.(3) ACHIEVEMENT GAPS IN BOTH PROFICIENCY AND GROWTH BETWEEN STUDENT SUBGROUPS

Goal VI. By the third year of operation, 75% students behind in grade level upon entering StarShine Academy Lisa Law Peace School will achieve a minimum growth of 1.33 years of progress per year in all subject areas until they achieve grade level.

II D.(4) ATTENDANCE;

By the third year of operation, StarShine Academy Lisa Law Peace School will maintain an attendance rate of at least 95% .

II D.(5) RECURRENT ENROLLMENT;

By the third year of operations, StarShine will achieve a 90% reenrollment rate among students who remain within the 2.5-mile radius surrounding the campus.

StarShine Academy Lisa Law Peace School plans to be located in an area of Santa Fe known to be transient as many of the families struggle day to day with financial and life challenges, and are forced to move frequently. SALLPS is committed to helping the families to avoid moving by providing family job and financial fairs, technology training and parenting classes as a means to helping them to stay in the school neighborhood.

II D.(6) HIGH SCHOOL COLLEGE READINESS (IF APPROPRIATE)

College readiness can be identified through multiple criteria: success in a rigorous high school core curriculum, success on at least one AP examination, a minimum combined SAT score of 1020 (math + reading), and knowledge about college options.
In the third year of operation, by satisfying all these criteria, at least 85% of StarShine Academy Lisa Law Peace School students will achieve College Readiness by the time they graduate high school.

II D.(7) GRADUATION RATE (IF APPROPRIATE);

By with the third year of operation, StarShine Academy Lisa Law Peace School will maintain a minimum graduation rate of 95%.

II D.(8) ACHIEVEMENT GROWTH OF LOWEST SCORING 25%.

In "The Knowledge Deficit" (2005), E.D. Hirsch points out two key consequences of following the Core Knowledge approach, both of which tend to narrow differences within a cohort of students while improving student achievement across the cohort. First, with Core Knowledge, students learn more productively and efficiently. The Core Knowledge sequence is coherent and consistent, making it easy for individual teachers and groups of teachers working with the same student to continuously introduce new material without excessive duplication or fear of introducing something for which the student is not prepared. Students with less previous exposure to the type of knowledge included in the Core Knowledge corpus (the kind of knowledge that many more advantaged kids already know) will gain more new knowledge than the others. Second, there is a strong cumulative effect with Core Knowledge. The more you know, the more you are able to learn more, so the background that each dose of Core Knowledge supplies makes it easier to learn from subsequent exposures. Part of the reason for low performance is a lack of the background knowledge needed to understand new material. The Core Knowledge sequence ensures that each student is prepared for new learning, regardless of what the student knew before beginning the Core Knowledge sequence.

While the Core Knowledge benefit is not instantaneous, it reliably shows overall performance gains as well as performance gap reduction over intervals of three years. Perhaps it is no coincidence that this the measurement interval chosen by New Mexico for its new school performance system.

The knowledge gap accounts for much of the performance gap, but by no means all. StarShine Academy surveys all children to determine other potential causes of poor performance, including poor reading skills, vision problems, behavioral issues, and family problems, and tracks performance over short intervals to identify new problems that may develop. We have had great success with RTI, and look forward to adopting other methods through PED PD.

E.   Organizational Goals.   (**Optional)** State the school's organizational goals that specifically relate to the mission of the school. Goals must be specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission. All goals must reference a time frame by which achievement can be accomplished.

II E. ORGANIZATIONAL GOALS (Optional)

Organizational Goals

StarShine Academy Lisa Law Peace School will know that it is achieving its mission when the whole student is being educated beyond academics, when families are as engaged in education as their students, and when student involvement is within their community, not just to it. Though somewhat subjective, SMART goals for the organization can lead StarShine Academy Lisa Law Peace School in that direction.

Organizational SMART Goal 1: Each semester SALLPS will use the Advance ED rubric for the seven standards (vision and purpose, governance and leadership, teaching and learning, documenting and using results, resources and support system, stake holder communications and relationships, commitment to continuous improvement) to progress towards a highly functional rating in each standard.

Organizational SMART Goal 2: To improve a student's family involvement, the average attendance by parents and families will increase by 10% per year at SALLPS---sponsored activities, as documented by attendance records and photographs.

Organizational SMART Goal 3: To improve community engagement, SALLPS will recruit three organizations that support community, per semester, to conduct activities such as presentations, classes, workshops or fairs for students, families and the community.

Other Goals   1.
Coordinate and Detail Assessments: Assessments are critical to understanding student and program success. Assessments should be valid, reliable and comprehensive. A minimum number of assessments should be used that meet desired needs. The burden of administering, scoring, and reviewing assessments should be coordinated with appropriate and defined timetables.

1. Align Conversations and Language within StarShine Framework Graphically show a tiered structure with approved interventions in both academic and behavior areas. Integrate with Professional Learning Community process Focus on each and every student.
2. 3. Streamline Organization and Committee Structure Establish and maintain clear roles and responsibilities. Create maximum agility to foster continuous innovation. Create participation at all levels (central office, administrations, teacher/relevant support staff).

Academic Achievement Goals

Goal I: Academic Achievement Develop, expand and deliver literacy---based pre---kindergarten to grade twelve initiatives. Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement. Use student, staff, school, and system performance data to monitor and improve student achievement. Organize and optimize resources for improved academic

results.

Goal II: Professional Growth System Place and maintain a qualified, effective, quality teacher in every classroom. Establish a consistent professional growth system to support teacher delivery of instruction that is standards---based, aligned with District initiatives, and ensures high academic achievement for all students. Implement a standards---based evaluation plan with feedback, holistic rating, and an analysis of results. Establish the continuous examination of and reflection on personal professional growth through individual Professional Development Plans. Employ an implementation and efficacy study to assess the success of the implementation of the plan.

Goal III: Efficient & Effective Support Operations Align organization so that all services and resources focus on schools. Ensure that school and classroom support and business operations work together in cross--- functional teams to support high academic achievement for all students.

Goal IV: Equity Support beliefs and practices that are just, impartial, and fair. Address all students as individuals, differentiating instruction to meet their specific needs and strengths. Engage in meaningful teaching and learning in a school environment that values differences and encourages students to participate actively in the learning process. Maintain high expectations for all students. These goals are achievable when they are supported by a safe and orderly environment and community collaboration.

F. Curriculum.

II F.(1) Describe your school's philosophical framework or particular pedagogical approach that supports the school's mission and guides instructional and curricular decisions.

StarShine Academy Lisa Law Peace School's educational philosophy is driven not only by academic achievement by setting, expecting and supporting high expectations, but also on the premise that total education requires a caring, safe environment that promotes character development and self awareness, while anticipating active engagement in the student's community and by the student's family.

Therefore, the proposed approach to the SALLPS curriculum is a relatively traditional one, but it is enhanced and guided by specific and aligned Core Knowledge topics for instruction in grades K-8, and the Paideia Principles for engaging adolescent learners for grades 9-12.

According to E. D. Hirsch, Jr. "For the sake of academic excellence, greater equity and higher literacy, elementary and middle schools need to teach a coherent, cumulative, and content-specific core curriculum. Our society cannot afford a two-tiered system in which the affluent have access to a superior education, while everyone else is subjected to a dull and incoherent classroom experience. Academic excellence, educational equity and fairness demand a strong foundation of knowledge for all learners."

The Founders of StarShine Academy Lisa Law Peace School recognize that because of the poor literacy rates and poverty in Santa Fe County, a curriculum that strives to equalize exposure to a quality education is a prime directive. The Core Knowledge curriculum for grades K-8 has been selected because it was developed to equalize the disparities in access to knowledge and help all of its students to be college ready.

The Core Knowledge Sequence is based on the belief that there is a body of lasting knowledge and skills that form the core of a strong K-8 curriculum (and that form the basis for effective civic participation).

Equally important is StarShine Academy Lisa Law Peace School's commitment to providing a safe and caring school environment using service learning as a means of proactively engaging in the community and using the Second Step Curriculum, Character Counts. curriculum.

A positive school culture and climate promotes an environment that is conducive to successfully educating multi-cultural students through establishing a community of care where students are respected, valued, and expected to achieve academically. An affirming environment ultimately impacts the success of students by supporting positive behaviors, attitudes, and expectations that lead to academic success. Creating an environment that allows students to be loyal to and identify with their cultural community allows for the development of a school climate that affirms their cultural identity, especially important to a culturally rich, unique community such as Santa Fe and especially important to StarShine Academy Lisa Law Peace School.

II F.(2) Provide research and/or data that substantiate how this philosophy/approach will help the school achieve high outcomes for students.

The Core Knowledge curriculum for grades K-8 has been selected because it was developed to equalize the disparities in access to knowledge and help all of its students to be college ready.

According to a 2004 University of Missouri study called Core Knowledge Curriculum and School Performance: A National Study, the authors state in their executive summary that:

Over the six-year review period, the Core Knowledge schools performed well above the national average, with their collective performance increasingly higher than the norm. This performance advantage was evident across the six content areas. The same trend was evident across schools of different sizes, different socio-economic composition, and different ethnic composition. Based on these findings, there appears to be a strong relationship between student performance and the Core Knowledge curriculum.

The Core Knowledge Sequence is based on the belief that there is a body of lasting knowledge and skills that form the core of a strong K-8 curriculum.

This explicit curriculum outlines what children should learn at each grade level to ensure a coherent approach to building knowledge across all grade levels. Besides basic instruction in core subjects, this curriculum specifies exposure to the widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.

Core Knowledge provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Parents and teachers in Core Knowledge schools have assurance that children will emerge well prepared with a shared body of knowledge and skills.

Taos Charter School and Cottonwood Valley Charters have been using this curriculum and have demonstrated high achievement within their school populations which are similar to the pool of students who will be in the StarShine Academy Lisa Law Peace School.

The overarching goal of StarShine is to prepare students for college, work and life. The challenging curriculum presented through Core Knowledge in grades K-8 will prepare students for the increased academic rigor at the high school level where they will be expected to take AP classes and complete coursework and assessments for college entrance. Because SALLPS will be pulling students from a pool of students in the Santa Fe area where poverty and boredom with school are recognized roadblocks, a compelling curriculum coupled with vibrant, engaging research based teaching methods such a Paideia will produce students who are self-directed and prepared for college.

Paideia Method for Grades 9-12

StarShine Academy Lisa Law School will use a rigorous curriculum at the high school, with four required units in each of the core subject areas (language arts, mathematics, social studies, and science), as well as requirements in a language other than English, humanities, fine arts, service learning, physical and health education, communications, and practical arts. Using the Paideia educational reform approach developed by Mortimer Adler, all StarShine Academy Lisa Law Peace School students will learn in a liberal arts setting. The Paideia method involves three kinds of learning and, therefore, teaching: knowing what, knowing how, and knowing why. StarShine Academy Lisa Law Peace School will use:
(1) Didactic instruction (traditional lecturing) and directed reading as the what for each subject. After years of exposure to the Core Knowledge curriculum, students will be fully enabled to read the assigned texts.
(2) Instructional coaching as the how for each subject. Skill acquisition (reading, speaking, listening, calculating, performing experiements, problem-solving, exercising critical judgment) is the focus of this strand.
(3) The Socratic method as the why for each subject, the path to understanding ideas and basic values, will be implemented through guided Socratic practice. (Adler, Mortimer; On Behalf of the Members of the Paideia Group. The Paideia Proposal: An Educational Manifesto. New York: Simon & Schuster, 1982.) As defined by Michael Strong (The Habit of Thought, 1999), Socratic practice is "*Close textual analysis of conceptually difficult text in which students are responsible for understanding and the group process."* In small groups, students mutually arrive at a deep understanding of classical texts, gaining powerful, timeless knowledge that they can use in their daily lives and that will empower subsequent learning.

The Paideia approach has matured over the years, and has been elaborated by a variety of highly successful organizations. In New Mexico, Michael Strong demonstrated the power of the approach through is success in making a small school in Angel Fire (Moreno Valley High School) one of the best schools in the country in only a few years. In Arizona, first Tempe Preparatory Academy and then the many Great Hearts academies showed that power of Paideia could be broadly replicated.

StarShine teachers will be carefully selected for their compatibility with the Paideia/Great Books approach to learning, and they will be thoroughly trained in the Paideia approach. The StarShine Academy Lisa Law School will seek teachers who are themselves superior learners, and encourage and expect them to form a learning community, practicing the Socratic approach among themselves as well as with their students.

Members of the StarShine community also have substantial experience with unique and exciting technology that supports the Socratic process. Dr. John Findlay, a consultant to StarShine, developed a multiuser software system called Zing, that facilitates highly productive and highly creative conversations about topics of interest. Zing creates an experience that we call "computer-mediated Socratic practice", enabling a group of individuals (as homogeneous or as diverse as you like) to hold a structured, keyboard-based conversation, varying the mode of the conversation from brainstorming to deep abstraction, while maintaining a complete record of the conversation and its intermediate and final conclusions. This is one of the technologies that StarShine plans to use to accelerate learning beyond even the existing successes of the Paideia approach. (See Findlay, John G, Learning as a game: exploring cultural differences between teachers and learners using a team learning system, PhD thesis, School of Economics and Information Systems, University of Wollongong, 2008. http://ro.uow.edu.au/theses/800).

II F.(3) Provide a general description/design of the curriculum to be used that supports and is aligned with the school's vision, mission, and stated goals.

EDUCATIONAL PLAN

StarShine Academy Lisa Law Peace School wants to serve the students of Santa Fe who recognize that our educational philosophy integrates academic, character and community elements. Using Core Knowledge and Paideia methodologies for academic achievement, Character Counts strategies for character development and strong service learning components in the curriculum, SALLPS will provide the tools necessary for students to face the challenges of their community today, and to address life challenges in the world tomorrow.

CURRICULUM FRAMEWORK

In the Charter Schools Act [22-8B-1 NMSA 1978] part of its purpose is "…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…"

22-8B-5.D Charter schools; status; local school board authority. "A charter school shall be a public school accredited by the department and shall be accountable to the chartering authority for purposes of ensuring compliance with applicable laws, rules and charter provisions."

Philosophy and Approach to Instruction

StarShine Academy Lisa Law Peace School's educational philosophy is driven not only by academic achievement by setting, expecting and supporting high expectations, but also on the premise that total education requires a caring, safe environment that promotes character development and self-awareness, while anticipating active engagement in the student's community and by the student's family.

Therefore, the proposed approach to the STARSHINE ACADEMY LISA LAW PEACE SCHOOL curriculum is a relatively traditional one, but it is enhanced and guided by specific and aligned Core Knowledge topics for instruction in grades K-8, and the Paideia Principles for engaging adolescent learners for grades 9-12. Equally important is StarShine Academy Lisa Law Peace School's commitment to providing a safe and caring school environment using service learning as a means of proactively engaging in the community and using the Second Step Curriculum and the Character Counts curriculum.

We will follow the Core Knowledge sequence, which has already been aligned by the Core Knowledge community to both New Mexico State Standards and to the new Common Core standards.

A high school curriculum that supports the Paideia philosophy would include

Grade 9 English I: introduction to literature and composition Mathematics: Geometry Social studies: New Mexico history and geography (1/2 unit); United States geography (1/2 unit) Science: Physical science or biology Language: Spanish I or French I Physical education (1/2 unit) Health education (1/2 unit) Fine art, practical art, service learning (choice among two ½ unit courses)

Grade ten English II: United States literature and composition Mathematics: Algebra II Social studies: World history and geography Science: Physical science or biology Language: Spanish II or French II Physical education (1/2 unit) Health education (1/2 unit) Fine art, practical art, service learning (choice among two ½ unit courses)

Grade 11 English 3: British literature and composition OR Advanced Placement English Mathematics: Trigonometry and pre-calculus Social studies: United States history or Advanced Placement US History Science: Chemistry or Advanced Placement Chemistry

Language: Spanish III, Advanced Placement Spanish, French I or French III Humanities: Philosophy, ethics, world religions Communication skills: Public speaking, debate, poetry slam (1/2 unit) Fine art, practical art, service learning

Grade 12 English IV: World literature OR Advanced Placement English Mathematics: Calculus, Advanced Placement Calculus, financial literacy or statistics Social studies: Government (1/2 unit), economics (1/2

unit) Science: Physics or Advanced Placement Physics Language: Spanish IV, Advanced Placement Spanish, French II, or French IV Humanities: Philosophy, ethics, world religions Communication skills: Advanced composition (college writing) Fine art, practical art, service learning

Like the Core Knowledge Foundation, the National Paideia Center has been facilitating the alignment of the Paideia method with the Common Core standards. The skills developed by the Paideia approach "meshes extremely well with the new Common Core standards in terms of listening, speaking, reading and writing skills, as well as the development of critical thinking skills."

The educational philosophy and curricular approach align with StarShine Academy Lisa Law Peace School's mission and student needs by addressing each student's individual needs and goals. Because StarShine Academy Lisa Law Peace School will be pulling students from a pool of students in Santa Fe area where poverty and boredom with school are recognized roadblocks, a compelling curriculum coupled with vibrant, engaging teaching methods will produce students who are self-directed and prepared for college.

II F.(4) Provide evidence that the proposed curriculum is research-based and has been or will be effective with the student population the school plans to serve.

K-8 Core Knowledge
According to a 2004 University of Missouri study called Core Knowledge Curriculum and School Performance: A National Study the authors state in their executive summary that:
Over the six-year review period, the Core Knowledge schools performed well above the national average, with their collective performance increasingly higher than the norm. This performance advantage was evident across the six content areas. The same trend was evident across schools of different sizes, different socio-economic composition, and different ethnic composition. Based on these findings, there appears to be a strong relationship between student performance and the Core Knowledge curriculum.

Taos Charter School and Cottonwood Valley Charters have been using this curriculum and have demonstrated high achievement within their school populations which are similar to the pool of students who will be in StarShine Academy Lisa Law Peace School.

During the late 1990s researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge's impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly.
An early Johns Hopkins study looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was really implementing Core Knowledge.
The researchers then tracked scores on two tests over a five-year period. The two tests used were the Comprehensive Test of Basic Skills, fourth edition (CTBS/4) and the Maryland state test, the MSPAP. Results on MSPAP were mixed and inconclusive, but the researchers found that schools that had achieved at least a moderate level of Core Knowledge implementation had better CTBS/4 scores, especially in reading comprehension. The school with the most consistent and impressive gains in

reading comprehension was the school with the greatest level of observed Core Knowledge implementation. The most disappointing final numbers were posted by a school that had abandoned Core Knowledge midway through the study. The full report can be read online at http://www.csos.jhu.edu/crespar/techReports/Report50.pdf.

Another Johns Hopkins study widened the focus to look at Core Knowledge schools across the country. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district. Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. Researchers also surveyed teachers to assess the extent of Core Knowledge implementation.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.

The researchers also created Core Knowledge Achievement Tests in science, language arts, and history and geography. Not surprisingly, students in Core Knowledge schools did better on these tests than students in the "comparison" schools where Core Knowledge was not being taught. This might be seen as too obvious to deserve comment, but in fact these results are important for several reasons. For one thing, they show that students retained much of the Core Knowledge content they were taught, and were able to learn this information without losing ground on other academic indicators, like the CTBS/4 tests. Moreover, since the content taught in Core Knowledge schools is carefully chosen and designed to be cumulative, what students learned is predicted (by E. D. Hirsch, Jr.) to enhance students' vocabulary, reading skill, and learning ability in later grades. The Core Knowledge Achievement tests were given to all third and fifth graders in the study. Each test had 20 multiple-choice questions; the history and geography test also had one item requiring a written answer. Statistically significant, "educationally meaningful," achievement gain was found in every subject for both cohorts tested—and once again the largest gains were posted by the most dedicated implementers.

In short, when scores were analyzed according to the degree of implementation attained at each school, the data showed academic improvement was accelerated at sites that were implementing strongly. The researchers commented, "The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge."

The study also analyzed the impact Core Knowledge has on student engagement. Researchers made three preliminary observations:

First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the "highly effective" range.

Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed "highly implementing" and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers.

Third, the data suggested that "students find Core content stimulating." Researchers noted that this finding "would contradict any assertion that students are 'turned off' in schools that strongly implement Core Knowledge."

Researchers confirmed that the following predicted benefits "were in fact associated with Core Knowledge
implementation":

For students, Core Knowledge does:
• Provide a broad base of knowledge and a rich vocabulary
• Motivate students to learn and create a strong desire to learn more
• Promote the knowledge necessary for higher learning

For the school, Core Knowledge does:
• Provide an academic focus and encourage consistency in instruction
• Provide a plan for coherent, sequenced learning from grade to grade
• Promote a community of learners— adults and children
• Become an effective tool for lesson planning and communication among teachers and with parents
• Guide thoughtful purchases of school resources

Beyond these, the study identified some unexpected benefits:
• Core Knowledge created coordination in the curriculum.
• Implementing Core Knowledge improved the professional lives of teachers. "Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding."
• Implementing Core Knowledge led to increased teacher collaboration. Such "genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education," the researchers note.
• Core Knowledge enriched students' classroom experience. "Teachers reported that it was not just certain students who were excited by Core, but all students…. The benefits are great for teaching those children who would normally not be exposed to such subjects at home."
• Core Knowledge challenged conventional assumptions about student ability. "Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students' starting points were — low achieving, average or high achieving — they were able to grasp and gain from learning the Core material." One teacher commented: "They may be six-year-olds, but they can grasp a lot more knowledge than we thought before we started this."
• Students built on what they learned previously in Core Knowledge. "Teachers find that in fact students make connections to Core topics they learned in previous grades…. Students make lasting academic connections because of the integration of the curriculum and [its] spiraling structure."
• Core Knowledge increased students' interest in reading. Teachers report that "students are learning to read bigger words sooner. There's an interest to read and to learn." At a number of schools, "educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge."
• Core Knowledge increased parent satisfaction. "Parents are thrilled, thrilled, thrilled," according to one teacher, another of whom said, "Our parents are elated with the results of Core."

HS Paideia

The National Paideia Center http://paideia.org/for-principals/research/ reports that Paideia has shown similar advantages, as well as narrowing gaps. For example:

STUDENT ACHIEVEMENT
"The children at Goldblatt, an overwhelming number of whom are economically disadvantaged, read and discuss pieces of literature and original historical documents rather than merely learning decoding skills from basal readers and being exposed to distilled textbook versions of history. They are learning to verbalize their ideas and to think about other people's views. They are learning that intellectual arguments are healthy and stimulating."
Nesselrodt, P. & Schaffer, E. (1993). Results from the first year of a nationwide, multi-method evaluation of innovative programs serving at-risk students: implementation of The Paideia Proposal. Atlanta, GA.: American Educational Research Association.

"High teacher expectations are rewarded with student academic success, as shown by recent ninth grade state proficiency test scores." The data show that passing percentages on 9th grade proficiency tests were 15-30 points higher than the surrounding district and comparable to statewide averages, despite a disadvantaged populations.
Arambula-Greenfield, T. & Gohn, J. (2004). The Best Education for the Best is the Best Education for All. Middle School Journal, Vol. 35, No.5.

"Overall, approximately 83% of all students passed the End of Grade Reading Test in the year after Paideia was implemented, which was 6.8% more students than passed the test in 2001. This finding was consistent for male and female (+5.2 and +6.6 respectively) students and especially high for students who are Black (+16.0)."
Robinson, E. (2004) Evaluating the Impact of the Paideia Program on Standardized Student Achievement, Baylor University.

SCHOOL CULTURE
 "Regardless of the subject, the unifying feature is that every child is expected and nurtured to learn. Students simply are not allowed to give up on themselves, and teachers will not give up on students."
Arambula-Greenfield, T. & Gohn, J. (2004). The Best Education for the Best is the Best Education for All. Middle School Journal, Vol. 35, No.5.

"The structure of the Paideia Seminars was imperative in developing the professional learning community. "
"I think people have been reaching out more; it seems like it. They are asking for others help and assistance." (female teacher)
"I've actually seen a little more people being deliberate to do things. Not saying that that's not sincere, but I've seen people going an extra step which was good to see. I see people calling on people a little more; asking to do things and actually asking for help." (male teacher)
"The Paideia Seminars provided a professional development structure that allowed all the teachers to share concerns about themselves, their students and the school community. Unlike unstructured conversations, the Paideia Seminar required teachers to remain focused on the text and apply it to their situations (the facilitator would not let it digress into a griping session). Having a protocol that was structured but not rigid allowed the teachers to problem solve in a safe, non-threatening environment."
Mangrum, J. (2004). The Evolution of a Professional Learning Community: The Role of Dialogue Initiated Through Faculty Paideia Seminars (2004). Unpublished doctoral dissertation.

"Paideia schools categorized with those showing 'noticeable achievement gains.' The Key factors for site-based success appear to be the fit of the design to the particular school and how the school uses the design as a framework and catalyst for improving its climate and educational programs."
Ross, S., Wang, L., Sanders, W. Wright, S., & Stringfield, S. (2000). Fourth-year achievement results on the Tennessee Value-Added Assessment System for restructuring schools in Memphis. Memphis, TN: University of Memphis, Center for Research in Educational Policy.
"In addition to Paideia's impact on achievement, the effects we observed on several measures of student affect are important to consider. In particular, the effects on interpersonal factors suggest that students in Paideia classrooms consistently experience less friction and alienation. Because of increased concern about school violence stemming from student alienation, this is a very important finding."
1999 UNC-Greensboro Report

II F.(5) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level the school plans to serve. Insert Course Scope and Sequence as Appendix "A".

See Appendix A.

II F.(6) If the curriculum is not fully developed (beyond the scope and sequence and/or courses), provide a timeline outlining the curriculum development process during the school's planning year.

The Core Knowledge curriculum sequence has been fully developed by the Core Knowledge foundation and is publicly available at https://books.coreknowledge.org/home.php?cat=314. To maximize the benefits of core knowledge (including ease of transfer between Core Knowledge schools) we will follow the standard sequence closely.   Experience and research, however, has led us to conclude that some deviations from the core knowledge sequence are desirable. There are dependencies among very scientific topics that suggest a different ordering of topic introduction to ensure that the knowledge needed to understand a given topic has been previous covered.

During the planning year we perform an exhaustive analysis of such dependencies, and we will select specific textbooks and online curriculum to optimize the learning of the Core Knowledge curriculum. Since we expect a large degree of variation among our incoming students, including those who arrive after the initial opening of the school, we believe that technology will be a necessary and powerful tool for ensuring that all of our students learn what they need at the time they need it. At least one major online curriculum is closely aligned with Core Knowledge, so we are confident that online resources will be available as needed.

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II F.(7) What will the school do between the charter approval and the school's opening to develop the instructional program, and who will do it?

The instructional program is partially developed based on information learned from other schools and from the work of StarShine Academy K-12 school in Phoenix, Arizona. During the start-up year, the StarShine Academy Lisa Law Peace School Board will meet and assign a curriculum and instructional committee Advisory Board to continue this work.

II F.(8) Provide a timeline for alignment of the curriculum with NM State Standards, if alignment has not been completed at the time the application is submitted.

The Core Knowledge curriculum has already been aligned with New Mexico State Standards. But for the edification of the reader, shows the logical progression of class work from kindergarten through the 8th grade, based on the core Knowledge curriculum.

Alignment with NM Standards The curriculum selected/developed must align to the New Mexico Content Standards, Benchmarks and Performance Standards. StarShine Academy Lisa Law Peace School recognizes the importance of aligning curriculum to NM Standards and Benchmarks, vertically and horizontally, to ensure that our curriculum covers essential skills and content.
Because of the rigorous math standards required by the state, StarShine Academy Lisa Law Peace School will start with the math curriculum alignment to ensure that 8th graders are proficient in algebra.
We recognize the training of staff is an integral part of implementing the alignment of the curriculum; therefore, we will be scheduling one year's time to allow the staff to absorb the work already done by the Core Knowledge community and the Paideia community to align the methods with the Common Core standards, and to specialize that alignment to the needs of our students. The teachers will use Socratic practice themselves to come to a deep understanding of the standards.
The StarShine curriculum will address students' needs and assist students in reaching the NM Standards. The StarShine curriculum is sequential, skills based and evidence-based. Teachers are expected to re-teach skills that are not mastered. Because the curriculum and assessments are aligned with New Mexico standards, teachers have the tools to ensure mastery of grade level objectives. Provide a description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

G. Graduation Requirements.

> II G.(1) Identify the school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements.

Graduation Requirements
According to the High School Redesign Project1, "too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting post-secondary options. (In New Mexico, 50% of recent high school graduates enroll in remediation their freshman year of college; nationwide, 41% of employers are dissatisfied with high school graduates' ability to read and understand written material.)" New Mexico's response is to strive for college and career readiness upon graduation from high school.
To that end, and consistent with NM State Statute, Chapter 22, Article 13, Section 1.1, a New Mexico diploma of excellence is dependent on three factors:
1. Preparing "next step plans" consistent with
2. Successfully completing a minimum of twenty-four units of class work aligned to New Mexico's academic and performance standards
3. A passing score on the New Mexico Graduation Assessment or a portfolio of standards based indicators, demonstrating competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators.

Next Step Plans
A. At the end of grades eight through eleven, each StarShine Academy Lisa Law Peace School student shall prepare an interim next-step plan to be included in the ILP Individual Learning Plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next- step plans, shall be filed with the principal of StarShine Academy Lisa Law Peace School and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.
B. Each StarShine Academy Lisa Law Peace School student must complete a final next-step plan during the senior year and prior to graduation. The plan shall be filed with the principal of StarShine Academy

Lisa Law Peace School and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

Classwork

Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. However, StarShine Academy Lisa Law Peace School graduation requirements meet and exceed the state requirement by adding 2 more units to the requirements. The additional units, and the specification of certain electives are needed to better prepare the student for collegiate environments.

TABLE 5. STARSHINE ACADEMY LISA LAW PEACE SCHOOL GRADUATION RQTS Units	Graduation Requirements
26	
4	English
4	Mathematics
4	Science/2 lab
1	Social Studies: US history & geography
1	Social Studies: World history & geography
1	Social Studies: Government & economics
0.5	Social Studies: NM history
1	Physical education
2	Language other than English (e.g., Spanish, French, German or sign)
1	Communications (e.g.,Year Book, newsletter, debate, speech)
1.5	Humanities (e.g., ethics, leadership, civics, philosophy)
	Service learning
0.5	Behavioral health
0.5	Health
1	Fine Arts (e.g., art, music, drama, weaving, pottery, painting)
1	Practical arts CTE (e.g., technology, CAD/CAM or life skills)
1	Elective

Accreditation

An incredibly important part of high school which is not addressed directly in the charter application process is accreditation, nationally as well as internationally.

StarShine Academy Lisa Law Peace School will enter the second state of and pursue final accreditation through AdvancED, "the world's largest education community, serving more than 27,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students. [AdvancED] believes that students must be prepared to succeed in a constantly-evolving and diverse world and that educational institutions have a deep responsibility to deliver quality education to students from all walks of life."

The AdvancEd Accreditation Process is a protocol recognized and applauded around the world. It is "a clear and comprehensive program of evaluation and external review, supported by research-based standards, and dedicated to helping schools, districts and education providers continuously improve." www.advanc-ed.org/company-overview

The AdvancEd accreditation model focuses on continuous improvement and a belief that all students can learn. In a five year cycle, schools or districts complete a self-assessment (SA) and an executive institutional survey (EIS). The external review, the Quality Assurance Review, is a peer review of trained educators from other schools. The internal and external reviews evaluate all aspects of how schools deliver quality education and include teaching and learning, vision and strategies, governance, data use, resources and self-improvement.Recently, the standards for evaluation have been narrowed to five, as follows:

Vision and Purpose

Governance and Leadership

Teaching and Learning

Resources and Support Systems

Commitment to Continuous Improvement

II G.(2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it. Explain how the graduation requirements will support the school's mission, and ensure student readiness for college or other postsecondary opportunities. **BE SURE TO INDICATE ANY WAIVER SOUGHT IN SECTION III K. BELOW, BY REFERRING TO THIS SECTION.**

No Waiver Sought

H. Instruction.

II H.(1) Provide an overview of the instructional strategies and methods the school will implement that support and are aligned with the school's mission, vision and educational plan, and are directly relevant and/or necessary to successfully implement the curriculum.

The StarShine curriculum is sequential, skills based and evidence-based, following the Core Knowledge Sequence through 8th grade and the Paideia method through high school. Teachers are expected to re-teach skills that are not mastered, employing technology tools as appropriate. Because the curriculum and assessments are aligned with New Mexico standards, teachers have the tools to ensure mastery of grade level objectives.

Per 22-8B-3. Purpose. "The Charter Schools Act [22-8B-1 NMSA 1978+ is enacted…to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Strategies and Methods to be used in delivering the curriculum.

Paideia Principles 9-12

EXAMPLE: The Social Studies teacher might facilitate a discussion of the role of youth and social media in the "Arab Spring." Social Studies might also facilitate primary research into how local policies impact immigrants in New Mexico. The Science teacher might facilitate a discussion of ethical, moral and economic implications of cloning plants and animals.

For differentiated instruction, see II. H.(3).

Use of Pacing Guides for K-8

Teachers will be held accountable to ensure students receive instruction using the pacing guide schedule.

Acquisition of Academic Language for English Language Learners
Teachers will use vocabulary-building activities such as word walls, games, song writing, poetry, mind maps and webs to develop vocabulary concepts.

Cooperative Learning Groups
Teachers will plan cooperative learning projects to allow students to develop skills in organization and presentation. Students with differing abilities will be able to present their learning through different media.

6-Trait Writing and ACE writing rubrics
Writing Across the Curriculum will be a regular part of the StarShine Curriculum. Students will reflect upon their learning through writing, as well as present evidence of learning through written products. An example is a lab report that is evaluated through the 6 Trait Writing Rubric during Language Arts class.

Flexible Scheduling
Teachers may collaborate and schedule class together so that longer projects such as dramatizations or lab experiments can be completed in longer period of time.

Teacher Action Plans
Teachers will use data from short cycle assessment to make action plans to improve instruction.

Second STEP Training
Weekly sessions with homeroom teachers using this program will provide students with strategies to deal with peer pressure, family stress and academic motivation.

Cross Age Families
As part of the school's commitment to Service Learning, regular Cross Age Family Projects will be designed to increase the students' sense of belonging and connection to the community.

Critical Friends
As part of improving instructional effectiveness, teachers will observe each other and note Effective Teaching Strategies such as Time on Task, Checking for Understanding, Total Physical Response, Teach and Re-teach, Goal Setting, Multiple Intelligences Presentation of Materials combined with:
*a strong focus on, and cohesion of, the instructional program
*a strong planning process focused on improving student achievement
*a culture of collaboration among the teaching staff and administrators

II H.(2) Provide an explanation of how these methods/strategies are effective with your target population.
Schools that successfully improve student achievement in a standards-based environment meet shared goals through focused planning based on analyses of student data (Teddlie & Stringfield,1993). Implementation of standards-based instruction is carefully monitored by measuring incremental success toward common goals (Fullan & Stiegelbauer, 1991; WestEd, 2000).
Schools that succeed despite adverse conditions are often organized so teachers can collaborate (Fullan & Stiegelbauer, 1991). For example, common planning time may be provided for groups of teachers.

Time may also be provided for teachers to observe one another in the classroom. Through such activities these schools develop a culture of collaboration and communication within the faculty.

> II H.(3) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

StarShine Academy Lisa Law Peace School uses Differentiated Instruction as each student maintains an Individual Learning Plan establishing specific methods to attaining academic goals in alignment to their future career goals, service learning goals and post secondary college goals.
The classroom teacher might support students in the classroom by reducing assignments, providing alternative materials, providing peer partners, preferential seating, and augmenting instruction with visual and auditory support. Gifted students might be provided with choices for alternative methods to demonstrate competence or might be challenged with alternate materials.

Full Inclusion for Special Education
Instead of pullout, Special Education teachers will work in the classroom with regular education teachers to provide support to students with disabilities. The school believes that Special Education students need to be challenged in the regular classroom to develop compensatory skills that they can use in the workplace.

Targeted Assistance for Title I Students
Certified teacher aides will be used to provide pre-teaching or re-teaching of concepts in grades K-3 in small-targeted groups in the classroom.

Our overarching goal: for all children to reach social, emotional, behavioral, physical and cognitive milestones. Healthy growth in each of these areas builds the foundation for children to thrive in school and beyond

   I. Special Populations.   Describe the school's overall plan to serve students with special needs, including those with Individualized Education Programs (IEPs), students with Section 504 plans, and English Language Learners.

      (1) Special Education:

> II I.(1)(a) Explain the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

SPECIAL POPULATIONS
22-8B-4.T Charter schools' rights and responsibilities. A charter school shall comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules. Each charter school is responsible for identifying, evaluating and offering a free appropriate public education to all eligible children who are accepted for enrollment in that charter school. The state-chartered charter school, as a local educational agency, shall assume responsibility for determining students' needs for special education and related services. The division may promulgate rules to implement the requirements of this subsection."
StarShine Academy Lisa Law Peace School(SALLPS) will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the

American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act 2004 (IDEA). SALLPS will rely on the Response to Intervention (RtI) Framework and methodology as described in the "Student Assistance (SAT) and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework."20

Section 504 is federal civil rights law under the Rehabilitation Act of 1973, which provides protection against discrimination for individuals with disabilities. StarShine Academy Lisa Law Peace School will comply with the procedural requirements described in "Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973—Subpart D"21 : written assurance of non-discrimination; a designated compliance coordinator; grievance procedure; notification to students and parents in student handbook; identify qualified students; annual notifications of SALLPS's responsibilities; procedural safeguards; and a self-evaluation process to ensure that discrimination is not occurring.

Classroom teachers will provide the following modification for Special Populations:

Extra Time

Alternate Assessments

Preferred Seating

Alternative Materials

Alternative Presentation

Tutoring

Peer Assistance

Special Education Plan

FAPE

Zero Exclusion Policy

Provide Child Find Screening to determine possible speech, vision and hearing disabilities.

For gifted students, provide SAGES testing in grade 2 and follow-up with KBIT testing for students referred by SAGES of Teachers.

School Assistance Team for Child Study

Use RTI Process Provide Research Based Interventions and document results.

Recommend students for testing into Tier III Special Education Program, when interventions don't work.

Provide Least Restrictive Environment via IEP

Initiate Academic or Behavior Improvement Plan

IEP teams will consist of multi-disciplinary members and will convene to review the student's progress on an annual basis.

StarShine Academy Lisa Law Peace School will contract with licensed ancillary services specialists, including Speech Therapists, Occupational Therapists, Physical Therapists, School Psychologists and Diagnosticians.

Individualized Education Plans (IEP) will be developed for those students who are identified as eligible for special education services. SALLPS will comply with the IEP process established by state and federal law to ensure that all students are properly identified, assessed and services delivered. Students previously identified as qualifying for special education services will receive the special education services outlined in their current IEP, which will be reviewed annually, or the student will be reevaluated as determined by the student's current IEP. This process will assure:

Equal access to all students

Individualized Education Plans

Free Appropriate Public Education (FAPE)

Least Restricted Environment (LRE)

Due process and parental involvement

Nondiscriminatory evaluation

StarShine Academy Lisa Law Peace School will use the NM PED "Student Assistance Team Manual" as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

TIER I
If a teacher recognizes that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher conduct general screening and will implement classroom based interventions. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

TIER II
The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized school program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

TIER III – Special education referral process
Students referred to this tier have begun the special education referral process. StarShine Academy Lisa Law Peace School will follow the rule that informed parental consent must precede initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004.

Determination of Eligibility and Educational Need
Upon completion of the initial evaluation, a Multidisciplinary Team Meeting (MDT) will be scheduled. A written notice to parents will be sent to inform them of, and inviting them to the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules.

The MDT team is composed of parents and educational professionals such as general and special education teachers, a diagnostician, related service providers if they conducted an evaluation, and a school administrator. The purpose of the meeting is to determine that the child is a "child with and disability and to determine the educational needs of the child." The team develops an Individualized Education Plan (IEP) at that point. The IEP team will meet annually to update and develop the IEP for the succeeding year.

Individualized Educational Plan
StarShine Academy Lisa Law Peace School will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future. StarShine Academy Lisa Law Peace School recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and is required for any student eligible for services.

The IEP team is composed of parents, regular education teachers, special education teachers, administrators, and other professionals with relevant knowledge or expertise, and individuals invited by the school or parents (such as an interpreter or an advocate).

The following actions will have already occurred prior to the IEP meeting:

Evaluate the child through a variety of assessments, observations, and information gathering, targeting all areas related to the student's eligibility.

If this is an initial IEP, have the MDT team examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. Record determination results.

If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form "Determining the Existence of a Specific Learning Disability." This two-page form includes objective results (such as test data) and subjective assessments (such observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions.

A written notice of the meeting has been sent to the parents.

IEP Content

IDEA 2004 requires that when developing a student's Individualized Education Plan, that the following information be considered:

the strengths of the child;

the concerns of the parents for enhancing the education of their child;

the results of the initial evaluation or most recent evaluation of the child, and

the academic, developmental, and functional needs of the child

To that end, StarShine Academy Lisa Law Peace Schoo lwill use the New Mexico Special Education Bureau's IEP form, which includes the following:

Consideration of special factors (i.e. second language learner?)

Student profile and student/family vision

Transition services (Required at age 14, or sooner, if appropriate)

Present levels of educational performance

How the child's disability affects the child's involvement and progress in the general education curriculum;

For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

Annual goals (objectives/benchmarks)

The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and

Least restrictive environment

Summary of services

Modifications

Supplementary aids and services

Participation in mandated testing

Schedules of Services

The projected date for the beginning of the services and modifications.

Level of Service / Setting

The anticipated frequency, location, and duration of those services and modifications.

Accommodations & Modifications

A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.

IEP Progress Documentation
Prior written notice of proposed/rejected action(s)

Student Discipline
IDEA 2004 states that "school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct," Section 615(k)(1)(A). Therefore, the Director of StarShine Academy Lisa Law Peace School will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability. A long-term disciplinary removal is 10 or more school days.
Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the child's IEP, any teacher observation and any relevant information provided by the parents to determine:
If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or If the conduct in question was the direct result of the school's failure to implement the IEP. Should the manifestation determination determine that the conduction in question was not cause by the child's disability, and IEP team is charged with determining an interim alternative education setting if the student. Section 615 (k)(2).
If it was determined that the child's behavior was related to the disability, the IEP team is to "return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan." Section 615(k)(l)(F)(iii).

Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)

A functional behavioral assessment is done when a student's behavior interferes with his or her learning or the learning of others. Its purpose is to identify why a behavior is happening so that the IEP team can develop appropriate interventions. StarShine Academy Lisa Law Peace School will use the FBA and BIP forms provided by the NM PED Special Education Bureau.
Regarding a manifestation determination finding that a student's behavior was related to his/her disability, then the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. Section 615(k)(l)(iii). If the school already had developed and implemented a BIP for the student, the IEP must review the plan and modify it, as needed to address the behavior in question.

Treatment of Student Records
Assessments of IEPs and all other student records will be maintained confidentially consistent with state and federal law. StarShine Academy Lisa Law Peace School assures that all records and procedures pertaining to them will comply with the New Mexico Inspection of Public Records Act.
Least Restrictive Environment
Students who qualify for special education services will be placed in the least restrictive environment (LRE). Depending upon the student's needs this could be inclusion in regular programs, special speech and language services, and partial day special education classes specific to the student's needs. It can also extend to local district, regional services or school contracted private providers. Instructional support materials, computer programs, digitized media and other materials will be available to enhance and increase academic learning.

Alternate Assessment

StarShine Academy Lisa Law Peace School understands that Alternate Assessment was developed for students with severe cognitive disabilities. It measures the performance of this relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by an IEP team.

In the event that a student is enrolled at StarShine Academy Lisa Law Peace School whose disabilities preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards based performance and progress of the student. Eligible students will take the New Mexico Alternate Assessment in grades 3-5 as an alternate to state mandated testing in those grades. Teachers can use the results from each year to identify goals, program needs, and student growth.

The IEP team will complete the New Mexico Public Education Department "Addendum for Determining Eligibility for the New Mexico Alternate Assessment" and provide documentation that the student meets participation or eligibility criteria. 34 CFR Sec 300.138(b)(1).

Due Process

Due Process Hearing Procedures may be initiated between parent and public education agency concerning the following circumstances:

A proposal or refusal to initiate or change identification, assessment, or educational placement of a child or the provision of a free, appropriate, public education to the child.

A parent refuses consent to assessment procedures.

A mediation conference may be requested at any point during the hearing process if both parties agree to mediate and are willing to extend the 45 day limit for issuing a hearing decision for a period equal to the length of the mediation process.

Section 504 / American Disabilities Act

Section 504 (Subpart D) is a civil rights law that is the responsibility of the comprehensive general education system. It requires students with disabilities be provided with a free appropriate public education (FAPE). As such, StarShine Academy Lisa Law Peace School will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

StarShine Academy Lisa Law Peace School recognizes that all individuals who are disabled under the Individuals with Disabilities Act (IDEA) are also considered to be disabled, and therefore protected, under Section 504/ADA. However, all individuals who are disabled under Section 504 will not meet the eligibility requirements of IDEA. These children do require a response from the regular education staff, and a plan for the provision of accommodations and services may take the form of a written Section 504 Plan.

Eligibility

Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment, which substantially limits one or more major life activities; has a record of such impairment, or is regarded as having such an impairment. (29 U.S.C Sec. 706(8)

Major life activities is defined as:

"….functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." (34CFR Part 104.3)

Evaluation Process

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements as exist under IDEA. However, the evaluation will be sufficient to accurately and completely assess the nature and extent of the disability, and the impact of the disability on a specific major life activity.

Services
The determination of services needed will be made in accordance with evaluation data by a group of persons knowledgeable about the student. The group will review the nature and presence of the disability, how it affects the student's access to the educational process, and whether accommodations are needed to prevent discrimination. The decision about 504 eligibility and services will be documented in the student's file, and if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the group who developed the plan.

Access to Ancillary Services
StarShine Academy Lisa Law Peace School will contract with licensed professionals to provide ancillary services. Contractors may include Cooperative Educational Services and other professionals in the field. StarShine Academy Lisa Law Peace School will provide all services determined and required by the student's IEP or 504 Plan.

Parent Notice
As required by this law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting and participate in the decisions made. Parents are entitled to an impartial due process hearing if they disagree with the school's decisions in these areas. The school if requested by the parent will make a section 504 hearing available. StarShine Academy Lisa Law Peace School understands that parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing.

Highly Qualified Teachers
Under No Child Left Behind (NCLB), highly qualified teachers will provide instruction at StarShine Academy Lisa Law Peace School. This applies to both general and special education teachers teaching in the academic subjects listed in the NCLB regulations: English, reading, language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. 34 CFR 200.55(b)(2). StarShine Academy Lisa Law Peace School will follow the state rules on determining the status of a teacher as highly qualified.

Access to Services Including But Not Limited to Health and Counseling
The StarShine Academy Lisa Law Peace School educational program will provide access to other services such as counseling and health based upon the individual student needs. The services may include, but are not limited to, the following types of modifications and services:
Counseling Services: StarShine Academy Lisa Law Peace School will provide counseling services as determined by the Student Assistance Team and or IEP team.
Student Health Needs: Health services (including physical and occupational therapy) for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. StarShine Academy Lisa Law Peace School will comply with all immunization and blood-born pathogen laws.

Handicap Accessibility: StarShine Academy Lisa Law Peace School will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be handicap accessible and all activities will be adapted to meet the need for access.

Annual goals (objectives/benchmarks)
The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and Least restrictive environment

Summary of services:
Modifications
Supplementary aids and services
Participation in mandated testing
Schedules of Services
The projected date for the beginning of the services and modifications.
Level of Service / Setting
The anticipated frequency, location, and duration of those services and modifications.
Accommodations & Modifications
A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.
IEP Progress Documentation
Prior written notice of proposed/rejected action(s)

Alternate Assessment and Graduation
StarShine Academy Lisa Law Peace School understands that Alternate Assessment was developed for students with severe cognitive disabilities. It measures the performance of this relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by an IEP team.
In the event that a student is enrolled at StarShine Academy Lisa Law Peace School whose disabilities preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards based performance and progress of the student. Eligible students will take the New Mexico Alternate Assessment in grades 3-5 as an alternate to state mandated testing in those grades. Teachers can use the results from year to year to identify goals, program needs, and student growth toward high school graduation.
The IEP team will complete the New Mexico Public Education Department "Addendum for Determining Eligibility for the New Mexico Alternate Assessment" and provide documentation that the student meets participation or eligibility criteria. 34 CFR Sec 300.138(b)(1).

The StarShine Academy Lisa Law Peace School educational program will provide access to other services such as counseling and health based upon the individual student needs. The services may include, but are not limited to, the following types of modifications and services:

Counseling Services: SAPPS will provide counseling services as determined by the Student Assistance Team and or IEP team.

Student Health Needs: Health services (including physical and occupational therapy) for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. SAPPS will comply with all immunization and blood-born pathogen laws.

Handicap Accessibility: SAPPS will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be handicap accessible and all activities will be adapted to meet the need for access.

        (2) Students with Section 504 Plans.

> I I I.(2) Describe how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

The following checklist for students with Section 504 Plans will be used to continually moniotr the progress, evaluate and serve those students and their families.

ACCESS LIST	Is an Access List (Education Confidentiality of Information Safeguards) posted near cumulative folders?
504.6 DISTRIBUTION	Is there evidence that site facilitator informed staff and distributed plans?
504.1 FOLDER	Is a folder (Reasonable Accommodations Provided in Accordance with Section 504) inside the cumulative folder?
504.7 RECORD OF ACCESS	Is the Record of Access attached to the left side of the folder and documented each time someone accesses?
504.8 CONTACT LOG	Are all contacts (parent phone calls, etc.) documented on the Contact Log?
504.2 REFERRAL	Is the referral complete?
504.5 EVALUATION QUESTIONS	Is there indication that an evaluation is needed/not needed (one box is checked)? Is the evaluation question answered?
504.5 PERMISSION	If formal evaluation is indicated, did parent complete permission section at bottom of form?
504.3 PARENT NOTIFICATION	Is there a Parent Notice for the initial meeting?
504.1 PAGES 1 & 2 CURRENT PLAN	Is there a current 504 plan (developed within the past 12 months)?
504.1SUMMARY	Does the 504 Plan Summary reflect varied input (teacher, parent, classroom data, grades, test scores, etc.) and sufficient enough to create specific accommodations?
504.1 BASIS FOR	Is a specific physical or mental impairment stated?

DETERMINATION OF NEEDS

504.1 BASIS FOR DETERMINATION OF NEEDS	Is a major life activity specifically identified?
504.1 BASIS FOR DETERMINATION OF NEEDS	Is the specific educational impact described?
504.1 DATES	Are there beginning and ending dates?
504.1 ACCOMMODATIONS	Are accommodations directly related to deficits described in the summary?
TESTING ACCOMMODATIONS	Were testing accommodations considered? If they are needed, is the need included in the plan?
504.1 PARENT RIGHTS	Is there evidence that a copy of the Parent Rights/ Procedural Safeguards was given to the parents, (e.g. Is the box checked?) Parent may also initial
504.1 ANNUAL REVIEW	Did the meeting occur within one year of the previous 504 plan?
504.4 MEETING NOTICE	Is there a written notice for each annual review?
504.TL TRACKING LOG	Is this student/meeting included on a monthly tracking log?
DISTRIBUTION	Is it clearly indicated in the 504 folder that the plan and contact log were sent to Stud Support Services (e.g., fax receipt, entry on contact report)?

(3) English Language Learner (ELL) Students.

II I.(3)(a) Explain how the school will identify English Language Learners.

Requirements for identification, placement in language instruction education, parental notification, annual assessment of English proficiency, and required documentation related to newly enrolled students with limited English proficiency (LEP), also referred to as English Language Learners (ELLs). As required in state and federal laws, StarShine Academy Lisa Law Peace School is responsible for the timely identification of ELLs, as well the timely notification of parents as to ELL placements.1
IDENTIFICATION
A uniform initial identification procedure must be used with all students enrolling in a StarShine Academy Lisa Law Peace School. The recommended procedure to identify LEP/ELL students for language instruction educational programs is based on the following steps:
Step 1. Identification of LEP Students: Home Language Survey
A Home Language Survey is a school-developed tool to be given to all entering students and used to identify students who may not be proficient in English. (A sample Home Language Survey is available online The Home Language Survey is designed to identify, for possible further evaluation:
Students who communicate in a language other than English; or Students whose families use a primary language other than English in the home; or Students who use a language other than English in daily non-school surroundings.
Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be referred for placement in a language instruction educational program.
Step 2. Preliminary Evaluation: Academic History
The student's academic history should be thoroughly assessed including:

Academic records from within or outside the United States

Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition

Information on everyday classroom performance

ESEA Information Update– Identification of Students as English Language Learners ESEA Information

An academic assessment may be administered to support educator judgment (e.g., locally developed, commercially available assessments, and/or reading inventories).

If teachers' observations and poor academic performance indicate that there is a possible language barrier, then the student should be formally screened (refer to the APT screener information below) to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

If the student's academic performance is on par with grade level peers, and there are no indications that limited English language proficiency has been a barrier to the student's learning, then this student does not need further evaluation of their English language proficiency. In such cases, the student should be given an ELP code 7 (fully English proficient, never ELL/LEP) in StarShine's Individual Student Enrollment System (ISES). These codes are used in mandated data collections and reporting, and as such, must reflect accurate data.

Step 3. Screener Evaluation for Instructional Placement

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school and are potential ELLs, should be formally screened to help determine whether or not the student is in need of a language instruction educational program.

The ELL ACCESS Placement TestTM, or APT is StarShine's initial English language "screener."2 The APT score should be used to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

A brochure and detailed information on the APT are available on the website.

The student should be offered an English language instruction educational program (also known as Bilingual, Bicultural, or English as a Second Language/ESL programs). The initial ELP code should be entered into in StarShine Academy Lisa Law Peace School Individual Student Enrollment System .

PLACEMENT IN LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS

Once identification occurs, SALAPS should base placement decisions on a holistic profile that:

Summarizes results of multiple assessments (i.e., tests, classroom assessments, interviews, and teacher observations),

Includes parental input,

Attends to the multidimensional aspects of English comprehension skills (i.e., listening, speaking, reading, and writing).

Relationships among achievement scores, English language proficiency scores, and other relevant assessments should be examined to determine the student's interconnected educational and language development needs.

REQUIRED NOTIFICATION

ELL placement decisions must have a timely, built-in process for notifying parents and obtaining their permission for placement in language instruction educational programming. Schools must notify parents of children identified for participation in such a program no more than 30 days after the start of the school year. For a child identified as in need of an English language instruction educational program after the start of the school year, parents must be notified within two-weeks of placement in the program. For specific requirements see Overview of Parent Notification Requirements in NCLB at http://dpi.wi.gov/esea/pdf/bul_0303.pdf.

ANNUAL ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

Students identified as an ELL must be assessed using ACCESS for ELLs® during the next test administration window regardless of their participation in an English language instruction educational program. English language proficiency (ELP) examination, is a valid and reliable assessment of the progress and attainment of English language proficiency and is to be given each year that a student remains classified as ELL.

ACCESS for ELLs® is a secure test with an annual test window beginning in early December and ending mid-February. For ELLs who are not present during the entire assessment window, StarShine Academy Lisa Law Peace School must use other formal measures such as achievement test scores, and other relevant assessments where the student's speaking, listening, reading, writing, and comprehension in English can be evaluated to estimate the student's proficiency in English language.

II I.(3)(b) Explain how the school will provide services/supports to identified students.

English Language Learners (ELL)

As described above, accommodations for English Language Learners will be provided through curriculum planning. Additionally, the school will employ a licensed teacher with a Teaching English to Speakers of Other Languages (TESOL) endorsement. When ELL students enroll, StarShine Academy Lisa Law Peace School will submit application for funding of 3 hour Bilingual Program.

Students, who are not yet English proficient, will have language goals (reading, writing, speaking, and listening) as well as content goals. The sheltered instruction protocol will be used as a reference to adequately plan support for such students.

II I.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: Content– what the student needs to learn or how the student will get access to the information; Process – activities in which the student engages in order to make sense of or master the content; Products– culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and Learning Environment-- the way the classroom works and feels. Content Examples of differentiating content at the elementary level include the following: Using reading materials at varying readability levels; Putting text materials on tape; Using spelling or vocabulary lists at readiness levels of students; Presenting ideas through both auditory and visual means; Using reading buddies; and Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners. Process Examples of differentiating process or activities at the elementary level include the following: Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity; Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them; Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early; Offering manipulatives or other hands-on supports for students who need them; and Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth. Products Examples of

differentiating products at the elementary level include the following: Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels); Using rubrics that match and extend students' varied skills levels; Allowing students to work alone or in small groups on their products; and Encouraging students to create their own product assignments as long as the assignments contain required elements. Learning environment Examples of differentiating learning environment at the elementary level include: Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration; Providing materials that reflect a variety of cultures and home settings; Setting out clear guidelines for independent work that matches individual needs; Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

II I.(3)(d) Describe how the school will regularly evaluate and monitor the progress and success of English Language Learners?

IDENTIFICATION

A uniform initial identification procedure must be used with all students enrolling in a StarShine Academy Lisa Law Peace School. The recommended procedure to identify LEP/ELL students for language instruction educational programs is based on the following steps:

Step 1. Identification of LEP Students: Home Language Survey

A Home Language Survey is a district-developed tool to be given to all entering students and used to identify students who may not be proficient in English. (A sample Home Language Survey is available online The Home Language Survey is designed to identify, for possible further evaluation:

Students who communicate in a language other than English; or

Students whose families use a primary language other than English in the home; or

Students who use a language other than English in daily non-school surroundings.

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be referred for placement in a language instruction educational program.

Step 2. Preliminary Evaluation: Academic History

The student's academic history should be thoroughly assessed including:

Academic records from within or outside the United States

Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition

Information on everyday classroom performance

ESEA Information Update– Identification of Students as English Language Learners ESEA Information

An academic assessment may be administered to support educator judgment (e.g., locally developed, commercially available assessments, and/or reading inventories).

If teachers' observations and poor academic performance indicate that there is a possible language barrier, then the student should be formally screened (refer to the APT screener information below) to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

 If the student's academic performance is on par with grade level peers, and there are no indications that limited English language proficiency has been a barrier to the student's learning, then this student does not need further evaluation of their English language proficiency. In such cases, the student should be given an ELP code 7 (fully English proficient, never ELL/LEP) in StarShine's Individual Student Enrollment System (ISES). These codes are used in mandated data collections and reporting, and as such, must reflect accurate data.

Step 3. Screener Evaluation for Instructional Placement

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school and are potential ELLs, should be formally screened to help determine whether or not the student is in need of a language instruction educational program.

The ELL ACCESS Placement TestTM, or APT is StarShine's initial English language "screener."2 The APT score should be used to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

A brochure and detailed information on the APT are available on the website.

The student should be offered an English language instruction educational program (also known as Bilingual, Bicultural, or English as a Second Language/ESL programs). The initial ELP code should be entered into in StarShine Academy Lisa Law Peace School Individual Student Enrollment System .

PLACEMENT IN LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS

Once identification occurs, SALAPS should base placement decisions on a holistic profile that:

Summarizes results of multiple assessments (i.e., tests, classroom assessments, interviews, and teacher observations),

Includes parental input,

Attends to the multidimensional aspects of English comprehension skills (i.e., listening, speaking, reading, and writing).

Relationships among achievement scores, English language proficiency scores, and other relevant assessments should be examined to determine the student's interconnected educational and language development needs.

REQUIRED NOTIFICATION

ELL placement decisions must have a timely, built-in process for notifying parents and obtaining their permission for placement in language instruction educational programming. Schools must notify parents of children identified for participation in such a program no more than 30 days after the start of the school year. For a child identified as in need of an English language instruction educational program after the start of the school year, parents must be notified within two-weeks of placement in the program. For specific requirements see Overview of Parent Notification Requirements in NCLB at http://dpi.wi.gov/esea/pdf/bul_0303.pdf.

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ACCESS for ELLs® is a secure test with an annual test window beginning in early December and ending mid-February. For ELLs who are not present during the entire assessment window, StarShine Academy Lisa Law Peace School must use other formal measures such as achievement test scores, and other relevant assessments where the student's speaking, listening, reading, writing, and comprehension in English can be evaluated to estimate the student's proficiency in English language.

II I.(3)(e) Describe how the school plans to budget and staff itself to meet the needs of ELL students.

Accommodations for English Language Learners will be provided through curriculum planning. Additionally, the school will employ a licensed teacher with a Teaching English to Speakers of Other Languages (TESOL) endorsement. When ELL students enroll, SALLPS will submit application for funding of 3 hour Bilingual Program.

Students, who are not yet English proficient, will have language goals (reading, writing, speaking, and listening) as well as content goals. The sheltered instruction protocol will be used as a reference to adequately plan support for such students.

Access to Services Including But Not Limited to Health and Counseling
The StarShine Academy Lisa Law Peace School educational program will provide access and include in the budget other services such as counseling and health based upon the individual student needs. The services may include, but are not limited to, the following types of modifications and services:
Counseling Services: SALLPS will provide counseling services as determined by the Student Assistance Team and or IEP team.
Student Health Needs: Health services (including physical and occupational therapy) for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. SALLPS will comply with all immunization and blood-born pathogen laws.
Handicap Accessibility: SALLPS will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be handicap accessible and all activities will be adapted to meet the need for access.

J. Assessment and Accountability.

II J.(1) *Optional* (Answer only if you listed organizational goals under II.E.) Explain how the school will measure and evaluate progress in organizational goals throughout the year. Explain how the school will measure progress towards achieving its organizational goals and how that aligns with the school's mission.

StarShine Academy Lisa Law Peace School will know that it is achieving it's mission when the whole student is being educated beyond academics, when families are as engaged in education as their students, and when student involvement is within their community, not just to it.
Though somewhat subjective, SMART goals for the organization can lead StarShine Acaddemy Lisa Law Peace School in that direction. SMART is an acronym for Specific, Measurable, Ambitious and Attainable, Reflective, and Time-Specific.
Organizational SMART Goal 1: Each semester SALLPS will use the Advance ED rubric for the seven standards (vision and purpose, governance and leadership, teaching and learning, documenting and using results, resources and support system, stake holder communications and relationships, commitment to continuous improvement) to progress towards a highly functional rating in each standard.
Organizational SMART Goal 2: To improve a student's family involvement, the average attendance by parents and families will increase by 10% per year at SALLPS-sponsored activities, as documented by attendance records and photographs.
Organizational SMART Goal 3: To improve community engagement, SALLPS will recruit three organizations that support community, per semester, to conduct activities such as presentations, classes, workshops or fairs for students, families and the community.

Other Goals

Goal 1:
StarShine Academy Lisa Law Peace School will maintain organizational strength by demonstrating fiduciary and financial responsibility.

Measure: Budgets for each school year will demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by a yearly balanced budget submitted to the state. This budget will be reviewed monthly by the Finance Committee of the Board of Directors.

Measure: External, annual audit reports will demonstrate that StarShine Academy Lisa Law Peace School meets or exceeds professional accounting standards.

Goal 2:

StarShine Academy Lisa Law Peace School will be fully enrolled and demonstrate high levels of daily attendance and student retention.

Measure: StarShine Academy Lisa Law Peace School student enrollment will be at 100% of the projected enrollment described in the charter application at the beginning of each year.

Measure: The StarShine Academy Lisa Law Peace School waiting list will be equal to 50% of the 5th grade enrollment during each year.

Measure: 95% of the students who begin the school year at StarShine Academy Lisa Law Peace School will remain in the school throughout the academic year.

Measure: 95% of the students who complete the school year at StarShine Academy Lisa Law Peace School will re-enroll for the following school year.

Measure: StarShine Academy Lisa Law Peace School will average 95% daily student attendance in each school year.

Goal 3:

Parents will demonstrate high satisfaction with the academic program and the clear and open communication of StarShine Academy Lisa Law Peace School.

Measure: Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85%.

Measure: Average parent satisfaction with the clear and open communication by the faculty and staff of StarShine Academy Lisa Law Peace School, as measured by an annual survey at the conclusion of the school year, will exceed 85%.

II J.(2) In addition to the state-mandated Standards Based Assessment, identify any valid and reliable formative and/or summative assessments, universal screening tools and progress monitoring tools the school will use to determine whether students are meeting academic goals. Identify the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing.

StarShine Academy Lisa Law Peace School uses Core Knowledge Assessments, Galilleo and Stanford 10 each year. Additionally Robert Marzano Institute provides research-based assessments, progress monitoring tools and screening tools, which will be used throughout all grade levels and class levels as continual assessments. Questar provides end of year assessments for Core Knowledge.

II J.(3) Describe how the school will use multiple valid and reliable assessments to evaluate student progress and proficiency, and how the results will be used to improve teaching and learning.

Involve Learners in the Assessment Process

Involving the learner is at the heart of the StarShine Academy Lisa Law Peace School's shift from assessment that measures learning to assessment that promotes learning. Learners are involved in assessment in several ways. They are provided with rubrics or checklists that clearly explain the standard against which their work will be evaluated. Students also are shown work that is excellent and work that needs improvement and can be given help analyzing the differences between them. Stiggins envisions "environments in which students use assessments to understand what success looks like and how to do better next time" (2004, p. 25).

Author Marilyn Burns (2005) advocates questioning as a formative assessment that involves students. Whether verbal or written, thoughtful questions are used to probe student responses and elicit student reasoning. Flawed reasoning, she points out, can be found in both correct and incorrect student answers. This questioning strategy provides teachers with insights into student thinking that can guide their refinement of future lessons. It also helps students reflect on their own thought processes, a practice called metacognition.

Provide High-Level Instructional Feedback

Although teacher feedback can be observed in almost every classroom, its use does not always serve as an effective classroom assessment tool. "There are clearly recorded examples… in which teachers have, quite unconsciously, responded in ways that would inhibit the future learning of a pupil. What the examples have in common is that the teacher is looking for a particular response and lacks the flexibility or the confidence to deal with the unexpected. So the teacher tries to direct the pupil toward giving the expected answer" (Black & Wiliam, 1998, p. 143).

In contrast, high-quality instructional feedback is timely, useful, and appropriate. Timely feedback— given as soon as possible after the assessment occurs-- influence the next steps in the learning process. Useful feedback, says author Thomas Guskey (2005), is "both diagnostic and prescriptive. It reinforces precisely what students were expected to learn, identifies what was learned well, and describes what needs to be learned better" (p. 6). Whether verbal or written, instructional feedback should go beyond indicating the degree of right and wrong to include advice on how the learner can improve next time.

Compile and Analyze Assessment Results

Data that result from a regularly administered variety of formative assessments can provide teachers with reams of information about their instruction, what worked, what did not, and what to do next. Teachers compile student responses to find out which students are missing achievement targets and how. Often patterns or trends will emerge when teachers ask and answer questions, such as "Are all of my students making the same kind of error?"; "Do their mistakes show that they don't have the background knowledge they need to understand this new content?" or "Could my students demonstrate understanding if the question format were changed?" Constructing formative assessments so that "in a given set of items, the wrong-answer options reveal specific student misunderstandings" (Popham, 2006, p. 86) can yield precise indicators to guide teacher follow-up instruction.

Differentiate Corrective Instruction

Perhaps the most challenging aspect of using formative assessments is knowing what to do with the results. Results that indicate a student has not learned an important concept or skill call for corrective instruction and additional opportunities for the student to demonstrate learning.

"To be optimally effective, correctives must be qualitatively different from the initial teaching," says Thomas Guskey (2005, p.6). "Little variation in the teaching result[s] in great variation in student learning" (p. 2). If direct instruction was used for the initial lesson, a corrective lesson that makes use of manipulatives or a kinesthetic activity might be appropriate. Students are grouped so that those who demonstrated understanding are provided with enrichment activities while those who need additional time are provided with follow-up instruction. Alternatively, pairing high- and low-achieving students for a cooperative activity can benefit both learners as well, as SALLPS believes students learn easier from one another. The aim is to reach all students by using a variety of teaching strategies.

> II J.(4) Describe the corrective actions the school will take if it falls short of achieving student academic achievement expectations or goals at the individual (remediation/at-risk students) AND school-wide levels. Explain what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess their effectiveness.

StarShine Academy Lisa Law Peace School uses an RTI approach to identify and remediate individual problems. At the school level, the Governing Board will be responsible for identifying triggers for corrective action and will charge the principal with determine the intervention and evaluating its effectiveness.

Students not performing to standards, based on short cycle assessments and teacher-generated assessments, will be provided with interventions in the classroom. These may include re-teaching concepts, pre-teaching concepts, additional practice, and tutoring.

If documented progress toward improving performance is not achieved through classroom interventions, the School Assistance Team (SAT) will meet to determine what obstacles might be preventing the child from achieving at grade level. Parents will be included in the discussion to determine if the child is receiving enough support at home. Vision and hearing checks will be performed. Emotional concerns for the child will be assessed. Research-based programs to remediate areas of low achievement will be used for six weeks (standard for RtI) and the results documented through this child study process.

For high school students, credit recovery will be offered.

District administrators, principals, teachers, board members, and community representatives work together during the system's accreditation process. The accreditation team continually compiles data and information and spends months assessing itself according to Accreditation protocol established by AdvancEd (Advancing Excellence in Education Worldwide).

According to the guidelines set by AdvancED, systems that seek accreditation must demonstrate the "three pillars of accreditation--high standards, continuous improvement, and quality assurance--to the entire school to ensure alignment and support between and among the school." After implementing an improvement plan and collecting evidence of meeting the accreditation standards, the school hosts a Quality Assurance Review.

Accreditation is a powerful systems approach to improving student performance results over time, which recognizes that increasing student achievement involves not only improving instruction. It is actually a result of how well all the parts of the education system--the district, school, and classroom--work together to meet the needs of its students.

 To earn and maintain District Accreditation from AdvancEd must:
•Adhere to the AdvancED Accreditation Standards for Quality School Systems.
•Engage in ongoing self-assessment and continuous improvement.
•Document results of improvement efforts.
•Complete a Standards Assessment Report between six weeks and six months prior to the Quality Assurance Review.
•Host a Quality Assurance Review Team once every five years.
•Act on the Quality Assurance Review Team's recommendations.
•Submit a progress report two years following the Quality Assurance Review.

The Standards

The AdvancED Accreditation Standards for Quality School Systems serve as the foundation for the accreditation process. The seven standards and accompanying indicators are tied directly to the research on factors that impact student learning. The seven standards address the following areas:
1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The Quality Assurance Review

 The Quality Assurance Review team from AdvancEd:
• Evaluate the school system's adherence to the standards.
• Assess the effectiveness of the school system's improvement efforts.
• Review performance results and how those results are used to inform improvement efforts.
• Provide high-quality feedback with clear recommendations and actionable next steps.
• Make an accreditation recommendation.

 In preparation for the review, SALLPS conducts ongoing year-long self-assessments to identify areas of strengths and opportunities for improvement. This self-assessment report is forwarded to the Quality Assurance Review Team for review.

During the self-assessment, the district team gathers documentation to provide evidence and to demonstrate adherence to the AdvancED standards and have completed the Examples of Evidence Report.

The Quality Assurance Review team visits our school system on noted dates and while there, conducts interviews with representatives of SALLPS, the schools and community, and members of the board of education. They also visit the school and classrooms, collect and review evidence, and then meet to review their findings. At the conclusion of the visits, the team provides an exit report to the school system at a called public meeting of the board of SALLPS and recommends accreditation status.

II J.(5) Describe how the school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community.

Parents will receive achievement results at least quarterly for their students, via report card and via secure web page (when implemented). If student performance changes dramatically, parents will receive additional alerts.
The Governing Board will be informed of the most current results at each Board meeting, including subgroup reports. The Governing Board will respect privacy concerns, particularly in "small N" situations.
PED will receive achievement results as required, but at least annually.
The broader community will be notified of achievement test results simultaneous with PED, via public web page.

III. ORGANIZATIONAL PLAN AND GOVERNANCE

A. Governing Body Creation/Capacity.

III A.(1) Summarize the key components of your governance structure, including without limitation, the roles and responsibilities of the governing body, number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the school's administration. Explain how and when the governing body will develop its governing documents or "bylaws" if not submitted with application. If complete, attach governing documents as Appendix "B".

Governing Board Policies and Procedures

StarShine Academy Lisa Law Peace School will be governed pursuant to the bylaws adopted by a Governing Board. The major roles and responsibilities of the School's Governing Board will include establishing and approving all major operational policies, approving all major contracts, approving the School's annual budget, overseeing the School's fiscal affairs, and selecting and evaluating the top administrative staff.

Election of First Governing Board

The Applicant Group will become the Interim Governing Board until a permanent Governing Board is appointed and/or elected. They will be responsible for recruiting and appointing permanent Governing Board members. The Interim Board will apply the following seven steps in their selection of permanent members:

Prepare for active board member recruitment.

Develop a profile of the current board.

Determine strategies to build board diversity.

Develop an initial list of prospective candidates.

Contact top recruiting prospects.

Schedule and conduct orientation sessions with prospective board members.

Select new members to the board.

III A.(2) Describe the expertise of the founding member(s) and his/her/their qualifications and/or experience that is relevant to developing a charter school plan and implementing a charter school's operations.

Ms. Patricia McCarty was employed by AT&T, Mellon Bank and as a banking executive for over 20 years serving in both technical and executive management roles, evaluating mortgage and commercial banking compliance, technology interface, security, growth and strategic management strategies. She was honored by INC Magazine and wrote technical journals and an encyclopedia on strategic partnering in e-commerce for John Wiley and Sons Publishers. Since her early retirement in 2001, Trish has been actively engaged in education reform initiatives as founder of StarShine Academy International Schools in Phoenix, Arizona in 2002. StarShine Academy is located in a high-crime area of Phoenix but earned the prestigious accreditations from AdvancEd with NCA and CITA International Accreditations. She has led teacher leadership trainings in Shanghai, China, Oxford, England, Monrovia, Liberia and an additional eight other countries on webinars. She was asked to join Arizona State University as a Lincoln Fellow for Education Ethics and Leadership and was recently named one of Arizona LEADS, one of twenty leading state superintendents. In the summer of 2011 and 2012, she was invited to attend an exclusive education summit of 600 world education thought leaders from 50 countries at Stanford University hosted by Goldman Sachs. In 2012, Ms. McCarty published "The StarShine Effect" book at Harvard Publishing, about her experiences in starting a charter school in 2002. Ms. McCarty brings a broad

wealth of technical, operational and management experience, as well as an understanding of how local, state, federal and global laws and requirements influence and control what is done on a daily basis. Since her "career change" from technology and banking to education, Ms. Trish McCarty has gained a healthy respect for what educators are requested to do with very limited resources, and first-hand knowledge of what challenges students and their families face. After 20 years of living in the Southwest in Durango, Phoenix, Cuchara, Santa Fe and Alamosa, she sees the impact of poverty, drugs, gangs and abuse in the face of every person on the street, yet knows that community engagement is critical to making a difference. Trish is committed to providing an educational environment that helps students and their families deal with those challenges, and to provide them with the knowledge and tools necessary to develop into leaders who can effect change.

III A.(3) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school.

Donna Lynch-Attorney, New Mexico. Co-founded 501 (c)3 charitable organization reading program for underserved children. On board of directors and works as lead, volunteer attorney for St. Elizabeth's Homeless Shelter.

Jill Drinkwater-Financial Expert, twenty-five years as Executive Vice-President Morgan Stanley, Dean Whitter as Santa Fe resident. Helped to co-found Santa Fe Secondary private school and led several fund-raising efforts for the school.

Steve McCarty-Multi-platinum recording artist, formerly owned home in Santa Fe for over thirty years. Works to support several children's charities. Most of formal work is recorded with musicians and studios in Santa Fe. Father helped to found St. Elizabeth's homeless shelter.

Dana Rodda-Master of Math and Natural Sciences-Co-Founder and Director for Santa Fe Secondary private school.

Dianne Carter Ph.D.- Summa Cum Laude, MIT/ Harvard Doctorate, Masters Psychology, Doctorate, Education Leadership, First woman appointed by Reagan administration federal penitentiary system, Dept. of Justice as Director of National Institute of Corrections. Former high school teacher and administrator, Santa Fe resident, Advocate and Interventionist for Children and Adult Education.

Grace Gutierrez-Long-time Santa Fe educator and resident, Master in Education Admin, Teacher, Director of Title I Remedial Math, Reading Material Specialist, Proposed Bi-lingual andEnglish Language Arts for New Mexico. National Exemplary Awards Winner.

Byron Davies, Ph.D.-Stanford, Technology and Research, national expert on how learning happens.

Trish McCarty- Arizona State University Lincoln Center Fellow for Education Leadership and Ethics, Harvard Published, The StarShine Effect, Stanford named 2011, 2012, one of top 600 Global Leaders in Education, Named Governors Task Force for Students' First Legislation 1999, Member ASU Innovation in Education, Arizona Interfaith Golden Rule Award for Education Leadership, Founder 2002 StarShine Academy Charter School in highest crime neighborhood of Phoenix, Arizona, 98% graduation rate, 86% complete higher education, 100% high school enrolled in Career Tech Ed, 100% participate in service learning, family home, Durango, Colorado, Phoenix, Arizona, husband and extended family from Santa Fe.

III A.(4) Describe how future governing body members will be selected as vacancies arise. Enumerate the qualifications desired for members that will assure the school's governance is competent to operate a public school.

Procedure for Electing Board Members

Governance Board members shall be selected from the nominations and elected by a majority vote of the existing Board.

The terms of the Governance Board voting members shall be three-year terms, and all Board members shall be eligible to serve two successive terms.

The Governance Board members shall be nominated as follow: the Board Nominating Committee shall select the Board member nominees for the vacant positions. The Board Vice-Chairperson shall be a member of this committee. The committee shall obtain nominations by notifying community, business and/or education leaders of regular elections and/or vacancies on the Board along with a descriptions of the responsibilities of serving as a member and the date and time of the Governance Board meeting at which the position will be voted on by the Governance Board (whether new term elections or vacancies). The names and qualifications of interested individuals recommended by the nominating committee shall be given to the Secretary of the Governance Board, by no later than ten (10) working days before the date of the regular board meeting at which the vote of the Governance Board shall be made.

Governance Board members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

Any member may resign at any time by giving written notice to the Chairperson or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member may be removed by a majority vote of the Governance Board whenever such removal is in the best interests of the school. Grounds for removal will include without limitations the following acts or omissions: Violation of the Conflict of Interest Policy; Violation of Governance Board Commitment Agreement Failure to attend 3 scheduled meetings during the school year (July 1 – June 30) of the Governance Board, except when such absence is due to exigent circumstances; Violation of the member's duty of loyalty; Violation of the Governance Board's Code of Ethics; or Any other grounds the Governance Board deems appropriate.

The Governance Board shall fill a vacancy on the Governance Board after the nomination process has been completed. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.

Members of the Governance Board are required to attend all scheduled meetings of the Governance Board unless exigent circumstances arise. If a Board member cannot be physically present at a meeting due to an unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act. A member of the Governance Board who will be unable to attend a Governance Board meeting will notify the Chairperson of the Governance Board prior to the meeting and if he/she intends to appear by telephone the Board member shall make arrangements with the head administration or his/her designee. Notice may be made by e-mail as long as it is made four (4) hours in advance of the meeting. If the Chairperson cannot attend the meeting, he/she must notify the Vice-Chairperson and forward all information regarding the upcoming meeting to him/her, including notices of non-appearances by other Board members.

See also Appendix B.

B. Governing Body Training and Evaluation.

III B.(1) Describe your plan for ensuring the governing body receives the required training and how the school will include these costs in the budget. How will you ensure that the training provided is relevant to the school's governance and oversight requirements?

Approval of Charter School Governance Training. The following provisions are established for the approval of StarShine Academy Lisa Law Peace School governing board training submitted for approval. (1) General training requirements.

(a) Beginning with the effective date every member of the governing body of StarShine Academy Lisa Law Peace School shall participate annually in governance training on or before August 1 of each calendar year. The training must be delivered consistent with a training plan that has been submitted and approved.

(b) Training for charter school governing boards with members who have had no previous board service or have served on the board for less than ninety (90) days must include a minimum of four (4) hours of instruction focusing on government in charter schools, conflicts of interest, ethics, and financial responsibility as specified in New Mexico Statutes.

(c) A minimum of two (2) hours of refresher instruction on the four (4) topics in this section may be offered if a charter school's governing board is composed entirely of members who have served continuously on the school's board for ninety (90) days or more, and all board members have completed four (4) hours of instruction as described in paragraph (1)(b) of this rule.

(d) Instruction beyond the hours specified in paragraphs (1)(b) and (c) of this rule may be included in the training plan to address additional topics generally recognized and supported by research or practitioners as important for effective governing board operation.

(e) StarShine Academy Lisa Law Peace School is responsible for contracting with or providing a trainer who delivers governance training.

(2) Governance training plans.

(a) A training plan is a written instructional document describing the instructional design for StarShine Academy Lisa Law Peace School governing board training which includes measurable performance objectives, instructional content, delivery strategies, learning activities, and assessment for training to fulfill the requirements for StarShine Academy Lisa Law Peace School governing board instruction focusing on government in the, conflicts of interest, ethics, and financial responsibility. The training plan may include, but not be limited to, traditional instructional settings, individualized learning modules, and online education.

(b) A training plan submitted for review and approval by the Department shall address each of the following components:

1. Description of the content to be delivered that fulfills all topics identified in, and is consistent with the hours of instruction specified in paragraphs (1)(b) and/or (1)(c)
2. Additional topics to be addressed during the training,
3. Measurable learning objectives that specify the performance required,
4. Description of instructional strategies, activities and presentation materials,
5. Methods to be used to measure the stated learning objectives, overall training performance, and provider effectiveness,
6. Length of time required for training,
7. References used in developing the training,
8. Certification that the training has been developed and is owned by the provider or that the provider is licensed to use the training
9. Qualifications and experience of all persons who will be actively involved in providing training.

(3) Submission and review of training plans shall be filed in Governance Handbook for StarShine Academy Lisa Law Peace School

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III B.(2) Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.

See Appendix B.

      C.   Leadership and Management.

III C.(1) Describe how the governing body will monitor operational, financial and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

Top 10 Characteristics of a Highly Effective Charter School Governing Board
1. Passionate, unwavering belief in the charter school's mission and core values.
2. Clarity of collective vision – where the school is and where it wants to be in the future.
3. A firm understanding of the charter promises and a clear, consistent way to measure them.
4. Clarity of roles and responsibilities
a. Role of the full board
b. Role of individual board members
c. Role of committees
d. Role of the School Leader
5. Demonstration of a clear understanding of the difference between governance and management
6. Focused on results
7. The right structure
a. Board size
b. Composition
c. Committee structure
d. Officers
8. Board meetings – focused on strategic questions not just reporting
9. A School Leader who assists in the creation of effective governance
10. A strong partnership between the board and the School Leader that is built on mutual trust and respect.

1. Annual Evaluation of the Full Board
Compared to:
_ a job description
_ stated goals
2. Annual Evaluation of Board Performance
Compared to:
_ Self-evaluation compared to a job
description
_ Annual performance expectations
3. Honest discussion of the evaluation results
4. Annual action plan to strengthen governance

Presentations at each board meeting will focus on continual improvement and will include reports from the Director for operational status, the Business/Finance Director regarding the budget and other pertinent financial information and an academic report from the school principal.

III C.(2) Identify the qualifications and leadership characteristics the governing body will seek when employing the head administrator. Describe the job search process and timelines for this process. If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position.

Director Selection Criteria and Process for Selection
The Governance Board shall advertise the position of StarShine Academy Lisa Law Peace School Director and its requirements in local public newspapers, professional papers, and on the StarShine Academy Lisa Law Peace School website. Selection criteria for the Director will include: A minimum of 7 years teaching

experience in elementary and/or middle school and/or high school and A minimum of 5 years of administrative experience including:

Experience in:
• writing budgets
• writing curriculum
• school management
• ordering furniture, materials and supplies
• building a school community with staff and families
• starting a new school a plus Bilingual preference

The Governance Board will engage in the following process to recruit and select the candidate who best meets the above criteria and philosophy and principles of StarShine Academy Lisa Law Peace School:

1. Identify who will be involved in the selection process and establish selection committee.
2. Identify desired and needed characteristics for the school's Director.
3. Write and/or modify a detailed job description.
4. Advertise nationwide for applicants.
5. Conduct a paper screen of applicants.
6. Develop questions and desired answers to the questions based on the written job description.
7. Train interview team.
8. Interview process—primary goal is to find as much as possible about each candidate.
9. Debrief with selection team to identify top candidates.
10. Check references.
11. Come to a final decision and recommend that the Governance Board hire the candidate preferred by selection committee.
12. Notify selected and non-selected candidates of selection committee's decision.

With the exception of step 11, a similar process will be followed to hire other school staff.

See also III C.(3) below and Appendix C.

III C.(3) Describe how the governing body will convey to and delineate the roles and responsibilities of the school's head administrator and how will he/she be evaluated and held accountable for the operations for the school's success. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix "C".

See also Appendix C attached.

STARSHINE Head Administrator

Functional			
Element	1 - Introductory	2 - Proficient	3 - Exemplary
Leadership	Decisions are made with minimal input from stakeholders and in a	Generally utilizes collaborative models. Weighs ideas based on	Models effective decision-making practice, exemplifies collaborative behaviors

	hierarchical manner. Influence is based on power/position. Views department/building functions as units independent of one another. Actions are not consistent with district policies or rules and statutes. Lacks understanding of job duties. Requires direct supervison. Does not promote personal or professional development	merit with some regard for position. Promotes teamwork at various levels. References policy/statutes when appropriate. Has developed competencies, requires periodic supervision. Personal and professional development is based on short term needs, may or may not be research based.	sought in staff and students. Weighs ideas based on merit and logic and establishes criterion. Teaming is evident at every level of the department/building. Utilizes colleagues, policy, statute, and references prior to action. Is fully competent, requires little/no supervision. Promotes self-improvement, utilizes data and seeks staff input to determine professional development as well as design.
Information Collected	Information regarding students/services is minimal and sketchy. Staff is unaware of data that pertains to programs, students and themselves. No obvious effort to gather data with regard to parents, administration and community.	There are efforts to disaggregate data. Aligning results with practice is a work in progress. Systems of measurement are evident and used by some.	Data collection supports information regarding the entire school community. Data is current and disseminated in a timely manner. Staff receive assistance when interpreting data and empowered to make decisions based on that data.
Problem Analysis-Resolution	Issues are unresolved or resolved in a clumsy and/or insensitive manner. Little communication exists with stakeholders when problems surface or are resolved. Tools utilized are ineffective.	Resolves issues with tact and sensitivity in a timely manner. Most of the time understanding of the situation is clearly communicated to the appropriate stakeholders. Utilizes a variety of tools to resolve issues.	Views problems as opportunities to critically examine current practice, to take risks, to grow intellectually. Inspires curiosity, self-assessment, tolerance, fairness and impartial examination. Utilizes a repertoire of tools, draws on stakeholders' knowledge, seeks ways to communicate the consequences of actions.
Judgment	Decisions are based on emotional response rather than data. When decisions are made, it appears the	Decisions are immediate and final with consideration of the facts as presented in the moment. Consideration	Decisions are based on quantitative as well as qualitative information. Consideration is given to the timing and timeliness of the

	implementation does not support the decision. Decisions are based on the secular rather than the global impact to the district. Short term rather than long term consequences to the district are considered.	is given to all facets of the district.	decision and the consequences of the decision.
District Oversight	District processes reflect disorganization and confusion. Lack of confidence in structural processes is apparent with little regard for administrative authority.	Some operations/functions run smoothly and efficiently. There is evidence of organizational confidence.	The building/district's activities and processes are aligned with the district's mission. Roles are defined and individual performance/effectiveness is measured as a subset of the districts ability to meet its commitments.
Implementation	Goals are evident but actions are not. Good ideas are rarely translated to practice. Committees are structured without clear purpose or outcomes.	Goals are supported by collective actions. Certain policies and plans become practice. Confidence of fruition is minimal but growing.	Individual and group responsibilities and timelines are clearly understood by all. Trust in getting the job done is evident and articulated. Plans and policies are consistently implemented in a collegial, collaborative fashion. Celebration is the means not the end.

Interpersonal			
Element	1 - Introductory	2 - Proficient	3 - Exemplary
Motivating Others	Fragmentation and isolation are the norms. Motivation is left to the individual. The method used is one-size fits all. Opportunities for growth are selective. In practice, staff work in isolation. Joint efforts are dysfunctional. Some staff are excluded from decision-making and treated as subordinates.	Some groups are willing to participate while others are not. Informal leaders are emerging. Encouragement is evident. Opportunities for joint planning exist. Staff have some opportunities to be involved in decisions but make minimal contributions. Some collaboration between	Structures/processes are in place that encourage opportunities to collaborate/participate at all levels of the building and/or program. Staff are empowered and creative. Interdependence and enthusiasm characterize activity in the building from all stakeholders. Staff contribute to the development of practices,

	No attempt is made to collaborate with other departments/buildings or agencies for service. Few partnerships exist with business or local universities or educational agencies to strengthen programs.	community agencies, businesses, and local universities, educational agencies, and professional districts is evident with some support for programs or services.	procedures and policies. Extensive collaboration is evident between community agencies, businesses, local universities, educational agencies, and professional districts resulting in strengthened programs or services.
Standards/Approach	"Professionalism" is disguising the cool atmosphere. Relationships are cursory or shallow. Trust is minimal and "self-survival" is the norm. Staff do not commit fully to teamwork. The team process is dysfunctional and yields no results. Vision for improvement is shared by just a few. Work is done independently.	Behaviors speak to an element of safety and trust. Teamwork/community is evident. Some relationships are developing. Smiles and acts of kindness are apparent. Staff participate in teams/committees yielding some quality decisions and product. Vision for improvement is shared. Opportunities to work together are accepted.	Trust and trustworthiness guides relationships. Caring, safety, empathy and consideration are the norm. Staff are engaged and make complete commitment to one another and teamwork. Participation yields quality programs/services. Vision for improvement is team led. Extensive opportunities for working together are created to integrate across all curricular and service areas.
Oral/Written Communication	Communication is rudimentary and sometimes unclear. Syntactical and grammatical errors are evident. Communication with families, other educators, and the business community is nonexistent or minimal. Information is often incorrect.	Meaning is communicated clearly. Speech and articulation is correct and clear. Intermittent communication with families, other educators, and the business community is successful but gaps in understanding persist. Timing and timelines are considered.	Communication is clear, articulate, and concise. Meaning is effectively conveyed with confidence and executed with correctness and fluidity. Communication with families, other educators, and the business community is consistent and highly successful. Communication strategies are planned and evident.

Programmatic			
Element	1 - Introductory	2 - Proficient	3 - Exemplary
Instructional Program	Standards and benchmarks in curricular	Academic goals are stated and clear. Effort	Instructional leadership is evident. Teaching staff is

	areas are sketchy. Educational goals are neither clear nor articulated. Monitoring of curriculum is not evident. Ability grouping is the norm with little or no flexibility. Unclear understanding of roles when supporting instructional areas.	is obvious in many curricular areas toward those goals. Student progress is monitored. Ability grouping is not the norm but assignment of students to different groups is not supported. Non-instructional roles are clear but actions are somewhat inconsistent.	aware of, uses and relates the curriculum to the whole schools' program. Educational goals are clear, articulated and directed toward student growth. Movement toward achievement of goals is the focus of the building. Student grouping is flexible and based on need. Schedules support this movement. Roles are clear and actions align/support student achievement.
Curriculum Design	Structured design in curriculum is not evident with no relation to state standards. Scope and sequence are haphazard. Outcomes are not integrated and learning goals are vague. Activity in the building often times does not relate to standards in curricular areas. Offerings mildly relate to goals. Employment expectations for students are unstated and not related to learning.	Forward movement and connectedness to state standards are evident in scope and sequence of some curricular areas. Learning goals are coherent with some reference to development. Offerings are sketchy but appropriate. Activities in the building, for the most part, are curriculum related. Expectations for student employment are tied to learning, developed with some teacher/staff input and clearly communicated.	Learning and teaching tasks are aligned with standards and benchmarks in a comprehensive fashion from grade to grade. All activity is appropriate and assessed for its purpose within the context of the curriculum. Learning goals are specific, clear, and developmental. Expectations for student employment are focused, tied to student learning, developed by teachers, and clearly communicated.
Student Guidance and Development	Student support comes from the individual teacher. There is no procedure in place to support students outside of the classroom. Support for staff is in mandated professional development and lacks focus or comprehension related to growth.	Elements of support are solid. Access to school related resources, such as guidance counselor, is evident and procedures for support clear. Professional development is part of a growth plan and has a focus.	Support for student is founded in outside agencies as well as structured within the building. Resources provided by district and community are employed. Support for staff is evident also. Professional development has both focus and prescription.

Student/Staff Measurement and Evaluation	No common district assessment is evident or assessment is poorly suited to curricular goals. Standards are unclear. Test and/or other performance data is filed in the office, incorrectly interpreted, and rarely disseminated. Staff evaluation is vague, arbitrary, and growth is immeasurable. Criteria are obscure.	Attempt to establish common data is made, partially aligned, and suited to curricular goals. Data is disseminated to staff, individuals are free to interpret and use as needed. Staff evaluation is fair but not a growth tool. Criteria are clear.	A variety of assessments are used and aligned to outcomes or curriculum. Data is uniformly interpreted and disseminated appropriately to measure progress publicly. Goals and programs are designed based on data. Staff evaluation is a system for growth. The criteria are clear and communicated early in the year.
Resource Allocation	Resources are allocated arbitrarily. Priorities are determined with little input. There is no assurance all needs will or can be met. Space allocation is ineffective and unproductive. Demonstrates little knowledge or understanding of budgeting process and fiscal management.	Resources are available; distribution lacks equity. Priorities are determined by adminsitration with effort to meet the needs of everyone. Space allocation is somewhat effective and flexible. Has an understanding of budgeting process and fiscal management. Periodically reviews budget. Anticipates some needs.	Resources are planned and distributed based on predetermined criteria. Priorities are determined collectively. Space allocation is effective and maximized. Anticipates program/department needs with a plan for the next 3-5 years, balances revenues and expenditures on current as well as future needs; seeks input from other departments and staff in the process. Monitors accounts to assure fiscal management.

Contextual			
Element	1 - Introductory	2 - Proficient	3 - Exemplary
Philosophical and Cultural Views	The behaviors and beliefs are disparate. Low morale characterized the workplace. Team concept is absent. There are sub-cultures; some are subversive. There is no culture for learning. "Just get by" is the pervasive attitude of staff. Decision-making and budgeting are	Morale is medium to high. There are standards of behavior that are evident and to which most stakeholders adhere. Some culture for learning with some commitment to excellence by staff. Decision-making and budgeting is moderately clear.	The building/department is healthy and productive. Purpose and value is consistently demonstrated. Each stakeholder demonstrates a high degree of professionalism with a commitment for excellence and learning. Budgeting processes involve all stakeholders. The culture of professional inquiry is open and multiple opportunities

	secretive. The professional culture is closed and isolated.	Representative groups are involved and the processes support their involvement. The culture of professional inquiry is fairly positive.	to collaborate.
Legal and Regulatory Applications	There is no obvious knowledge of laws, regulations or policies. Actions are based on intuitive rather than regulatory understanding. Little understanding of where to research or what legal/regulatory information is available.	There is an awareness of policy, regulation and law. An effort is made to address each decision within its parameters.	Decisions are based on statute, board policy, or administrative agency rules. Stakeholders understand the statutes, policy, and rules that affect them and function appropriately. Legal advice is sought when there is doubt.
Policy and Political Influences	An unawareness of internal/external forces that influence workplace interactions. Polarization among groups is evident. Tension is evident. Staff have had no part in development of policies that directly [attendance, discipline, evaluation] affect them. Enforcement is arbitrary, punitive, and inflexible.	A basic understanding of community forces is evident. Ability to juggle diverse groups is evident. Peace reigns for the most part among the groups and most needs are met. Staff have had some opportunity for input in development of policies that directly [attendance, discipline, evaluation] affect them. Standards are public with some flexibility and fairness built in.	A high degree of understanding community needs and norms is the basis of how business is accomplished serving the needs of all stakeholders. Divergent groups are managed with tact and diplomacy for cooperation and support. Staff have contributed to the development of all the policies that directly [attendance, discipline, evaluation] affect them. Policies are consistent yet flexible and designed to promote student/staff growth.
Public and Media Relations	Reacts and acts in crisis mode. Has little understanding of public relations etiquette or district procedures. Communicates his/her opinion with little regard for the impact on the listener or consequence to the district.	Presents school issues and concerns positively. Reacts to situations appropriately and timely. Plans the message, mode, and timing to maximize impact and minimize negative consequence.	Seeks opportunities to proactively present ideas and influence opinion at both the local as well as the state level. Demonstrates public speaking mastery, views each issue/incident as an opportunity to project the district positively. Conducts research to

determine best practice, audience, and consequence prior to communication. Seeks opportunities to publish information.

Top of Form
Bottom of Form

D. Organizational Structure of the School.

III D.(1) Describe the organizational structure of the school and provide an organization chart that clearly delineates the relationships between all parties including the administering of the day-to-day activities of the school.

High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.

1. A shared vision of what a high-performing school is and does drives every facet of school change.
The shared vision drives constant improvement.
Shared, distributed, and sustained leadership propels the school forward and preserves its institutional memory and purpose.
Everyone knows what the plan is and the vision is posted and evidenced by actions.

2. The principal has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication.
Lines of leadership for the school's improvement efforts are clear.
The school leadership team has the responsibility to make things happen.
The principal makes sure that assignments are completed.

3. The school is a community of practice in which learning, experimentation, and time and opportunity for reflection are the norm.
School leadership fosters and supports interdependent collaboration.
Expectations of continuous improvement permeates the school culture.
Everyone's job it to learn.

4. The school and district devote resources to content-rich professional development, which is connected to reaching and sustaining the school vision and increasing student achievement.
Professional development is intensive, of high quality, ongoing, and relevant to middle-grades education.
Teachers get professional support to improve instructional practice (i.e., classroom visitations, peer coaching, demonstrations lessons, etc.)
Opportunities for learning increase knowledge and skills, challenge outmoded beliefs and practices, and provide support in the classroom.

5. The school is not an island unto itself; it is a part of a larger educational system, i.e., districts, networks and community partnerships.
There are deliberate vertical articulation and transition programs between feeder elementary schools and destination high schools.
The district supports (funding and time) its schools' participation in best practice networks, associations, learning communities, and professional development focused on middle grades improvement and achievement.

School and district work collaboratively to bring coherence to curriculum, instruction, assessment, intervention, data collection, analysis, and accountability for student achievement.

6. The school staff holds itself accountable for the students' success.

The school collects, analyzes, and uses data as a basis for making decisions.

The administrators and faculty grapple with school-generated evaluation data to identify areas for more extensive and intensive improvement.

The staff delineates benchmarks, and insists upon evidence and results.

The school staff intentionally and explicitly reconsiders its vision and practices when data call them into question.

7. District and school staff possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and enhanced development of all students.

The faculty and administrators see barriers as challenges, not problems.

8. The school and district staffs work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers.

Principals insist on having teachers who promote young adolescents' intellectual, social, emotional, physical, and ethical growth.

9. The school includes families and community members in setting and supporting the school's trajectory toward high performance.

The administrators and teachers inform families and community members about the school's goals for student success and the students' responsibility for meeting those goals.

The administrators and teachers engage all stakeholders in ongoing and reflective conversation, consensus building, and decision making about governance to promote school improvement.

III D.(2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing the school's mission and educational program. Attach staff job descriptions as Appendix "D".

See Appendix D

III D.(3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance and the school's mission and goals.

StarShine Academy Lisa Law Peace School

Teacher Evaluation

Planning & Preparation

Element	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Exceptional
Knowledge of Content and Pedagogy	Displays little understanding of important prerequisite knowledge. Makes content errors. Uses poor examples. Conveys a negative attitude. Communicates that the content is not important	Demonstrates some awareness of prerequisite knowledge. Displays basic content knowledge without always connecting to other disciplines. Generally communicates conviction for the importance of content.	Exhibits understanding of prerequisite knowledge. Displays solid content knowledge. Connects with other disciplines. Links content with student knowledge and experience. Conveys genuine interest for content.	Builds on knowledge of prerequisite relationships. Displays extensive content knowledge with commitment to further learning. Connects with other disciplines and current events. Conveys genuine enthusiasm for content.

Knowledge of Students Development and Skills	Displays minimal knowledge of developmental characteristics or student skills/knowledge.	Displays general knowledge of developmental characteristics or student skills/knowledge, but only displays this knowledge as it pertains to the whole class.	Displays solid understanding of typical developmental characteristics and the skills/knowledge of groups of students, as well as exceptions to general patterns.	Displays knowledge of typical developmental characteristics and skills/knowledge as it pertains to each student, including those with special needs. Utilizes this knowledge to differentiate instruction.
Knowledge of Students Interests, Cultures, and Varied Approaches to Learning	Is unfamiliar with student interests or cultural heritage. Displays minimal knowledge of different approaches to learning.	Displays general understanding of student interests or cultural heritage. Demonstrates basic knowledge of different approaches to learning. Sometimes uses this knowledge to relate instruction to students lives.	Displays thorough knowledge of interests and cultural heritage of groups of students. Demonstrates solid understanding of different approaches to learning. Uses this knowledge to relate instruction to lives of students.	Displays thorough knowledge of interests and cultural heritage of each student. Uses knowledge of varied approaches of students to learning in instructional planning. Uses this knowledge to relate instruction to individual lives of students.
Selection of Instructional Goals and Reflection within Lesson Plan	Are ambiguous or unsuitable for the class. Represent low expectations. Do not allow for viable assessment. Reflect only one type of learning or discipline.	Are moderately clear or suitable for most students. Represent moderately valuable expectations. Allow for some assessment. Reflect several types of learning with some effort at content integration.	Are clear and suitable for most students. Relate to state curriculum standards and benchmarks. Allow for assessment. Represent valuable expectations. Reflect several different types of learning with effort at content integration.	Are clear and account for varying learning needs. Represent high expectations. Demonstrate student initiative. Drawn directly from state curriculum standards and benchmarks. Permit viable assessment. Reflect several types of learning with effort at content integration.
Organization of Physical Space	Is unsuitable for learning activities or accessibility.	Is suitable and accessible for some learning activities.	Is adjusted for learning activities and accessibility as needed.	Is used by teacher and students optimally.

	Not displayed.	Displayed, but no evidence of review or utilization.	Are displayed and periodically reviewed and practiced.	Are displayed with documentation of a plan in place for consistent review and practice.
Health/Safety Procedures				

Classroom Environment				
Element	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Exceptional
Teacher Interaction with Students	Interaction with at least some students is negative, demeaning, sarcastic. Interaction is inappropriate to students age or culture. Students questions or interests are disregarded. Students exhibit disrespect for teacher. Adult role is lacking.	Interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism or disregard for students cultures. Students respect for teacher is inconsistent. Adult role is generally demonstrated.	Interactions are friendly and demonstrate general warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. Adult role is retained in all school settings.	Interactions demonstrate genuine caring and respect for individual students successfully. Accommodates students questions or interests. Students exhibit respect for teacher as an individual. Adult role is retained in all settings.
Student Interaction	Interactions are characterized by conflict, sarcasm, or put-downs. Teacher does not respond to inappropriate interaction or responds insensitively.	Interactions are generally polite and respectful. Teacher makes some attempt to respond to inappropriate interactions or responds inconsistently.	Interactions are generally polite and respectful. Teacher encourages students to interact positively.	Interactions demonstrate genuine caring for one another as individuals and as students. Teacher is proactive in creating positive student interactions.
Management of Student Group(s)	Students are not productively engaged. Group work is inappropriate for students or instructional goals.	Students may only be productive when teacher is involved. Group work is partially organized or partially appropriate to students or instructional goals.	Majority of students are engaged at all times. Group work is organized and fully appropriate for students or instructional goals.	Students are productively engaged and assume responsibility for productivity and given choice in selection. Group work is fully appropriate to students and instructional goals.
Transitions and Pacing	Pacing is too slow or too rushed. Time is	Pacing is inconsistent.	Pacing is consistent throughout.	Pacing is appropriate for all

	lost during transitions.	Transitions are sporadically efficient with some loss of time.	Transitions occur smoothly with little loss of instructional time.	students. Students assume responsibility for seamless transitions.
Materials and Resources	Materials are unavailable. Materials do not support instructional goals. Materials do not engage students meaningfully. Resources available through the school, district, or community are not utilized.	Materials are not readily available. Some materials support goals. Some materials engage students meaningfully. Resources available through the school, district, or community are underutilized.	Materials are readily available and well organized. Majority of materials support instructional goals. Majority of materials engage students meaningfully. Resources available through the school, district, or community are consistently utilized.	Teacher encourages student responsibility for efficient operations. Teacher fosters students choice, adaptation, or creation of materials to enhance their own learning. Resources available through the school, district, and other organizations are integrated seamlessly.
Standards (Expectations and Procedures)	Standards and procedures do not appear to have been established. Students are confused about standards and procedures.	Standards and procedures have been established for most situations. Majority of students understand them. Clarification is provided after confusion.	Standards and procedures have been established. Standards and procedures are clear.	Standards and procedures appear to have been developed with student participation. Standards and procedures are clear for all students and contain an appropriate level of detail.

Instruction				
Element	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Exceptional
Oral & Written Language (Teacher Presence)	Spoken language is inaudible. Written language is illegible. Spoken or written language contains many grammatical errors. Little or no personality is	Spoken language is generally audible with projection and clarity. Written language is generally legible. Some errors in grammar may	Spoken and written language is clear, correct and used effectively. Teacher personality is appropriate for school setting.	Spoken and written language is articulate and expressive. Teacher personality demonstrates vitality, sense of humor, and enthusiasm appropriately.

	displayed (lacks vitality, humor and enthusiasm).	occur occasionally. Limited personality is displayed.		
Flexibility and Resonsiveness	Adheres rigidly to lesson plan. even when feedback indicates changes are necessary. Gives up or blames the student or the environment for lack of student success.	Attempts to adjust lesson plan with mixed results. Accespts responsibility for the success of all studetns. Has limited repertoire of instructional strategies to use.	Makes minor adjustments effectively. Persists in seeking myriad approaches for students. Possesses an adequate repertoire of instructional strategies.	Adapts instruction continually and spontaneously. Persists in seeking efffective approaches for studnets as individuals. Employs strategies for increasing metacognition.
Use of Technology	Displays little or no usage of technology in student learning activities.	Utilizes technology minimally or without integration in student learning activities.	Implements student learning activities that integrate information technology.	Designs and implements student learning activities that integrate information technology.
Use of Instructional Techniques	Questions are geared to lower level thinking. Students rarely participate in the discussion. Adequate response time is not provided. Best practices are not evident.	Questions indicate an attempt to engage students in discussion and some are geared toward higher-level thinking. Students participate in the discussion when directed. Response time is provided inconsistently. Best practices are incorporated sporadically.	Questions facilitate higher-level discussion. Students are actively engaged in discussion. Adequate response time is provided for most students. Best practices are demonstrated consistently.	Questions facilitate higher-level discussion where students seek to engage entire class. Students occasionally lead discussion, where appropriate. Adequate opportunity is available for all students to respond. Best practices are displayed in a wide range of interactions.
Activities and Assignments	Are not suitable to students or instructional goals. Do not follow an organized progression.	Are sometimes suitable to students or instructional goals. Follow a roughly organized progression.	Are suitable to most students and instructional goals. Follow a thoroughly organized progression.	Are highly relevant to students and instructional goals. Encourage student initiation or adaptation of activities/projects to enhance their understanding.
Assessment of Student Learning	Is not established or is unclear. Lacks	May exist, but is not clearly	Is clearly communicated.	Is clearly communicated with

	congruence with goals. Is not used to inform planning. There is no information which shows assessments used. There is no evidence of student achievement and growth.	communicated. Assesses only some goals. Uses results to plan for classes as a whole. Incomplete sampling of information which shows assessments used results obtained and how this data was used. Little evidence of student achievement and growth	Assesses goals adequately. Uses results to plan for individuals and groups. Provides a sampling of information (or data portfolio) which shows the assessments used results obtained and how this data was used to make instructional decisions. Provides evidence of student achievement and growth as measured by national, state, and/or local assessments.	evidence of student contribution. Indicates complete congruence between goals and assessment. Involves student participation in planning the next steps. Analyzes student performance data in relation to his or her own classroom behaviors and teaching effectiveness. Provides a sampling of information (or data portfolio) which shows the assessments used results obtained, and how this data was used to make instructional decisions. Provides evidence of student achievement and growth as measured by national, state, and/or local assessments.
Feedback to Students	Is not provided. Is ineffective.	May lack quality. Is provided sporadically. Is partially effective.	Is of high quality. Is provided in a timely manner. Is effective.	Is consistently high quality. Is timely with provisions for use of students. Incorporates student information and interpretation of their records.

Professional Responsibilities				
Element	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Exceptional
Service to Students	Is not attentive to needs of students. Makes decisions based on self-serving interests.	Attempts to serve students. Attempts to meet needs of students.	Is active in serving students. Works within a team to ensure that all students receive a	Is highly proactive in serving students and takes a leadership role in decision making. Makes effort

			fair opportunity to succeed.	to ensure that students are honored in the school.
Service to Families	Provides little information about curriculum or progress of students to families or makes no attempt to engage families in instructional program. No response to parent concerns.	Provides basic information inconsistently to parents about curriculum and student progress. Limited response to parent concerns.	Provides frequent information to parents about curriculum and student progress. Is available to respond to parent concerns.	Encourages students to be responsible for preparing materials and contributing ideas for projects that enhance family involvement. Responds to parent concerns with sensitivity and confidentially.
Service to District	Time is lost in non-instructional duties. Teacher avoids involvement with school activities. Relationships with colleagues are negative, self-servicing, or lacking.	Some time is lost for non-instructional duties. Participation in school events occurs is limited. Cordial relationships with colleagues are maintained.	Time for non-instructional duties is well spent. Participation in school events is appropriate. Support and assistance for colleagues are appropriate.	Students assume considerable responsibility for efficient operation. Teacher assumes a leadership role in school events and provides support and assistance for colleagues.
Service to Profession	Participates in no professional development. Makes no effort to share knowledge with others. Is unaware or does not use technology ethically. Is absent or tardy frequently. Dresses inappropriately.	Participates minimally in professional activities. Makes some effort to share knowledge. Is aware and generally demonstrates ethical use of technology. Is absent or tardy sporadically. Generally dresses appropriately.	Seeks out professional development opportunities. Assists other educators actively. Consistently demonstrates ethical use of technology. Is tardy or absent minimally. Dresses appropriately.	Makes attempts to conduct action research and initiates activities that contribute to the profession. Promotes ethical usage of technology among staff. Is punctual and rarely absent. Dresses appropriately at all times.
Service to Self	Cannot gauge his/her effectiveness or misjudges success of instruction profoundly. Has no	Can generally gauge his/her effectiveness. Makes some suggestions for improving	Makes accurate assessment of effectiveness. Routinely makes suggestions for improving	Makes thoughtful assessment of effectiveness. Draws on extensive repertoire of skills to make specific

	suggestions for improving instruction. Fails to use available technology for productivity. Demonstrates unprofessional attitudes and ethics.	instruction. Sometimes uses technology for productivity. Generally demonstrates appropriate professional attitudes and ethics.	instruction. Uses available technology to increase productivity. Demonstrates appropriate professional attitudes and ethics consistently.	suggestions for improving instruction. Seeks out new technological resources to successfully increase productivity. Demonstrates and promotes professional attitudes and ethics.
Service to Community	Time is lost in non-instructional duties. Teacher avoids involvement with school activities. Relationships with colleagues are negative, self-servicing, or lacking.	Some time is lost for non-instructional duties. Participation in school events occurs is limited. Cordial relationships with colleagues are maintained.	Time for non-instructional duties is well spent. Participation in school events is appropriate. Support and assistance for colleagues are appropriate.	Students assume considerable responsibility for efficient operation. Teacher assumes a leadership role in school events and provides support and assistance for colleagues.

III D.(4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum

StarShine Academy Lisa Law Peace School Staffing Plan,
Proposed Definitions:

Salaried Employee.
This category includes all staff assigned to positions for which licensure and/or training is required.
Licensure from the New Mexico State Department of Education is required for the positions of:

Director -	1
Principal -	1
Teacher -	13.5
Counselor -	.5
Librarian/Media	1
Athletic/Art/Music Coordinator	1.5
Bilingual Coordinator	2x.5
Special Education Coordinator	1
Business Manager	1
IT Technician	1
Guidance Counselor	1
Reg. Nurse	.5

Candidates for all certified and administrative positions (other than that of the Director) are employed by the StarShine Academy Lisa Law Peace School Governance Board upon the recommendation of the Director. Salaries for these positions are approved by the SALLPS Governance Board.

Hourly Employee.

Hourly employees are employed for positions not requiring specific licensure or training. Positions in this category include:

Clerical	1
Maintenance	1
Custodial	1
Other Aides	14 Instructional Assist.

While salary scales are established by the StarShine Academy Lisa Law Peace School Governance Board, the employment decision is made by the Director with the concurrence of the SALLPS Governance Board.

Substitute Teacher

A person employed for a specific teaching assignment for an unspecified period of time, not to exceed sixty (60) school days, during the absence of a contract teacher. Licensure, with appropriate endorsements, is desirable, but not required.

Part Time Employee

A salaried employee hired for less than a 80% of instructional days as determined by the contract for a school year or extended school year, or for less than an eight (8) hour day, or thirty-two(32) hour week shall be considered a part-time employee.

An hourly employee hired for less than an eight (8) hour day or forty (40) hour week.

Voluntary Employee

A volunteer employee is a person who is providing a specific and previously identified service to the school either independently or through an organization.

Temporary/Casual Employee

A temporary or casual employee is a person hired for a specific task or for a limited period of time.

Stipends

Stipends, set by the StarShine Academy Lisa Law Peace School Governance Board, may be paid for responsibilities not included in the basic contract and/or job description.

Time for Staff

Date of Initial Employment/Anniversary Date/Year of Service.

The date of initial employment is the date a person begins working at StarShine Academy Lisa Law Peace School as a full time or part time employee, as shown by the contract and/or by time sheet.

The anniversary date that occurs on that date and subsequent dates twelve (12) months later, will be used to calculate benefits. Work periods will vary with the different categories of employees.

Probationary Period.

Any employee under contract shall be considered "probationary" for the period of the first school year. Any employee not under contract shall be considered "probationary" for the first six (6) months of employment. Such an employee may be terminated without regard to seniority and the grievance procedure. Such an employee, however, may take earned leave and compete for promotion. In case of promotion, the six (6) month probationary period continues from the date of initial employment.

Salaried Employee, Full-Time.

During instructional days, the work day for all salaried employees shall be from 7:30 AM until 4:00 PM.

The Director 12 months

Principals shall work 210 days

Full time teachers and librarians shall work 180 student days plus 12 professional development days (192 total)

Counselors shall work 180 student days plus 12 professional development days (192 total)

Hourly Employees, Full-time
During instructional days, the work day for all full-time hourly employees shall be from 7:30 AM until 4:00 PM.
Contract Employees
The work day for part time employees shall be at the discretion of the immediate supervisor, in concurrence with the Director.
Substitute Teacher.
The work day for substitute teachers shall be at the discretion of the Principal, in concurrence with Director.
Coaching Staff
The work day for coaching staff shall be at the discretion of the Athletic Coordinator, in concurrence with the Director.
Part Time Employees
The work day for part time employees shall be at the discretion of the immediate supervisor, in concurrence with the Director.
Voluntary Employee
The work day for voluntary employees shall be at the discretion of the immediate Supervisor (The Director, the Coordinator of Maintenance, the Business Manager or building Principals) in concurrence with the Director.

Temporary/Casual Employee
The work day for part time employees shall be at the discretion of the immediate supervisor, in concurrence with the Director.

Definitions
Salaried Employee.
This category includes all staff assigned to positions for which licensure and/or training is required. Licensure from the New Mexico State Department of Education is required for the positions of:
Director
Principal
Teacher
Counselor
Librarian
Athletic Coordinator
Bilingual Coordinator
Special Education Coordinator

Candidates for all certified and administrative positions (other than that of the Director) are employed by the STARSHINE ACADEMY LISA LAW PEACE SCHOOL Governance Board upon the recommendation of the Director. Salaries for these positions are approved by the STARSHINE ACADEMY LISA LAW PEACE SCHOOL Governance Board.
Hourly Employee.
Hourly employees are employed for positions not requiring specific licensure or training. Positions in this category include:
Clerical
Maintenance
Custodial

Other Aides
Food Service

While salary scales are established by the STARSHINE ACADEMY LISA LAW PEACE SCHOOL Governance Board, the employment decision is made by the Director with the concurrence of the STARSHINE ACADEMY LISA LAW PEACE SCHOOL Governance Board.
Substitute Teacher
A person employed for a specific teaching assignment for an unspecified period of time, not to exceed sixty (60) school days, during the absence of a contract teacher. Licensure, with appropriate endorsements, is desirable, but not required.
Part Time Employee
A salaried employee hired for less than a 80% of instructional days as determined by the contract for a school year or extended school year, or for less than an eight (8) hour day, or thirty-two(32) hour week shall be considered a part-time employee.
An hourly employee hired for less than an eight (8) hour day or forty (40) hour week.
Voluntary Employee
A volunteer employee is a person who is providing a specific and previously identified service to the school either independently or through an organization.
Temporary/Casual Employee
A temporary or casual employee is a person hired for a specific task or for a limited period of time.
Stipends
Stipends, set by the STARSHINE ACADEMY LISA LAW PEACE SCHOOL Governance Board, may be paid for responsibilities not included in the basic contract and/or job description.

III D.(5) State the length of the school day and school year (including a total number of days/hours of instruction). Describe in detail how this schedule supports the school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

Per 22-2-8.1.A "A school year consists of at least one hundred eighty full instructional days for a regular school year calendar, exclusive of any release time for in-service training…" Likewise in 22-2-8.1.B.1-3 "(1) kindergarten, for half-day programs, two and one-half hours per day or, for full-day programs, five and one-half hours per day; (2) grades one through six, five and one-half hours per day; and (3) grades seven through twelve, six hours per day."
The school year for StarShine Academy Lisa Law Peace School will be 180 (one hundred eighty) full instructional days for the regular school year calendar, exclusive of any release time for in-service training. StarShine Academy Lisa Law Peace School also proposes that: the school day length for grades K-6 will be 6.5 hours per day, including ½ hour for lunch, which results in 6 hours of instruction per day, and; the school day length for grades 7– 12 will be 7 hours per day, including ½ hour for lunch, which results in 6.5 hours of instruction per day. A 180-day school year for students at the proposed hours will result in 1,080 instructional hours per year for grades K-6 and 1,170 instructional hours per year for grades 7-12.
Each StarShine Academy Lisa Law Peace School student will receive 90 instructional hours more per year than required by the above state statutes. The increase in hours is consistent with theories on expanded or extended learning and will provide not only more learning time, academic instruction and enrichment for students, but also more time for teachers to plan and collaborate. The additional instructional hours allow more time to build relationships and to complete graduation requirements. Instructional staff (teachers and assistants) will have 192-day contracts that allow for the proposed 180 instructional days plus 12 in-service days. An increased number of in-service days is also anticipated to increase instructional staff effectiveness.

III D.(6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

Professional Development Plans (PDP)

Each staff member will be expected to develop a Personal Development Plan (PDP) at the beginning of each school year. The PDP cannot be tied into the staff member's performance evaluation until the staff member agrees and specific assessment criteria are established through mutual agreement.

Per 22-8B-3. Purpose. "The Charter Schools Act [22-8B-1 NMSA 1978+ is enacted…to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site"

CORE Knowledge Training

Administrators and teacher leaders will attend a Core Knowledge conference and/or visit other schools using this curriculum. They will share their learning on in-service days.

Paideia Principles Training

The school will send all high school teachers to a Paideia training over the summer. Some of these teachers may want to visit Moreno Valley High School or others to see how Paideia is implemented there.

Other Professional Development

Twice per year, in August and in January, all staff will attend StarShine Boot Camp for three to five days, a comprehensive training of personal development, StarShine Fifteen Guiding Principles, Community Service, academic strategies and Character Counts. An in-service day will be devoted to Second Step Training to provide a basis for the SALLPS anti-bullying program before school starts.

An in-service day will be devoted to Special Education RTI Training before school starts. It is anticipated this training will be ongoing throughout the year.

Differentiated Instruction Training will be ongoing throughout the year.

Because core subject high school teachers are expected to offer Advanced Placement classes, training will be provided during the summer.

Administrators will receive MAPS training during the summer. Administrators will then lead teachers to develop an understanding of the MAPS assessments and how they can use them to improve instruction.

The school will adopt a Student Information System that tracks attendance, grades and creates transcripts. Attendance aides and administrators will attend training. Teachers will be trained to use the grading system.

E. Employees.

III E.(1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff and administrative staff) and how the school will address employees' recognized representatives.

In accordance with Title 6, Chapter 61, NMAC, McCurdy will retain or employ teachers, administrators, and other instructional personnel who hold appropriate New Mexico licensure in elementary and secondary education, or other documents issued by the New Mexico State PED Licensing Division. Highly qualified teachers will teach the "core" academic classes in which they are endorsed.

StarShine Academy Lisa Law Peace School will not unlawfully discriminate against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, or disability. Underlying this entire section is the belief that positive relationships between employees and employers promote higher quality work and a positive, productive work environment for the school. Every effort

will be made to address performance concerns immediately and in a coaching rather than punitive fashion.

The work year for instructional staff will consist of 192 days, 180 of which are to be used for instruction and 12 for classroom preparation and professional development. Workdays shall consist of an eight-hour day. Every effort will be made to schedule staff meetings and curriculum-planning sessions during the day, but these activities may extend beyond the eight-hour day. Additionally, staff will attend open houses and other evening and weekend events.

Hiring

Background checks

StarShine Academy Lisa Law Peace School will conduct work history, education history and/or reference investigations for all employees, including substitutes, recommended for hiring. This responsibility can be designated to the Director for any candidates he/she is considering. A Federal Bureau of Investigation (FBI) criminal background check, including fingerprinting, must be completed at the candidate's expense before hiring, if a current one is not already available.

Director

The Director will be hired by January 10, 2011 and will be contracted on April 1 to begin staffing and preparing for the opening of StarShine Academy Lisa Law Peace School on July 20th, 2011. The position of Director will be advertised in the local newspaper and at its website. The board will identify the interview questions, conduct the interview and make the final decision of the successful candidate.

Certified and Classified Personnel

Certified and classified positions will be advertised by April 1, 2011 in the local newspaper and posted on the StarShine Academy Lisa Law Peace School website. The Director will begin interviewing for all certified and classified positions by April 15 with the goal of staffing being complete by May 15. Once staff members have been hired, they will be asked to participate in the interviews of incoming staff and in the hiring discussion.

Assignment Adjustment

While employees will interview for specific positions, the Director can assign personnel to another position, at any time during their tenure taking into consideration certification/endorsements, instructional program requirements and grade level or subject experience.

Mentorship

All teachers new to the profession, and/or new to the school, will be assigned a mentor. The decision of whom to place in the position of mentor will be based on similar work assignments, the needs of the mentee and the strengths of the mentor. Preference to serve as mentors will be given to Level 3 teachers when they fulfill the needs of the mentee.

Certification

Employees will be placed in positions for which they have the proper certification.

Volunteers

All volunteers are required to undergo the same FBI background check as the employees if a current one is not available. The volunteer may be required to pay for this check.

Safety and Support

Staff members are free to join any collective bargaining agency without fear of termination or retribution. They may designate site members of their unit who can be present during any disciplinary meeting between the Director and an employee.

The Governance Board and Director will support employees in their efforts to maintain discipline. The Director is required to respond promptly to employee requests for assistance with discipline problems.

Leaves

See also Appendix E.

III E.(2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as Appendix "E"); or state how and when employment policies and procedures will be developed and how you will ensure that they comply with applicable federal and state labor laws, regulations and rules.

See Appendix E.

III E.(3) Describe a staff discipline process that provides for due process in accordance with state law.

Staff Discipline Process

The following procedures shall be followed by SALLPS in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge. Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by the Director before notice of intent to discharge is served upon him or her. For purposes of this policy, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties. A written record of all conferences shall be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school which might improve such performance, and all improvements made. All parties to the conference shall sign each written record. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The Board shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance, pursuant to 6.69.2 NMAC.

See also Appendix E.

III E.(4) Outline a proposed process for addressing employee grievances.

GRIEVANCE PROCESS

A "complaint" or grievance is a claim based upon an event or condition causing dissatisfaction and disagreement between or among the parties involved. The "complainant" is the person(s) who make the claim.

Purpose

The purpose of this policy is to secure, at the lowest possible administrative level, equitable solutions to complaints which may arise.

Procedure

Informal complaints are to be resolved at the lowest administrative level. The complainant and other person(s) involved shall resolve issues of concern via personal meeting or other appropriate communication. After the immediate parties have attempted and failed to resolve the issues, the principal, or immediate supervisor, shall coordinate and mediate the processes necessary for satisfactory resolution of the complaint. Upon receipt of an informal complaint, the director, principal or immediate supervisor shall initiate action to resolve the issue within five (5) working days.

Formal complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing, with any member of the StarShine Academy Lisa Law Peace School Board of Directors.

Within ten (10) working days after receipt of the formal written complaint, the designate officer of the Board will meet with the complainant in an effort to resolve the issue.

In the event the complaint is not resolved, the complainant may request a hearing before the Board of Directors. The Board shall review the complaint at the next scheduled Board meeting after receipt of the request.
 The Board's decision shall be final and shall be made within ten (10) working days of the hearing.

See also Appendix E

F. Community/Parent/Employee Involvement in Governance.

III F.(1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of the school and how their involvement will help to advance the school's mission and vision.

The Governance Board (Board) will be structured in direct alignment with our mission and its primary focus will be to ensure progress towards achieving the mission of StarShine Academy Lisa Law Peace School. Through the establishment of Board membership that includes Founders, the Principal and the advisory role of the general membership that will represent other committees or Boards, the governance structure of StarShine Academy Lisa Law Peace School gives a voice to all interested parties. In turn, this ensures internal oversight and accountability, increases opportunities for parent involvement and ensures that the mission remains the constant driving force of the School.

Community engagement and leadership utilize service learning strategies. Even in 1999, Senator Pete Domenici in his opening remarks at a hearing of the Subcommittee on Commerce, Justice, State and Judiciary recognized that community involvement is an essential element to combating drug trafficking and abuse.
Community engagement and leadership will be fostered through a service-learning approach that is a foundation under all grades and includes service-learning projects each semester, service learning components integrated into the curriculum and a required unit for graduation from StarShine Academy Lisa Law Peace School. The New Mexico Forum for Youth is an active organization in our state, and talks about STARS as the five-point guide to service learning: student initiative; thoughtful service; authentic learning and assessment; reflective practice and; sustainable partnerships. More nationally, the Points of Light Institute, resulting from former President's Bush's speech of January 20, 1989 which called for community and working together, is increasing its already large array of programs and resources to work with schools and curriculums and students in promoting service learning and community.
StarShine Academy Lisa Law Peace School believes that service-learning integrated into the curriculum will promote community engagement and the leadership that it will develop. StarShine Academy Lisa Law Peace School will know if it is achieving its mission by achieving its SMART goals.
StarShine Academy Lisa Law Peace School will know that it is achieving it's mission when the whole student is being educated beyond academics, when families are as engaged in education as their students, and when student involvement is within their community, not just to it.
Though somewhat subjective, SMART goals for the organization can lead StarShine Academy Lisa Law Peace School in that direction. SMART is an acronym for Specific, Measurable, Ambitious and Attainable, Reflective, and Time-Specific.
Organizational SMART Goal 1: Each semester StarShine Academy Lisa Law Peace School will use the Advance ED rubric for the seven (five)standards (vision and purpose, governance and leadership, teaching and learning, documenting and using results, resources and support system, stake holder communications and relationships, commitment to continuous improvement) to progress towards a highly functional rating in each standard.

Organizational SMART Goal 2: To improve a student's family involvement, the average attendance by parents and families will increase by 10% per year at STARSHINE ACADEMY LISA LAW PEACE SCHOOL-sponsored activities, as documented by attendance records and photographs.

Organizational SMART Goal 3: To improve community engagement, STARSHINE ACADEMY LISA LAW PEACE SCHOOL will recruit three organizations that support community, per semester, to conduct activities.

> III F.(2) How will you address complaints from the community, parent, or students about the school? Describe a clear resolution process for complaints.

Due Process Protections and Complaints

Uniform Complaint Procedures

StarShine Academy Lisa Law Peace School will establishe procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. It is unlawful to discriminate on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability.

If there is a problem that a parent or student wants to have solved, the correct procedure is to:

Discuss the problem with the resource teacher and try to resolve the situation.

File a written complaint with the administration. Be specific about details – time, place, people involved, and what the resolution attempts have been up to that point. The administration will investigate and verify the details of the situation described in the report.

Meet with administration to discuss resolution of the problem.

If a resolution is not agreed on, the written complaint along with a report from the administration will be forwarded to the chair of the Governing Board. The decision made by the chair in consultation with other members of the board will be final.

In all dealings, the tone of all parties must be respectful. All procedures will be handled as confidentially as possible. Complainants will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.

In addition to the above procedure all parties have a right to:

(1) Direct a complaint to the New Mexico Superintendent of Schools Compliance Office.

(2) Direct a complaint to the State Superintendent of Public Instruction.

(2) Appeal to the State Superintendent of Public Instruction a complaint that has not been resolved to your satisfaction by the school.

In addition to this procedure, you may wish to:

(1) Direct a complaint to appropriate agencies for investigation.

(2) Consult with an attorney to determine if you have legal rights that may be pursued through available civil law remedies.

G.   Student Policies.

> III G.(1) Attach as Appendix "F" a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 (NMAC).

Climate of achievement.

Many factors in a school work to promote or impede student achievement. StarShine Academy Lisa Law Peace School promotes student achievement as several factors combine to create a climate that nourishes strong academic performance. Such factors include tangible expressions of high expectations, including, for example, an explicit, meaningful statement of academic mission; goals that drive high performance; a system of data collection, analysis, and decision-making that uses performance measures to improve daily operations; a system-wide focus on academics, so that the substantive work

and symbols of our school emphasize its commitment to student achievement; public display of excellent student work products; and ceremonies and rituals that celebrate excellent individual and collective performance.

Firm, fair, and timely discipline.
Considerate, disciplined behavior results from a combination of factors. These include effective adult modeling, meaningful school work, and a policy of firm, fair, and timely discipline. Students must understand that good behavior is valued in StarShine Academy Lisa Law Peace School, and explicit policies must define what behavior is not acceptable and how it will be punished. Punishment must be administered consistently and with respect for due process, laws, rules and regulations.

III G.(2) Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.

At each teacher's discretion, the makeup work may be worth only a portion of full credit or none at all. A teacher may allow a student the opportunity to receive anywhere from half to full credit for work missed due to suspension, but the quality of work will determine the credit actually earned. In cases of suspension as in other situations, the burden of requesting work and completing it is on the student. Since students are not allowed on campus while suspended, these requests should be made via phone calls or through parents. All suspension make-up work is due the day the student returns to school.

H. Student Recruitment and Enrollment

III H.(1) Explain the plan and specific strategies for student recruitment and marketing to attract students from the school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

StarShine Visit Day (October-November and April-May)
The alumni clubs and SPA StarShine Parent Associate host potential students to an onsite visit to campus. The Admissions Office will coordinate a special visit program, designed with students in mind. Highlights will include a campus tour, lunch, and discussions with currently enrolled students.
Alumni Scholars Program (October-May) This recognizes the work of outstanding StarShine Academy Lisa Law Peace School since graduation. During 11 Days of Peace Program 9/11—9/21 names of alumni and education/work accomplishments are listed for public view.
Alumni club is eligible to award scholarships to local StarShine Academy students.
Student Retention Incentive Program (March and April)
This outreach program is designed to welcome future StarShine Academy Lisa Law Peace School family and convert prospective students to enrolled students through personal contact. Newly designed recruitment pieces are sent to these students, congratulating them on considering SALLPS and encouraging them to enroll.
Summer Send-Off Events (June through September) Alumni club and SPA invite potential and currently enrolled students to an informal picnic or summer event.
College Fairs (July through May) Ongoing fairs with local and national colleges and university representatives to meet StarShine students and parents and to encourage enrollement.
StarShine students and alumni serve as ambassadors at college fairs in their areas, by staffing booths, talking with interested students and their parents, answering questions and concerns, and distributing recruitment materials.
Receptions: (Spring)

Receptions are held in early March for potential and ongoing students and their parents. Three or four receptions are held in locations determined by the Admissions office. Alumni are asked to attend and serve as hosts.

Academic Tailgate Parties are designed to complement college fairs. Each Tailgate is co-sponsored by a local college or vocational school, and alumni are asked to attend, serving as greeters/minglers and promoting the StarShine Scholarship program.

Calling Nights (October – April) Alumni come to the Admissions office and partner with student tele-counselors for an evening to make phone calls to prospective students. The alumni call students in their geographic area.

Dropping off information to businesses and apartment complexes (October, May, June)

Placing StarShine Academy Lisa Law Peace School Brochure on a table at sports events (September-February)

StarShine Academy Lisa Law Peace School plans to be located in an area of Santa Fe known to be transient as many of the families struggle day to day with financial and life challenges, and are forced to move frequently. SALLPS is committed to helping the families to avoid moving by providing family job and financial fairs, technology training and parenting classes as a means to helping them to stay in the school neighborhood. StarShine Academy Lisa Law Peace School will maintain a minimum of 75% recurrent enrollment in spite of these challenges.

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StarShine Academy Lisa Law Peace School plans to be located in an area of Santa Fe known to be transient as many of the families struggle day to day with financial and life challenges, and are forced to move frequently. SALLPS is committed to helping the families to avoid moving by providing family job and financial fairs, technology training and parenting classes as a means to helping them to stay in the school neighborhood. StarShine Academy Lisa Law Peace School will maintain a minimum of 75% recurrent enrollment in spite of these challenges.

III H.(2) Describe the lottery process to be used by the school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

Per 22-8B-4.1. Charter schools' enrollment procedures. In section A.1 "a start-up school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up school." Likewise, in 22-8B-4.1-B it states "In subsequent years of its operation, a charter school shall give enrollment preference to: (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and (2) siblings of students already admitted to or attending the same charter school."

With that guidance in mind, the following policy describes the procedures StarShine Academy Lisa Law Peace School(STARSHINE ACADEMY LISA LAW PEACE SCHOOL) personnel will use in determining admission to the school:

1. StarShine Academy Lisa Law Peace Schoolwelcomes all students who are eligible to attend school in northern New Mexico. In order to ensure equal opportunity to all those who hope to attend STARSHINE ACADEMY LISA LAW PEACE SCHOOL, the school will place radio and newspaper advertisements in Santa Fe prior to the enrollment process. Flyers will also be distributed through outreach efforts in the community (Youth development organizations, neighborhood organizations, and student academic associations).

2. Each year at the January (winter) meeting, the Board will determine by open vote the number of students to be admitted the following year. This number may be no greater than the limit established by the charter, but may be less. The Board may also establish the total enrollment of students in each grade. This enrollment limit cannot be used to deny re-admission to a currently enrolled student or to the sibling of a currently enrolled student.

3. By February 15, currently enrolled students must have their enrollment information and intent to return letter for the following year turned into the school. Siblings of currently enrolled students who plan to attend STARSHINE ACADEMY LISA LAW PEACE SCHOOL must have their application packet turned into the registrar by February 15. Students enrolled by this date are automatically accepted. STARSHINE ACADEMY LISA LAW PEACE SCHOOL will then determine the number of spaces available for new enrollees for the next school year. This number will be determined by subtracting the number of students who have filed letters of intent from the limit established by the charter, or the limit(s) established by the Board.

4. STARSHINE ACADEMY LISA LAW PEACE SCHOOL will hold an open enrollment period during the month of March at which time eligible students may file an application packet for admission for the following school year.

5. If the number of applications received during this period is fewer than the number specified in the approved charter, or fewer than the limit(s) established by the Board, all applicants will be accepted for admission.

6. Pursuant to the 1999 Charter Schools Act, should the number of applications received for enrollment be greater than the number of students allowed by the charter, or by the Board limit(s), a lottery process for admission will be instituted for the applicants. This lottery will be carried out two weeks after the closing of the enrollment period. Because the Board may set enrollment limits for each grade, the instituted lottery may only apply to students applying for one grade.

7. For purposes of the lottery, each applicant will be assigned a number. These numbers will be written on their application packet and on individual cards and placed into a box. These cards will be drawn at random by a municipal court judge, or another appropriate judicial official, and each student will be accepted for enrollment until the number of applications meets the maximum number of students allowed by the charter of the Board. For example, if the maximum number of second grade students established by the Board for the following year is 20, and the returning students who have filed letters-of-intent number 30, the first 20 applicants whose numbers are drawn by the official will be enrolled in STARSHINE ACADEMY LISA LAW PEACE SCHOOL. All other applicants will be placed on a waiting list, and will be enrolled in accordance with their assigned lottery number. For example, if the school accepts 20 students, and one drops out, the student with lottery number 21 will then be enrolled. If he or she chooses not to enroll, number 22 will be enrolled, and so forth.

8. If the number of students enrolled during the formal application period is less than the maximum number of students allowed by the charter or the Board limit, STARSHINE ACADEMY LISA LAW PEACE SCHOOL may choose to enact a second enrollment period, which will be held in May and June. If the sum of applications received during both enrollment periods is less than the number specified in the approved charter, or established by the Board, all applicants will beaccepted for admission. If the number of applications received during this second period of enrollment, in combination with the earlier enrollees exceeds the maximum number allowed by the charter, a lottery will be instituted using the methods described above. This lottery will apply only to students who applied during the second enrollment period.

9. If after both of these open enrollment periods the number of students enrolled in STARSHINE ACADEMY LISA LAW PEACE SCHOOL remains below the charter-specified limit, or the Board limit, STARSHINE ACADEMY LISA LAW PEACE SCHOOL may choose to continue to hold additional enrollment periods or accept students in accordance with 22-8B-4.1NMSA, students will be accepted "on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the…school."

10. Only those students applying during each enrollment period are subject to participating in a lottery, if one is instituted. All applications must be in the business office by 5:00pm of the final day of the enrollment period.

11. Students accepted for admission must confirm in writing their date of enrollment. This date will be indicated on the written notification of admission that will be sent to each student. Students who do not confirm their enrollment by the date and time indicated in the written notification will be dropped from the admission list and placed at the end of the waiting list. All accepted students will be notified by letter within 2-weeks of the last day of the enrollment period. Students who confirm enrollment will be invited to attend an informational meeting in June to review curriculum, policy and procedures and preparation requirements for classes.

12. Parents or guardians of potential students are responsible for maintaining up-to-date information on the enrollment application, and are responsible for notifying STARSHINE ACADEMY LISA LAW PEACE SCHOOL, in writing, of any changes in address, telephone number, or other contact information. STARSHINE ACADEMY LISA LAW PEACE SCHOOL is not responsible for maintaining contact information with, or continuing a search for, an applicant who cannot be contacted within a reasonable time period and by reasonable effort. If STARSHINE ACADEMY LISA LAW PEACE SCHOOL is not able to contact an

applicant to either confirm enrollment or to notify the applicant that he or she is to be moved from the waiting list to the admissions list, then the applicant may be dropped from both lists.

13. Parents of students will be required to provide the following for enrolling students.

STARSHINE ACADEMY LISA LAW PEACE SCHOOL Enrollment Application
Proof of Age and Citizenship (Birth certificate or other acceptable documentation)
Emergency Medical Authorization
Emergency Contact Information
Authorization for Release of Information Form
Special Education Information (if applicable)
Immunization Records
Student Rights & Responsibilities Contract
Parents Rights & Responsibilities Contract

14. Once admitted to STARSHINE ACADEMY LISA LAW PEACE SCHOOL, students who remain in attendance and who meet the state's minimum academic and behavioral requirements will be automatically accepted for each succeeding school year. Additionally, siblings of current STARSHINE ACADEMY LISA LAW PEACE SCHOOL students will be automatically accepted for admission to the school, and will not be required to participate in a lottery, if one is instituted.

15. Copies of this policy shall be made available at all locations where enrollment forms are distributed, and on the STARSHINE ACADEMY LISA LAW PEACE SCHOOL website. Notice of the availability of this policy shall be included in all advertisements.

III H.(3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

See III (H)2 And concerning withdrawals and dis-enrollments StarShine Academy Lisa Law Peace School will comply with NMSA 1978 Section 22-8B-4.1 and Subsection D of 6.80.4.12 NMAC

     I.   Legal Compliance

III I.(1) Describe how your governing body will ensure compliance with NMSA 1978 § 22-8B-5.2(2011), which deals with conflicts of interest. Attach as Appendix "G" a copy of your proposed Conflict of Interest Policy and a sample disclosure statement of any real or potential conflict of interest.

See Appendix G

III I.(2) Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

1.0 Information on Governance
StarShine Academy Lisa Law Peace School will provide transparency about governance, decision-making and who is responsible for accountability.

1.1 Transparency of Board members and executive staff
SALLPS will publish the names and responsibilities of the Board Officers and the Management Team each year in the Annual Report. Personal contact details will not be provided. All communication from the public or stakeholders will be through the Secretary.

1.2 Board Responsibility for Accountability Policies
The Board is responsible for all StarShine Academy's activities including its Accountability policies. It holds the Executive Director accountable for compliance with these. The Board may designate a Board Officer to be responsible for Accountability at the Board level.

     J.   Evidence of Partnership/Contractor relationship. (If Applicable.)

III J.(1) If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information: name of the entity or person; contact information; a description of the nature and purpose of the relationship with the charter school; and involvement in the school's governance. (If applicable.)

NONE

III J.(2) Attach a copy of the **proposed** contract or evidence of the terms of the proposed agreement with the partnership or contractor as Appendix "H".

K. Waivers.

III K.(1) Identify the waivers as provided for in NMSA 1978 § 22-8B-5(C) that you are requesting and describe how use of this waiver will support the school's plan.			
NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	☐	☒	insert
Teaching load	☐	☒	insert
Length of school day	☐	☒	insert
Staffing pattern	☐	☒	insert
Subject areas	☐	☒	insert
Purchase of instructional materials	☐	☒	insert
Evaluation standards for school personnel	☐	☒	insert
School principal duties	☐	☒	insert
Drivers education	☐	☒	insert

III K.(2) Identify any discretionary waivers as provided for in NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code that you are requesting and describe how use of this waiver will support the school's plan. If this is an application to a local district, you must identify all waivers you are requesting from local board policies. (If you require additional space, attach as an Appendix.)	
Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
insert	Insert
insert	Insert
insert	Insert
insert	Insert

Additional Waivers

L. Transportation and Food.

III L.(1) Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable.)

StarShine Academy Lisa Law Peace School is currently considering acquiring its own bus, but will consider transportation benefits/ costs and needs of the students it will serve during its planning year.

III L.(2) Describe the school's plan for meeting the food services needs of its students and any plans for contracting with approved/appropriate food services vendors. (If applicable.) What are the school's plans for providing food services to students who qualify for the Free and Reduced Lunch program?

The Applicant Group/Interim Board will apply for participation in the National School Lunch and Breakfast Program as a Provision 2 School. Based on demographic data, it is believed that StarShine Academy Lisa Law Peace School will have a high percentage for students that are eligible for free or reduced price meals.

M. Facilities.

III M.(1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the New Mexico Public Facilities Authority at Appendix "I".

III M.(2) Describe the efforts you have taken to identify a facility for your proposed school. (It is not required that you disclose a specific facility that is under consideration.)

We have identified a specific property on Agua Fria Street which matches our needs.

III M.(3) What is the applicant's plan for funding the school's facility, including rent, maintenance, equipment and repairs?

See Appendix K for budget details.

IV. BUSINESS PLAN

A. Budgets.

IV A.(1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding the school will receive based on the **current** unit value, and which will be used to propose the 5-year budget plan. Attach as Appendix "J".
IV A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with the school's 5-year growth plan including staffing, facilities, educational program and mission. Attach as Appendix "K".
IV A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Present budget priorities that are consistent with and support key parts of the plan including the school's mission, educational program, staffing and facility. Present realistic evidenced-based revenue and expenditures assumptions.

The completed 910B5 form for all five years is provided as Appendix "J".

The completed 5-year budget spreadsheet is provided as Appendix "K".

The proposed Operating Budget, as presented in the StarShine Academy charter school application, provides a fiscal plan intended to meet the general "Operational Fund" staffing and expenditure requirements for the use of State Equalization Guarantee (SEG) funding.

Preparation of StarShine Academy's five-year operating budget plan utilizes Santa Fe School District's risk factor and training and experience (T&E) index in Form 910-B5 to estimate SEG fiscal year revenues for each fiscal year.   Revenue projections assume the use of a unit value in the amount of $3,585.97 as a basis for year one for FY14 (2013-2014). If economic conditions are favorable, StarShine assumes a conservative increase of 1% in the base unit value amount used in the FY14 (2013-2014) to estimate revenue in FY15 (2014-2015) and an increase of 1% in the base unit value for the three remaining fiscal years. StarShine recognizes that future appropriations and funding levels are unknown but makes the assumptions to *demonstrate the effect* of increased costs associated with annual step increases for instructional staff and hypothetical cost of living increases, if appropriated. With this in mind StarShine's FY15 (2014-2015) reflects an increase in costs of 1% from FY14 (2013-2014) and an annual increase of 1% for every year thereafter. Demonstrating this point was due, in part, to our assumption that membership projections for all five years would be 400 students. StarShine believes that this enrollment level will be achieved within the first year of operation and will be sustained throughout the first five years of operation.

Prudent financial planning also requires that StarShine consider other financial resources that might be available to charter schools in their initial and subsequent years of operation. The StarShine proposed Operating Budget, which only reflects SEG Operational Funding, will also pursue the following funding sources afforded to charter schools in New Mexico.

Instructional Materials

Although the operating budget proposed by the StarShine relies exclusively on SEG funding to address all aspects of operational activities, StarShine is also aware of its ability to provide core instructional and supplementary instructional materials through the use of resources, such as the Instructional Materials Funds. It is StarShine's intention to take advantage of this available resource to assist us in its efforts to provide the best educational opportunities for the students of StarShine Academy as future funding becomes available.

Federal Stimulus

It is the intention of the StarShine to apply for Federal Stimulus Planning and Implementation Funds in its initial year of operation. The use of these funds will significantly enhance StarShine's ability to address the post-award planning and design activities necessary to develop its educational programs and initial implementation of its charter. It also provides an opportunity to acquire costly furniture, fixtures and equipment necessary to conduct daily classroom activities in order to preserve valuable SEG funding in the initial years of operation.

Federal Title, IDEA-B & USDA Monies

It is also the intention of StarShine Academy to apply for Federal Title, IDEA-B and USDA monies that might be available. The demographic makeup of StarShine Academy will likely support its application for assistance in these areas. It also provides an opportunity to better serve student needs, while enabling StarShine Academy to preserve valuable SEG funding for other operational needs.

State and Local Grants

StarShine Academy will also be applying for state grants or assistance which may become available through appropriation or competitive processes, as well as local government or non- profit funding available to supplement or promote the educational needs of student programs.

PSCOC Lease Payment Assistance

Although the operating budget proposed by StarShine Academy utilizes SEG funding to address all aspects of operational activities, one of the most costly uses on funding, besides salaries and benefits, is rent of a facility. It is StarShine's intention to take advantage of this available resource to assist in its efforts to provide a safe and healthy learning environment for the students StarShine serves. Use of this funding source, if available, will free up funding resources that could be put to use directly in the classroom or other areas of priority.

Full Day Kindergarten Grant will be used to fund an Early Childhood Education certified teacher and classroom aide. The grant is estimated at about $75,000 and will provide base pay and benefits for these two employees.

The Title I Grant will be used to provide Targeted Assistance in grades 1-3 by employing 2 or 3 teaching aides. Research based interventions for students will be based upon DIBELS testing, MAPS testing and teacher referral. This is based upon an estimated 50% Free and Reduced Lunch Program count at about $50,000.   These dollars will provide base pay and benefits for the Title Aides.

The State Bilingual Grant will provide K-8 bilingual instruction with 1 teacher, and supplemental pay to teachers with the Bilingual Endorsement who provide the required instruction. The school population should generate about $50,000. The remaining dollars will need to come from the Operational Budget.

The IDEA-B Grant will provide funding for Ancillary Staff to provide Speech, Occupational Therapy, Physical Therapy, Psychological Services and Diagnostic Services. An estimated 10% of students are projected to quality for ancillary services, or about $40,000. All these services will be put out for bid and contracted.

Medicaid Funding Grant will reimburse the school for qualified Ancillary Services. These dollars will be used to fund the school nurse position.   Because students must be Medicaid Eligible, the amount recovered is expected to be about $20,000.

The Title II funds will be used to provide high quality in-service and professional to develop highly effective teaching strategies in the classroom. The projected amount is about $10,000.

Title III funds will be used to provide academic assistance to Native American students. About $4,000 is expected to provide student materials to enhance student engagement in the school. These materials might include software.

State Technology Grant will provide funding for hardware and software for student instruction. About $4000 will provide software to improve instruction.

E-Rate Funding will provide dollars for infrastructure based upon the Free and Reduced lunch count, as well as for internet and phone service.

Although we recognize that these funding sources are not inclusive of all possible funding sources available to charter schools, we do believe that they are the most likely or consistent funding sources available to charter schools.   It is our hope that the New Mexico Public Education Department will continue to receive favorable funding consideration from both state and federal legislative bodies so that New Mexico can continue to offer these valuable funding resources.

IV A.(4) Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.

Budget Shortfall Should SALLPS enrollment fall significantly below expectations, the following actions will be implemented:

Each year in January, the Board will establish its enrollment goals for the following year. If in any year StarShine Academy Lisa Law Peace School fails to meet its enrollment goals by July 1, the Board Chairperson will ask the Director to conduct a more expansive marketing program for the school. This will include an additional July enrollment period, with concomitant advertising in local newspapers. This

marketing campaign will also include flyers strategically placed in all communities now served by SALLPS. The marketing plan may, at the discretion of the Board, also include radio advertising and other advertising media within these markets.

If the school continues to fall short of its enrollment goals, an Enrollment Committee will be established. This committee will consist of the Chairperson and Treasurer of the Board, the Director and the Business Manager. This committee will meet on August 1 to consider any necessary budget cuts. If cuts are required, the committee will provide to the Board at a special/emergency meeting a list of proposed budget adjustments that will ensure the school is run in a fiscally responsible manner. Cuts may include the cancellation of sporting events or teams, dismissal of part---time faculty, or the cancellation of certain courses not required by New Mexico state law or the graduation requirements established for SALLPS in this charter. If it becomes necessary to terminate teachers, StarShine Academy Lisa Law Peace School will follow the Reduction in Force procedures required under New Mexico law.

SALLPS will develop diverse fund raising strategies including seeking local and national grants, by leveraging strong relationships with philanthropic donors and community and corporate partners. Financing to acquire and develop adequate facilities and support ongoing operation and maintenance often is cited as the number one challenge for charter schools across the country. Charter school operators may not possess the necessary financing skills nor have a keen understanding of the legal and fiscal requirements of real estate acquisition. One practical approach to this challenge is to provide charter school leaders with access to the expertise and experience of real estate experts who are knowledgeable in charter school financing. In this promising practice profile, the National Resource Center on Charter School Finance and Governance highlights initiatives dedicated to supporting the longterm sustainability and viability of charter schools and affords charter school leaders access to tools, knowledge, and resources to lease, purchase, and renovate permanent high---quality educational facilities.

IV A.(5) Attach a proposed salary schedule for licensed or certified staff as Appendix "L".

B. Financial Policies, Oversight, Compliance and Sustainability.

IV B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports the school's educational program, staffing plan and job descriptions, and that demonstrates an understanding of the school's financial management obligations.

This section provides a detailed plan of how StarShine will manage its fiscal responsibilities. It also provides a description of the school's internal control procedures that will: 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.

Internal Controls Overview

StarShine will establish and maintain a system of internal controls to promote effectiveness and efficiency of operations, reliability of financial reporting and, compliance with applicable laws and regulations.

Internal Control Components
Internal controls for StarShine will consist of five interrelated components. These are derived from the way a charter school administrator and business manager run an academic or administrative

unit, and are integrated with the management process. StarShine management has responsibility for ensuring and demonstrating that all five components of control are operating effectively.

Control Environment

The control environment set by the StarShine administrator establishes the tone of the business unit, influencing the control conscientiousness of its employees. Control environment factors include an administrator's integrity; the ethical values and competence of his/her employees; the way an administrator assigns authority and responsibility, and organizes and develops the unit's employees. An administrator can help promote a good control environment by:

holding regular team and one-on-one meetings;
periodically evaluating staff training needs and providing for staff development;
clearly communicating performance expectations to staff and providing periodic constructive feedback; and
clearly articulating positions on ethical issues relating to business so that staff receives a clear, unambiguous message to act in an ethical manner.

Risk Assessment

Every administrator faces risks from external and internal sources that must be assessed. A precondition to risk assessment is the establishment of clear business objectives at all levels that are consistent and relate directly to those of the total organization. Risk assessment is the rocess of the identification and analysis of relevant risks to achievement of objectives, and forming a basis for determining how the risks should be managed. This should be a disciplined, documented and on-going process that is communicated to staff members as well as management.

Control Activities

The control activities are the implementing tools of internal control policy. They include a range of activities as diverse as approvals, authorizations, verifications, reconciliations, reviews of operating procedures, security of assets and segregation of duties. The general guidelines for control activities are outlined below and have been incorporated within adopted StarShine policies and procedures when applicable.

Separation of Duties

Individual duties are separated so that one person's work routinely serves as a complementary check on another person's work. No one person shall have complete control over more than one "key" processing function or activity, such as authorizing, approving, certifying, disbursing, receiving or reconciling.

Authorization and Approval

Proposed transactions are authorized when they are proper and consistent with StarShine policy and the organization's plans. The person delegated approval authority approves transactions. Approval authority is usually conferred on the basis of some special knowledge or competency.

Custodial and Security Arrangements

The responsibility for the physical security (custody) of assets shall be separated from the related record keeping (accounting) for those assets. Unauthorized access to assets and accounting records shall be prevented.

Review and Reconciliation

Departmental accounting records and documents 1) shall be examined by employees who possess sufficient understanding of the StarShine financial system to verify that recorded transactions actually took place and were made in accordance with prescribed procedures; and
2) shall be compared with StarShine financial system reports and financial statements to verify their reasonableness, accuracy and completeness.

Information and Communication
Pertinent information must be identified, captured and communicated in a form and timeframe that enables a manager and staff to carry out their responsibilities efficiently. Information systems shall produce reports containing operational, financial and compliance-related information that make it possible to run and control a business or academic unit. Effective communication must also occur in a broader sense, flowing down, across and up the unit. All staff must understand their own role in the internal control system, as well as how individual activities relate to the work of others.

Monitoring
Internal control systems need to be monitored--a process that assesses the quality of the system's performance over time. Ongoing monitoring shall occur in the course of normal operations and include regular management and supervisory activities. In addition, separate operational evaluations shall be conducted based upon the assessment of risks and the effectiveness of ongoing monitoring procedures.

Adequate supervision of personnel and other monitoring activities shall be required to ensure the reliability of accounting and/or operational controls by pointing out errors, omissions, exceptions and inconsistencies in the application of procedures.

Initial Policies
The following policies will be adopted by StarShine's Governance Board before the commencement of business for FY14 (2013-2014) and are attached for consideration at the upcoming board meeting:

A. Procedures for Accounting Records and Reports
B. Procedures for Purchasing
C. Procedures for Budget and Budget Maintenance
D. Procedures for Cash Receipts
E. Policy for Fixed Assets
F. Policy for Conflict of Interest

See IV B.(2) for details.

IV B.(2) Provide a description of the internal control procedures the school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the school's procedures.

Initial Policies
The following policies will be adopted by StarShine's Governance Board before the commencement of business for FY14 (2013-2014) and are attached for consideration at the upcoming board meeting:

A.   Procedures for Accounting Records and Reports
B.   Procedures for Purchasing
C.   Procedures for Budget and Budget Maintenance
D.   Procedures for Cash Receipts
E.   Policy for Fixed Assets
F.   Policy for Conflict of Interest

A. STARSHINE ACADEMY PROCEDURES FOR ACCOUNTING RECORDS AND REPORTS

1.   StarShine Academy shall follow Generally Accepted Accounting Principles, and state laws and regulations in accounting for all funds in its custody and control.

2.   StarShine Academy shall utilize the account structure (fund, function, and object) and chart of accounts mandated by the New Mexico Public Education Department.

3.   StarShine Academy shall account for funds utilizing the cash basis for accounting and budgeting, and modified accrual basis in the preparation of year-end financial statements.

4.   Financial transactions shall be entered for all revenues received, expenditures incurred, and corrections thereto to accurately reflect the financial position of the charter school.

5.   All accounts shall be reconciled with the bank on a monthly basis. ADOPTED:

_____

Chairperson

_____

Date

B. STARSHINE ACADEMY PROCEDURES FOR PURCHASING

All employees shall utilize the Requisition/Purchase Order process prior to obligating school funds. Items purchased without prior approval and payment shall be the responsibility of the employee.

Employees shall submit a Requisition to the StarShine Academy Business Manager for processing. If the requisition is vendor or brand specific, the employee will provide that information on the Requisition, along with cost and quantities. Otherwise, StarShine Academy business manager will research state and federal contracts and other best sources for the appropriate vendor.

The StarShine Academy Business Manager shall review the Requisition to ensure the proper assignment of account number and to verify availability of budget and cash, from reports provided by the StarShine Academy accountant.

Upon review and approval of the Requisition by the StarShine Academy Business Manager, the StarShine Academy - contracted accountant shall prepare a Purchase Order for approval and signature by the StarShine Academy administrator.

The selected vendor(s) shall be provided with the original of the signed Purchase Order and a copy maintained in the StarShine Academy business files. The StarShine Academy-contracted accountant shall also maintain a copy of any financial documentation provided to the charter school.

A Non-Taxable Certificate shall be provided to vendors as proof of tax exemption for the non- payment of gross receipts tax.

Upon delivery of goods and services, the person receiving the goods/services shall verify receipt of all items by checking off all items on the invoice, and providing initials and date of receipt on the invoice.

The StarShine Academy Business Manager shall provide the approved Requisition, Purchase Order and invoice to the MCS-contracted accountant for payment.

The StarShine Academy-contracted accountant shall make payment of invoices within 30 days of receipt of the invoice.

Goods being considered for purchase with a cost between $1,000 and $5,000 require three written quotes. Goods being considered for purchase with a cost between $5,000 and $10,000 require an informal request for bids.   Goods being considered for purchase with a cost over $10,000 require compliance with the formal bidding process.

Professional service contracts exceeding $50,000 require formal, sealed, competitive bids. To ensure appropriate encumbering and accounts payable processing, an approved Purchase Order and a copy of the executed contract shall be provided to the MCS accountant.

Persons offering professional services make their services available to the general public and have direct control over when, where and how he/she works.

An employer does not provide or control the detail of how the contractor's work is to be accomplished.

Refer to the "Employee vs. Contractor Common Law Rules/Factors" for additional guidance in distinguishing between a contractor and an employee.

Contractors shall be required to complete a W-9, Request for Taxpayer Identification Number and Certification.

The following are exempt from the State Procurement Code:

Personal property or services of another state agency or local public body; Public utilities; Shipping, travel, meals and lodging; Public school transportation services; Magazine subscriptions and conference registration fees; Entertainers;

In the event of the availability of only one source for the required goods or services (sole source), refer to State Purchasing Act for guidance and instructions;

Purchases from the federal price schedule (GSA).

Emergency procurement is allowable only in the instances of threat to life, health, and public welfare.

Public money is not to be used for an individual's personal benefit or in violation of the Anti- Donation Clause (e.g., paper goods and coffee for every day coffee drinking, etc.).

ADOPTED:

_____

Chairperson

_____

C. STARSHINE ACADEMY PROCEDURES FOR BUDGET AND BUDGET MAINTENANCE

1.   StarShine Academy shall follow state laws and regulations in the development and maintenance of the budget.

2.   The StarShine Academy Business Manager shall review all purchase orders for sufficiency of budget.

3.   The StarShine Academy-contracted accountant shall provide the status of the budget during a report to the Governance Board on at least a quarterly basis.

4.   The StarShine Academy-contracted accountant shall present proposed budget adjustment requests as necessary to maintain a positive budget balance by object code.

5.   The StarShine Academy-contracted accountant shall keep the Governance Board informed of the availability of revenue for budgeting.

ADOPTED:

_____

Chairperson

_____

Date

D. STARSHINE ACADEMY PROCEDURES FOR CASH RECEIPTS

1.	StarShine Academy shall safeguard and account for all cash and checks, and shall deposit funds in the bank within 24 hours of receipt or one banking day, as required by state law and State Board of Education Regulation 6 NMAC 2.2.

2.	The StarShine Secretary, or other designated employee, shall prepare a receipt in duplicate for money received from all sources. The original receipt is to be provided to the person making payment. If a receipt is voided, all copies shall be marked "Void" and retained in the receipt book.

3.	An individual other than the one preparing cash receipts shall prepare the bank deposit ticket in duplicate. A duplicate copy of the receipt shall be attached to the school's copy of the deposit ticket.

4.	The actual bank deposit shall be made by a staff member other than the individual preparing the bank deposit ticket.

5.	After a deposit is made, a copy of the deposit ticket, the receipt, and the bank deposit receipt should be provided to the StarShine accountant.

6.	The StarShine-contracted accountant will post the revenue to the appropriate fund and revenue code.

ADOPTED:

_____

Chairperson

_____

Date

E. STARSHINE ACADEMY FIXED ASSETS POLICY
The following policies and procedures document a fixed asset system designed to comply with all statutory requirements and increase control over those assets for which StarShine has stewardship responsibility. The intent of these policies is to obtain accountability over assets, provide centralized documentation for insurance purposes, meet financial reporting needs, and generate asset management information.
I. POLICY
It is the policy of StarShine to maintain accountability over all tangible fixed assets having a life exceeding one year and costing $5,000 (including tax) or more. StarShine shall maintain asset records for the various departments/funds and shall verify such records by a physical inventory by each department at least once a year.
A. PURPOSE
A fixed asset inventory system gathers information allowing preparation of financial statements in accordance with generally accepted accounting principles. The system should provide adequate stewardship over its resources through control and accountability of the fixed assets.

B. GENERAL

Assets in the system include all land, buildings, machinery and equipment valued at $5,000 or more (including sales tax). Small tools and equipment or attractive items (cameras, radios, etc.) under $5,000 will be maintained by each department in their own database and will be governed by a separate policy.

C. RESPONSIBILITY OF DEPARTMENTS

The StarShine Business Manager will establish a system for recording fixed assets and prepare guidelines for the annual inventory. The School Administrator shall assign a team to conduct a physical inventory of all assets to be included in the charter schools fixed asset inventory. Each department/fund will notify the Office Manager of any additions, deletions, interdepartmental transfers, modifications, or leases of property that are not reflected on the preliminary list. Deletions from the inventory should include items that were scrapped, cannibalized, disappeared mysteriously, or damaged beyond salvage. The StarShine Business Manager will ensure the appropriate changes are made to the department's/fund's fixed asset records.

D. ASSET IDENTIFICATION

All inventory property will be assigned a unique identification number by the Business Office Manager. The assigned number will follow the asset throughout its life in the charter's fixed asset system. Whenever feasible, each piece of property will be tagged or marked with the charter identification number on the upper right hand corner. Such markings will be removed or obliterated only when the item is sold, scrapped, cannibalized, or otherwise disposed of. Should the ID number be removed or defaced, the item shall be marked again with the original number (obtained from the inventory listing).

II. PROCEDURES

A. ADDITIONS

The charter may acquire property via purchase, construction, donation, or lease. Regardless of how it is acquired, when the property is received, the purchasing department /fund will immediately have the Office Manager tag the item. The Office Manager will input the information on an asset control sheet and provide it to the StarShine Business Manager so it can be entered into the accounting fixed asset system.

B. DELETIONS

Assets previously acquired will eventually be disposed of and need to be deleted from the Fixed Asset System. Deletion may be required due to a sale of the asset, scrapping, mysterious disappearance (lost or stolen), or involuntary conversion (fire, flood, etc). Due to the monetary value, assets deleted from the fixed asset system, whatever the reason, will require authorization from the State Auditor's Office before obtaining Board approval for the final disposition of any assets.

The Office Manager who controls the asset is the only one in position to trigger removal of an asset from the Fixed Asset records. Removal is accomplished by filling out the disposal section of the Asset Control sheet and obtaining authorized signatures from the School Administrator, and then forwarding it to the StarShine Business Manager.

Items disappearing mysteriously may require additional reports to the police department, Administrator, and the New Mexico Public School Insurance Authority (NMPSIA). Deletions brought about as a result of natural disasters will require reporting to the NMPSIA for an eventual reimbursement claim.

C. TRANSFERS

Occasional transfers of property between departments, individuals within a department or funds will occur. The original controlling department /fund will be responsible for all assets in its inventory and for initiating a notice of transfer.

D. MODIFICATIONS

Larger assets such as major pieces of equipment, building renovations or vehicle overhauls are often modified to increase their lifetime or usefulness.   Modifications may include partial additions or deletions, major repairs, or component replacement (new roof, heating system, etc.).   Several vouchers may be prepared for the modification as the work is in progress. Therefore, it is very important to notify the StarShine Business Manager to ensure that modifications are coded as capital outlay. The inventory number should be included on the voucher of the equipment; building or other structure reflecting what is being modified to ensure proper accounting of modified fixed assets.

E. INVENTORY

A physical inventory by department/fund will be conducted annually to verify the existence and condition of all items in the fixed asset records. When reconciled, the inventory provides evidence that StarShine is meeting its stewardship duty over its assets. An inventory may also help the charter school's plan for future purchases by identifying unanticipated wear and tear of equipment before the equipment breaks down.

All land, machinery & equipment, buildings and improvements (i.e., playground equipment) with an original value of $5,000 or more must be inventoried. Departments/funds need to inventory other items (less than $5,000 value) that are sensitive or high-risk items (i.e., cameras, printers, TVs, etc.) assigned to them.

The only items not placed in an inventory are consumable inventory supplies. The controlling department/fund will maintain a separate inventory list but it will not be recorded in the charter schools financial records. These items will be classified as expenses or expenditures when purchased.

F. LOST OR STOLEN ASSETS

Whenever an item in the Fixed Assets System has mysteriously disappeared and all efforts have failed to recover it, the controlling department/fund shall provide written notification to the Office Manager, who will give a copy to the Administrator and/or Police. Ninety days after notification, if the item hasn't been found, the department/fund will send an Asset control form to the StarShine Business Manager so it can remove the fixed asset inventory.

G. DONATED ASSETS

Assets are sometime donated to the charter school. If the donation is cash to be used in conjunction with the construction of a specific asset, the donation is reported as revenue (contribution and donations from private sources) in governmental funds; in proprietary funds, such donations are treated as contributed capital.

If the asset donated is other than cash, its estimated fair value must be determined and recorded as contributed capital in a proprietary fund.   In governmental funds, the proper treatment of the donation of fixed assets depends upon the government's plans for those assets. If the government intends to retain the fixed assets, they would be recorded directly in the General Fixed Asset Account Group (GFAAG), with no effect on the governmental fund.

ADOPTED:

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Chairperson   Date

F. STARSHINE ACADEMY CONFLICT OF INTEREST POLICY

Conflict of interest arises whenever the personal or professional interest of a Board Member is potentially at odds with the best interests of StarShine Academy.   StarShine Academy will avoid where possible even the appearance of impropriety. Individuals and businesses qualified to provide goods and

services to StarShine Academy in some cases may be limited, and therefore situations may arise where Board Members are commercially engaged by StarShine Academy, or hired by StarShine Academy for workshops, training, cleaning services, etc. Because these situations all involve potential conflict of interest, the following procedures apply. If an issue is to be decided by the Board that involves potential conflict of interest for a Board Member, it is the responsibility of the Board Member to:

1. Identify the potential conflict of interest.

2. Not participate in discussion of the program or motion being considered.

3. Not vote on the issue.

It is the responsibility of the Board to:

1.   Only decide to hire or contract with the Board member if they are the best qualified individuals available, and willing to provide the goods or services needed at the best price.

2.   Record in the minutes of the Board Meeting the potential conflict of interest, and the use of the procedures and criteria of this policy. Although it is not a conflict of interest to reimburse Board Members for expenses incurred (such as travel and training), Board Members are prohibited by law from being paid for serving on the Board.

ADOPTED:

_____

Chairperson

_____

Date

IV B.(3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by the school's organizational structure and budget. Include job qualifications and responsibilities.

See Appendix D.

IV B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

See Appendix B.

IV B.(5) Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that does not meet the projections stated in your application.

School Response to Enrollment Shortfall

Should StarShine Academy Lisa Law Peace School enrollment fall significantly below expectations, the following actions will be implemented:

1. Each year in January, the Board will establish its enrollment goals for the following year. If in any year STARSHINE ACADEMY LISA LAW PEACE SCHOOL fails to meet its enrollment goals by July 1, the Board Chairperson will ask the Director to conduct a more expansive marketing program for the school. This will include an additional July enrollment period, with concomitant advertising in local newspapers. This marketing campaign will also include flyers strategically placed in all communities now served by

STARSHINE ACADEMY LISA LAW PEACE SCHOOL. The marketing plan may, at the discretion of the Board, also include radio advertising and other advertising media within these markets.

2. If the school continues to fall short of its enrollment goals, an Enrollment Committee will be established. This committee will consist of the Chairperson and Treasurer of the Board, the Director and the Business Manager. This committee will meet on August 1 to consider any necessary budget cuts. If cuts are required, the committee will provide to the Board at a special/emergency meeting a list of proposed budget adjustments that will ensure the school is run in a fiscally responsible manner. Cuts may include the cancellation of sporting events or teams, dismissal of part-time faculty, or the cancellation of certain courses not required by New Mexico state law or the graduation requirements established for STARSHINE ACADEMY LISA LAW PEACE SCHOOL in this charter. If it becomes necessary to terminate tenured teachers, STARSHINE ACADEMY LISA LAW PEACE SCHOOL will follow the Reduction in Force procedures required under New Mexico law.

V. EVIDENCE OF SUPPORT

> V A. Describe the type of outreach the applicant(s) conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

The children and parents in the neighborhood are generally dissatisfied with their schools, we learned as we had casual conversations withover ninety parents and children during the past year, regarding the viability of bringing StarShine Academy Lisa Law Peace School into this neighborhood. The families are struggling economically and the schools seem to cause them worry for their children. We heard that the schools were boring, not helping themwith their needs and not individualized. Further, we heard comments regarding safety concerns, lack of physical education, art and music and nearly all thestudents we talked with were having trouble learning math, science and reading. We asked each person, whether a parent or a student if they would be interested in attending a small, 400 student community-based K-12 school at or near 1376 Agua Fria Road and every person said they hope StarShine Academy Lisa Law Peace School can open there. The neighbors said they would become involved and would transfer students there. Many said they have been praying for a better choice in their school.

> V B. Provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.

Interested Families within walking distance to proposed site:

K-3	32	Sweeney and Agua Fria Schools
4-6	14	Sweeney and Agua Fria Schools
7-9	18	De Vargas Middle School
10-12	29	Santa Fe High School

> V C. Explain the founder(s)' ties to and knowledge of the community the school is intended to serve.

The neighborhood around the area StarShine Academy Lisa Law Peace School hopes to locate is an area of special character and need. Althought the street is located within city limits, it feels mostly rural, as many of the properties including the one we hope to acquire, are larger acre properties or are commercial near small homes and mobile home parks. The founder and the proposed board members

have spent time in the area volunteering and visiting homes there to ensure a school such as StarShine Academy Lisa Law Peace School will be welcomed as an asset to the community.

Pinon EcoVillage provides a community based organization to partner with others and are excited about the potential of StarShine Academy Lisa Law Peace School locating there.

Santa Fe Secondary is a private school, located 5 miles away. The students and teachers will mentor and participate in community events with StarShine Academy Lisa Law Peace School.

V D. Explain any partnerships, networking relationships, and/or any resources or agreements that are planned with these persons or entities.

Santa Fe Secondary is a private school, located 2 miles away. The students and teachers will mentor and participate in community events with StarShine Academy Lisa Law Peace School.

Kids First: participate with students as a coalition for quality in children's media.

St. Elizabeth's: outreach for homeless families

Core Knowledge: StarShine's basis for curriculum

Pinon EcoVillage: an adjacent community would like to offer part-time jobs and mentoring for our students and teachers. There are rentals available for teachers.

V E. If there are other public schools in the geographic area within which you are seeking to locate, describe why your proposed school is a needed option for the students served by the existing school(s).

StarShine is a model for a new generation of small, unique community schools to improve student performance and close the achievement gap, by raising the floor of expectations of what is possible, rather than forming a ceiling. To implement this philosophy, StarShine Academy Lisa Law Peace School will use a blended approach leveraging technology with the Core Knowledge curriculum in grades K-8 and the Paideia methodology of Socratic discussion in grades 9-12, both of which will be aligned with New Mexico Standards and Benchmarks including the Common Core Standards. The curriculum in the High School will focus on pre-collegiate readiness, with graduation requirements that meet and exceed New Mexico requirements. The High School curriculum will include math, science, language arts, social studies, physical and behavioral health, communications (speech, radio, and TV), humanities and service learning. Demonstrated programmatic components encouraging strong character development and a safe learning environment coupled with active community engagement and strong service learning components in the curriculum will provide the tools necessary for StarShine Academy Lisa Law Peace School students to face the challenges of their community today, and to address life challenges in the world tomorrow.

StarShine Academy Lisa Law Peace School in Santa Fe, NewMexico plans to open on August 13, 2013 as a K-12 New Mexico, PED-sponsored charter school at or near 1376 Agua Fria Street in Santa Fe, near Boylan Street, to serve 400 students. The neighborhood has two elementary schools, K-6 Agua Fria Elementary at 3160 Agia Fria St., Santa Fe 87501, reporting Math AYP of 28.8 and Reading AYP of 37.77 with 547 students and R.M. and K-5 Sweeney Elementary 501 Airport Road, Santa Fe 87505 reporting Math AYP of 26.59 and Reading AYP of 42.2% with 569 students. The nearest middle and high schools are De Vargas Middle School and Santa Fe High School, approximately six and one-half miles away. According to key demographic information, this neighborhood is 74.9% Hispanic, 2.5%American Indian, 1% Black and 20% White, with 68.9% Disadvantaged and 51.5%Children living below poverty.

The children and parents in the neighborhood are generally dissatisfied with their schools, we learned as we had casual conversations withover ninety parents and children during the past year, regarding the viability of bringing StarShine Academy Lisa Law Peace School into this neighborhood. The families are struggling economically and the schools seem to cause them worry for their children. We heard that the

schools were boring, not helping them with their needs and not individualized. Further, we heard comments regarding safety concerns, lack of physical education, art and music and nearly all the students we talked with were having trouble learning math, science and reading.We asked each person, whether a parent or a student, if they would be interested in attending a small, 400 student community-based K-12 school at or near 1376 Agua Fria Road and every person said they hope StarShine Academy Lisa Law Peace School can open there. The neighbors said they would become involved and would transfer students there. Many said they have been praying for a better choice in their school.

The property SALLPS is considering is approximately five acres and would host a community permaculture garden to help the students learn about health and the environment and to promote community involvement. When we mentioned the possiblility of our gardening programs, the neighbors seemed genuinely appreciative. The neighbor to the east of the property has a small eco-learning business and was quite interested in a potential partnership to give the families additional learning experiences.

StarShine Academy Lisa Law Peace School will use every available resource to support the academic and social growth of each of its four hundred students, individually, in a way that larger schools have difficulty providing. Due to its small size and diverse age and socioeconomic background, the school will leverage those strengths to support its students.

> V F. *Optional*. Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Letters of support are separate documents. Please see

VI. REQUIRED APPENDICES

Appendix Number	Appendix Description (* indicates required appendix)
A	*Course Scope and Sequence
B	Governing Documents
C	*Head Administrator job description
D	*Job Descriptions (of licensed and certified staff)
E	Governing Body Personnel Policies
F	*Student Discipline Policy
G	*Conflict of Interest Policy/Disclosure Statement
H	Proposed contract or agreement with partner or contractor (Required if you have one)
I	*PSFA-approved projected facility plan documentation
J	*910B5 SEG Computation Revenue Estimate
K	*5-year budget plan
L	*Proposed salary schedule for licensed staff

PART C: CHARTER APPLICATION EVALUATION RUBRIC

The Charter Application Evaluation Rubric ("Rubric") will be used to determine whether the Application meets, partially meets or does not meet the application requirements of law and the

authorizer. It can also be used by the applicant to guide the writing of the Application. The reviewers must objectively review each indicator in order to provide an overall assessment of the Application components.

The Rubric will be used to determine whether the Application may be approved, approved with conditions, or denied for any one or combination of the following reasons:

- The application is deemed adequate or complete;
- The proposed charter school is in the best interest of the projected students, the local community or the school district in whose geographic boundaries the proposed charter school applies to operate;
- Whether the applicant proposes to offer an educational program that is consistent with the requirements or purpose of the Charter Schools Act. NMSA 1978 §22-8B-6(K)(2011)

However, an application may be denied because:

- the proposed head administrator or other administrative or fiscal staff was involved in a charter that was revoked or not renewed for fiscal mismanagement; or these individuals were discharged from a public school for mismanagement; or
- a proposed state authorized charter school fails to request to be designated as a board of finance.

NMSA 1978 §22-8B-6(K)(2011).

I. EXECUTIVE SUMMARY

Topic	Ranking		
	Meets	Partially meets	Does not meet
Executive Summary	The summary demonstrates a cohesive and comprehensive plan for the contemplated school and addresses all of the elements requested in the application.	The summary articulates a plan, but leaves out information that would explain some of the required elements for the executive summary.	The summary is confusing, incomplete and does not address most of the required elements for the executive summary.
	The model or focus of the proposed school is clearly stated.	The model or focus of the proposed school is not clearly stated.	A model or focus of the school is not provided.

II. EDUCATION PLAN

A.   SCHOOL SIZE
B.   VISION
C.   MISSION

Evaluation Criteria. The vision and mission statements describe the purpose for the school and express the ideal, long-term impact, focus, scope and scale of the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet

II.A. School Size	The applicant provides all of the required information.		The applicant does not provide all of the required information.
II. A and B. Vision and Mission	The mission statement clearly states the purpose for and goal of the school, and explains how the school will reach that goal. The mission statement clearly translates into measurable and achievable goals, the selected curriculum, operations, and all aspects of the school.		A mission statement is stated but does not clearly translate into measurable and achievable goals, the selected curriculum, operations and all aspects of the school.
	A coherent vision of what the school hopes to look like in the future is evident (long-term goals) and sustainable.		The vision is stated, but does not provide a clear picture of what the school will look like if it is achieving its goals.

D. GOALS

Evaluation Criteria. The school has clearly stated ambitious, but attainable educational goals that are aligned with the school's mission. The goals are specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument).

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.D.(1) Student Academic Performance	The school has appropriate and manageable student academic performance goals that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable academic performance goals; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(2) Student Academic Growth	The school has appropriate and manageable student academic growth goals that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable academic growth goals; or the goals do not meet the stated Evaluation Criteria.

	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(3) Addressing Achievement Gaps	The school has appropriate and manageable goals that address how the school will address achievement gaps in both proficiency and growth between student subgroups; and the goals meet the stated Evaluation Criteria.	The school has stated goals, that only partially describe how the school will address achievement gaps in both proficiency and growth between student subgroups, or that are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address student achievement gaps in both proficiency and growth between student subgroups; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(4) Attendance	The school has appropriate and manageable goals that address attendance and meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address student attendance or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address student attendance or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(5) Recurrent Enrollment	The school has appropriate and manageable goals that address recurrent enrollment that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address recurrent enrollment or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address recurrent enrollment issues; or the goals do not meet the stated Evaluation Criteria.

	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(6) College Readiness	The school has appropriate and manageable goals that address college readiness that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address college readiness or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address college readiness; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D. (7) Graduation Rate	The school has appropriate and manageable goals that address graduation rates that are rigorous and reflect high expectations.	The school has goals that are measureable, but only partially address graduation rates or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address graduation rates; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.

II.D.(8) Growth for Lowest 25%	The school has appropriate and manageable goals that address the growth of the lowest 25% of students in reading and math that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address the growth of the lowest 25% of students in reading and math, or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals that address the growth of the lowest 25% of students in reading and math; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.

E.   ORGANIZATIONAL GOALS

Evaluation Criteria. The school has clearly stated ambitious, but attainable organizational goals that are aligned with the school's mission. The goals are specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument).

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.E Organizational Goals	The school has appropriate and manageable organizational goals that are rigorous and reflect high expectations.	The school has organizational goals that are measureable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous.	The school's organizational goals are not measurable; or the goals do not meet the stated Evaluation Criteria.
	The school's stated organizational goals are clearly aligned to the vision and mission of the school.	The school's stated organizational goals do not clearly tie to the school's mission or vision.	The school's stated organizational goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals do not lend themselves to monitoring progress.

F.   CURRICULUM
G.   GRADUATION REQUIREMENTS (If Applicable)

Evaluation Criteria: The school uses a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population and that is aligned with NM State Standards.

Topic	Ranking		
	Meets	Partially meets	Does not meet

II.F.(1) Philosophy	The philosophical approach and curriculum framework are clearly presented and clearly aligns with the school's stated mission and goals.	The philosophical approach and curriculum framework are partially defined and/or the alignment with the school's stated mission and goals is unclear.	The philosophical approach and curriculum framework are not clearly presented and do not align with the school's stated mission and goals.
II.F. (2) Research/Data	Research provided on the proposed instructional practices supports the use of this philosophy or approach to achieve high student outcomes.	Research provided on the proposed instructional practices is partially relevant, limited, unreliable or not valid.	Research on the proposed instructional practices is not provided.
II.F.(3) Curriculum Description	A description of the curriculum is provided and reflects an organized, cohesive curriculum for all grade levels, and aligns with the school's mission and educational philosophy.	A description of the curriculum is provided, but only partially aligns with the school's mission and educational philosophy.	The description of the curriculum does not align with the school's mission and educational philosophy; or a description of the curriculum is not provided.
II.F.(4) Curriculum Research	Clear research-based evidence of the success of the chosen curriculum when used with the target population is included.	Research-based evidence provided on the chosen curriculum is partially relevant, limited, unreliable, or not valid.	Research to support the chosen curriculum is not provided.
II.F.(5) Curriculum Overview	A Scope and Sequence and course offerings are provided. A timeline detailing curriculum development, including who will do that work, is provided.	Course offerings or Scope and Sequence are provided but do not sufficiently align with the school's mission and educational philosophy. A timeline describing curriculum development is provided but may provide insufficient detail.	The Scope and Sequence or course offerings are not provided; and/or a timeline outlining the curriculum development is not provided.
II.F.(6)(7) Development Timeline / Instructional Program	A clear plan is in place to develop the school's instructional program; responsible staff and deadlines are identified.	A limited plan is in place to develop the school's instructional program; responsible staff may be identified.	No plan is in place to develop the school instructional program; no responsible staff is indentified.
II.F.(8) Alignment Timeline	There is sufficient evidence that the chosen curriculum is aligned with NM State Standards, or an adequate timeline for aligning the curriculum is provided.		There is no evidence that the chosen curriculum is aligned with NM State Standards, nor is a timeline for aligning the curriculum with NM State Standards provided.

II.G.(1) (2) Graduation Requirements /Graduation Waiver	High school graduation requirements, if applicable, are clearly articulated, meet state requirements, support the mission of the school, and are rigorous and reflect high expectations.	High school graduation requirements are insufficiently described, or do not support the mission of the school, or are not rigorous and do not reflect high expectations.	High school graduation requirements are not provided; or they are provided but do not meet state requirements.
	Waivers, if applicable, state what the waiver is and why school is seeking it.		Waivers, if applicable, are included but without explanation.

H.   INSTRUCTION

Evaluation Criteria: The school identifies quality methods and strategies that have been demonstrated to be effective in meeting the needs of the targeted student population. For unique or innovative practices, the charter school applicant presents a compelling rationale for their effectiveness.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.H.(1) Instructional Strategies	The school's proposed instructional practices support and are aligned with the school's mission, vision and educational philosophy	The school's proposed instructional practices partially align with the school's mission, vision, and educational philosophy	The connection between the school's proposed instructional practices and the school's mission, vision, and educational philosophy has not been established.
II.H.(2) Effectiveness	Evidence of the effectiveness of the proposed methods/ strategies with the target student population is included.	Evidence of the effectiveness of the proposed methods/ strategies with the target student population is not clearly stated.	Evidence of the effectiveness of the proposed methods/ strategies with the target student population is not provided.
II.H.(3) Differentiated Instruction	The school describes how instruction will be differentiated based on identified student needs, and examples are provided.	The school describes how instruction will be differentiated to meet student needs, but there are no examples.	The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.

I.   SPECIAL POPULATIONS

Evaluation Criteria: The school has plans in place to meet the legal requirements and individual needs of those determined to be special needs students (including gifted students), English Language Learners, at-risk students, or those students performing below grade level.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.I.(1)(a) – (d) Special	The school demonstrates a clear understanding of and capacity to meet all legal requirements regarding	The school demonstrates a partial understanding of and capacity to meet state and federal requirements regarding students	The response does not demonstrate an understanding of and capacity to meet state and federal requirements

	identifying, providing an appropriate continuum of services, and monitoring students that are receiving special education services, including students who are gifted.	receiving special education services, including students who are gifted.	regarding students receiving special education services, including students who are gifted.
	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor progress of special education students to ensure attainment of IEP goals.	The school has a partial plan in place to meet the needs of students with IEPs; but details are not provided.	The school has no stated process in place to monitor students with IEPs.
	The school provides a complete plan for graduating students with special education needs (if applicable) that is in compliance with Federal and State regulations.	There is an incomplete plan for graduating students with special education needs (if applicable).	The plan for graduating students with special education needs (if applicable) is not provided; or the plan provided is not in compliance with Federal and State regulations.
	The school has identified the appropriate staff and ancillary services to adequately meet the needs of special education and ELL students, and provides an explanation for how they will be adequately budgeted.	The school has identified some of the staff needed to meet the needs of special education and ELL students. An explanation is provided indicating how they will be adequately budgeted.	The school has not identified appropriate staffing to adequately address the needs of special populations; or the plan for how they will be budgeted is not provided; or the budget does not appear adequate.
II.I(2) Students with 504 Plans	The school demonstrates understanding and capacity to meet all legal requirements regarding students with Section 504 Plans.		The school does not demonstrate understanding and capacity to meet all legal requirements regarding students with Section 504 Plans.
II.I (3)(a)-(e) English Language Learners (ELL)	The school has a plan in place to identify and meet the needs of English Language Learners. Intervention strategies are fully described	The school has a partial plan in place to identify and meet the needs of English Language Learners. Intervention strategies are partially described.	The school has no plan in place to identify or meet the needs of English Language Learners.
	The school describes how instruction will be differentiated based on identified student needs and examples are provided.	The school describes how instruction will be differentiated to meet student needs, but there are no examples.	The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.

	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor the progress of English Language Learners.	The school has a partial plan in place to meet the needs of English Language Learners; but details are not provided.	The school has no process in place to monitor the progress of English Language Learners.
	The budget reflects allocation(s) for resources, staffing, and training to serve the needs of ELL students.	The budget reflects some of the costs involved in addressing ELL students; however, sufficient detail is not provided.	The budget does not reflect costs involved in addressing the needs of ELL students.

J.   ASSESSMENT AND ACCOUNTABILITY

Evaluation Criteria: The school has appropriate assessments in place to evaluate student needs, the effectiveness of the educational program, and progress toward school goals. The school will use the assessment data to affect teaching and learning to improve student achievement, or meet other goals of the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.J.(1) Measuring Organizational Goals (If applicable)	A comprehensive list of assessments that will specifically measure organizational goals that align with the mission of the school is provided.	A partial list of assessment tools to measure organizational goals is provided. The assessment tools only partially align with the mission of the school.	A list of assessment tools to measure organizational goals is not provided; or the assessment tools do not align with the mission of the school.
II.J.(2)Assessments to Measure Academic Goals	A comprehensive list of assessment tools that measure academic goals is provided and align with the mission of the school. Grade levels to be assessed and anticipated schedule or frequency of assessing is provided.	A list of assessments is provided; however, the list only partially aligns with the mission of the school. The grade levels to be assessed and anticipated schedule or frequency of assessing is not sufficiently addressed.	A list of assessments is not provided, or the list of assessments do not align with the mission of the school; or the grade levels to be assessed, anticipated schedule or frequency of assessing is not addressed.
II.J.(1)(3)(4) Use of Assessments / Self-Monitoring	Strategies to monitor all students and to take appropriate corrective actions are clearly defined, including interventions and a plan to close the achievement gap between student subgroups.	A plan for taking corrective action is only generally described.	There is no evidence of a plan for corrective action, or the plan does not address what adjustments the school will make based upon grade-level or school-wide data.

	Remediation/At-Risk Students The school demonstrates understanding and capacity to meet all legal requirements regarding identifying, providing an appropriate range of services, and monitoring students who are struggling. Student Assistance Teams and Response to Intervention strategies for the 3 tiers are fully described.	*Remediation/At-Risk Students* The school has a partial plan in place that complies with legal requirements to identify and meet the needs of students who are struggling and to identify students with special needs. Student Assistance Teams and RTI are mentioned but details are not provided.	*Remediation/At-Risk Students* The school does not provide a plan that complies with legal requirements; or the plan does not demonstrate the capacity to meet the needs of remedial or at-risk students.
	School-Wide Practices The school has provided a comprehensive plan to analyze data, indentify school-wide practices that need to be changed, and implement the necessary adjustments in order to improve student outcomes.	*School-Wide Practices* The school has described a plan to analyze data and identify school-wide practices in need of change; however, the plan does not include effective structures or processes for implementation.	*School-Wide Practices* The school does not provide a plan.
II.J.(5)Reporting on Progress	The school provides a plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Council, the school's authorizer, and the broader community.	The school provides a plan, but it does not include communication of student assessment and progress to all identified parties.	There is no plan provided to communicate assessment results or student progress.

III. ORGANIZATIONAL PLAN AND GOVERNANCE

    A.   GOVERNING BODY CREATION/CAPACITY

<u>Evaluation Criteria</u>: The composition of the Governing Body ("GB") reflects a wide range of expertise, knowledge and experience, and demonstrates the capacity to oversee a successful school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal obligations)

Topic	Ranking		
	Meets	Partially meets	Does not meet

III.A.(1) Governance Description	The roles and responsibilities of the GB members are specifically outlined, and there is a clear description of the separation between the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator.	There is a partial description of the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator; or the description is either inappropriate or does not sufficiently address the distinction between roles.	There is no description provided of the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator.
III.A.(2) Description of Founders' Expertise	The applicant's expertise demonstrates relevant qualifications and experience in areas that are important to implementing the proposed plan.	The applicant has some relevant experience in operating a public school or business, but does not demonstrate how that experience is relevant to implementing the plan for a charter school.	The applicant does not have experience in operating a public school or private business and has not otherwise demonstrated that the applicant has the capacity to implement the planned charter school.
II.J.(3) Description of Prospective Governance Expertise	GB members are listed with qualifications. Membership reflects (or will reflect) diverse experiences and skills necessary to oversee all aspects of the school.	GB membership reflects (or will reflect) some diversity of experience and skills.	GB membership reflects a lack of diverse experiences and skills, or no list is provided.
III.A.(4) GB Selection of Members	The process described for selecting new GB members is focused on selecting leaders who have the skills necessary to govern the proposed school.	The process described for selecting GB members attends to the method of selection, but only vaguely addresses the qualifications for membership.	A plan to recruit GB with identified skill sets is not provided; or no specific needs or qualifications for GB members are listed.

B.   GOVERNING BODY TRAINING AND EVALUATION

Evaluation Criteria: There is an ongoing and comprehensive plan for Governing Body trainings, evaluations, and continuous improvement and complies with state requirements.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.B.(1) Governance Training	There is a plan for GB training that complies with state requirements and is supported by the budget.		There is no plan for GB training, or the training does not comply with state requirements, or the plan is not supported by the budget.
III.B.(2) Governance Evaluation	There is a plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	There is an incomplete or partial plan for an annual self -evaluation of the GB; or the plan as described appears insufficient.	There is no plan for evaluating the GB.

C. LEADERSHIP AND MANAGEMENT

Evaluation Criteria: There is clear description about the roles and responsibilities of the Governing Body vs. those of the school's administrator; administrator employment process; and structure of the board to provide rigorous oversight and support.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.C.(1) Monitoring	The provided plans describing the Governing Body demonstrate its capacity to monitor the operational, financial and academic success of the school, to ensure the school is meeting its mission and to sustain a quality school.		The provided plans describing the Governing Body do not demonstrate its capacity to monitor the operational, financial and academic success of the school, to ensure the school is meeting its mission and to sustain a quality school.
III.C.(2)(3) Head Administrator Selection/ Evaluation	The administrator's qualifications are clearly described. Evidence of a plan to hire and evaluate a highly qualified administrator is provided.	The administrator's qualifications are described; however, there is no description of a process for hiring and evaluating the administrator.	The administrator's qualifications are not described, and there is no description of a process for hiring and evaluating the administrator.

D. ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Evaluation Criteria: The school's organizational chart and accompanying descriptions clearly delineate and justifies the roles and responsibilities and lines of authority and reporting within the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.D.(1)Organizational Structure	The school's organizational chart and narrative description clearly reflect the relationship between administrative, teaching, and support staff.	The organizational chart and narrative description identifies staff, but the relationships are not clear.	The organizational chart is not provided; or the chart or narrative does not demonstrate an understanding of appropriate relationships between staff.
III.D.(2) Job Descriptions	Job descriptions are provided for all key staff.	Job descriptions are provided for most key staff.	Job descriptions are not provided.
III.D.(3) Staff Evaluation	A clear process is provided for evaluating teacher effectiveness that is tied to student performance and the school's mission and goals.	The process is provided for evaluating teachers; however, it is unclear how the teacher evaluation process is tied to student performance or the school's mission and goals.	No clear process is provided for evaluating teacher performance.

		Ranking	
III.D.(4) Staffing Plan	The staffing plan demonstrates a sound understanding of staffing needs and appears viable and adequate for effectively implementing the educational program/curriculum.	The staffing plan is provided but does not demonstrate enough support to effectively implement the educational program/curriculum.	The staffing plan is not adequate to support effective implementation of the educational program/ curriculum.
	The staffing plan is aligned with the budget and projected enrollment.	The staffing plan partially aligns with the budget and projected enrollment.	The staffing plan does not align with the budget and projected enrollment.
III.D.(5) School Day/Year	The school calendar and schedule demonstrates compliance with state requirements and are sufficient to ensure successful implementation of the educational program/ curriculum.	The school calendar and schedule do not comply with state requirements, or are not sufficient to ensure successful implementation of the educational program/ curriculum.	The school calendar and schedule are not provided.
III.D.(6) Professional Development Plan	A plan for Professional Development is provided that supports the implementation of the school's educational plan, mission, and goals, and meets state requirements.	A partial plan for Professional Development is provided that partially supports the implementation of the school's educational plan, mission, and goals; or the development plan does not meet state requirements.	No Professional Development Plan is provided.

E.   EMPLOYEES

Evaluation Criteria: The school provides an explanation of the relationship between the school and the employees, establishes policies; including an employee discipline and grievance processes.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.E.(1) Employer/Employee Relationship	The school provides a clear description of the terms of employment for all classes of employees and how the school will address employees' recognized representatives.		The school does not provide a clear description of the terms of employment for all classes of employees and how the school will address employees' recognized representatives.
III.E.(2)Personnel Policies	Personnel policies and procedures are provided and there is a plan to ensure that the policies align with the mission of the school and comply with all applicable federal and state regulations; or there is a defined plan for developing these polices.		Personnel policies and procedures are not provided and there is no plan for ensuring policies will be developed and that they will align with the school's mission and comply with applicable federal and state regulations.

Topic		
III.E.(3) Staff Discipline Process	A staff discipline process is provided that is clear and follows an appropriate route for due process.		There is no staff discipline process provided that is clear and follows an appropriate route for due process.
III.E.(4) Grievance Process	An employee grievance process is provided that is clear and follows appropriate legal guidelines.		An employee grievance process is not provided.

F. COMMUNITY/PARENT/EMPLOYEE INVOLVEMENT IN GOVERNANCE.

<u>Evaluation Criteria</u>: The applicant provides a clear process for including the community, parents and employees in the governance of the school and a stated process for receiving and responding to concerns.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.F.(1) Community involvement.	The plan clearly describes meaningful parental, professional educator, and community involvement in the governance and operation of the school and includes how their involvement will help to advance the school's mission and vision.	There is a partial plan to involve parental, professional educator, and community in the governance and operation of the school.	There is no description of parental, professional educator, and community involvement in the governance and operation of the school.
III.F.(2) Complaint Resolution	The applicant provides a plan to receive and process concerns and complaints from the community and parents that assures a timely and meaningful response from the school administration and/or the GB.	A plan to receive and process concerns is provided, but it does not address how the concerns will be resolved by the school administration and/or the GB.	No plan to address community and/or parent complaints is provided.

G.   STUDENT POLICIES

<u>Evaluation Criteria</u>: The applicant understands the legal requirements for student discipline which is demonstrated by providing a student discipline policy that is in accordance with the Student Rights and Responsibilities rule of the NMPED.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.G.(1) Student Discipline Policy	There is a description of the Student Discipline Policies that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations. An explanation is provided of how the school will take into account the rights of students with disabilities.	There is a partial description of Student Discipline Polices that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations. A partial explanation is provided of how the school will take into account the rights of students with disabilities.	There is no description of the Student Policies or the policies provided; or the description does not comply with the Public Education rules and regulations.

Topic		
III.G.(2)Alternative Placements	The application and/or student discipline policy describes how the school will address alternative educational settings for eligible students who are long term suspended or expelled that is consistent with the Students' Rights and Responsibilities.	The application and/or student discipline policy describes how the school will address alternative educational settings for eligible students, but fails to demonstrate an understanding of the school's legal obligations.	The application does not address alternative educational settings for eligible students.

H.   STUDENT RECRUITMENT AND ENROLLMENT

Evaluation Criteria: Outreach activities to increase awareness of the school to families are in place. Lottery and Enrollment policies reflect compliance with state statutes, and are fair and equitable.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.H.(1) Student Recruitment	The school has a comprehensive outreach and recruitment plan that is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are reasonable.	The school has an outreach and recruitment plan, but it may not be effective in attracting students from the targeted population; or the timelines for recruiting/enrolling students do not appear reasonable.	The school does not provide an outreach and recruitment plan that markets to the targeted population.
III.H.(2) Lottery Process	The lottery procedures are clearly explained and comply with state statutes. Tentative dates are provided.	The lottery procedures are partially explained. Tentative dates may or may not be provided.	The lottery procedures are not explained or do not comply with state statutes. Tentative dates are not provided.
III.H.(3) Enrollment Process	The school has a clear description of the enrollment process that is in full compliance with state statutes.	The school has an enrollment process that is in partial compliance with statutes.	No description of the enrollment process is provided; or the enrollment process is not in compliance with statutes.
	The school has described conditions for dis-enrollment of students that comply with legal and state requirements.		Conditions identified for dis-enrollment of students are not stated or do not comply with legal and state requirements.

I.   LEGAL COMPLIANCE.

Evaluation Criteria. Legal compliance with the Open Meetings Act and Inspection of Public Records Act and conflicts of interest law are explained.

Topic	Ranking		
	Meets	Partially meets	Does not meet

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.I(1) Conflict of Interest	The Conflict of Interest Policy is provided and demonstrates an understanding of the issue and requirements of the law.		The Conflict of Interest Policy is not provided or does not comply with requirements.
III.I(2) Transparency	There is an explanation of how the school will comply with the Open Meetings Act (agendas posted 24 hours in advance, quorums, executive or closed session procedures, etc.) and Inspection of Public Records Act (meeting minutes, accessibility to public records, etc.)	There is a partial explanation of how the school plans to comply with the Open Meetings Act and Inspection of Public Records Act.	There is no explanation of how the school plans to comply with the Open Meetings Act and Inspection of Public Records Act.

J.   EVIDENCE OF PARTNERSHIP/CONTRACTOR RELATIONSHIP (If Applicable).

Evaluation Criteria. The application describes any third party relationships that will have a legal impact on the school if entered after approval. A copy of any and all proposed agreements is attached.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.J.(1). Third Party Relationships	The application describes in sufficient detail all third-party relationships that are considered integral to accomplishing the mission and vision of the school and demonstrates an understanding of the legal implication of the relationship to the school.	The application partially describes third-party relationships, but does not tie the relationship to the school's mission and vision. The applicant does not does not sufficiently demonstrate the legal implications of the proposed relationship.	The application mentions important third-party relationships but does not describe how the relationship is tied to the mission and vision of the school or provide an explanation of the legal relationship of that third-party to the school.
III.J.(2) Proposed Agreement	A proposed formal agreement or memorandum of understanding between the school and the prospective third-party is provided.		No proposed agreement or memorandum of understanding between the school and the prospective third-party is provided.

K.   WAIVERS.

Evaluation Criteria. Waiver requests are presented clearly and demonstrate alignment with the school's mission and educational plan.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.K.(1)(2) (3) Waivers	The school has provided a list of state laws or policies for which a waiver is requested, including a rationale for why the wavier is being requested.		The school has provided a list of state laws or rules for which a waiver is requested; however, the rationale for the waiver is not included.

	Ranking		
	(This is to be completed only by schools seeking local district authorization.) The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the wavier is being requested.		**(This is to be completed only by schools seeking local district authorization.)** The school has provided a list of authorizer policies for which a waiver is requested; however, the rationale for the waiver not included.
	The requested waivers align with the school's proposed autonomy and its mission, and that alignment is clearly described.	The waivers align with the school's proposed autonomy, but no clear alignment of the requested waivers with the school's mission is described.	The requested waivers do not align with the school's mission.

L.   TRANSPORTATION AND FOOD

Evaluation Criteria: The school considers the transportation and food services for the students and develops adequate plans to address those needs.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.L.(1)Transportation	The school states whether or not it plans to offer transportation to its students. If yes, the school has provided a clear description of how transportation will be provided that is supported by the proposed budget.	The school has stated whether or not it plans to offer transportation to its students. If yes, the school has provided only a partial description of how student transportation will be provided. The plan is supported by the budget.	The school has not stated whether or not it plans to offer transportation to its students. Or, if stated, the school does not provide a description of how student transportation needs will be met; or the plan is not supported by the budget.
III.L.(2)Food Services	The school states whether or not it plans to offer food services to its students. If yes, the school has provided a clear description of how food services will be provided that is supported by the budget.	The school states whether or not it plans to offer food services to its students. If yes, The school has provided a partial description of how student food services will be provided. The plan is supported by the budget.	The school has not stated whether or not it plans to offer food services to its students. Or, if stated, the school does not provide a description of how the food services will be met; or the plan is not supported by the budget.

M.   FACILITIES

Evaluation Criteria: The proposed description of the facility and plan for proposed capital outlay needs provides sufficient detail to demonstrate capacity for implementation and support of the school program.

Topic	Ranking		
	Meets	Partially meets	Does not meet

	Meets	Partially meets	Does not meet
III.M.(1) Projected Facility Needs	The applicant has attached appropriate documentation from the Public School Facilities Authority (PSFA) director that demonstrates the applicant's proposed capital outlay needs are in alignment with New Mexico public school facility requirements.		The applicant did not attach appropriate documentation from the PSFA director that demonstrates the applicant's proposed capital outlay needs are in alignment with New Mexico public school facility requirements.
III.M.(2) Facility Plan	The application provides evidence that efforts have been made to begin a search for an appropriate facility in the desired geographic location.	The application provides some evidence that school facility requirements must be met, but no efforts have begun to locate an appropriate facility in the desired geographic location.	The application does not provide evidence that the school has begun to consider it facility needs.
III.M.(3) Projected Facility Costs	A detailed description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is provided, and is sufficient to support the school program. The school provides a realistic projection for facility maintenance, repair and equipment needs.	A detailed description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is provided but may not be sufficient to support the school program. The school identifies facility maintenance, repair and equipment needs, but does not provide for these costs in the projected budget.	A description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is not provided or is not sufficient to support the school program.

IV. BUSINESS PLAN

A.   BUDGET

Evaluation Criteria: The school budget is based on realistic revenue and expenditure projections, valid assumptions, and supports the mission and educational program of the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
IVA(1)910B5 Worksheet	The applicant has provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan.	The applicant has provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan; however, there are minor mistakes in the computations.	The applicant did not provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan, or the worksheet provided contains substantial errors, demonstrating a lack of understanding about New Mexico public school funding.

Topic	Meets	Partially meets	Does not meet
IVA(2) 5-Year Budget Plan	A five-year budget that aligns with the school's 5- year growth plan, including staffing, facilities, educational program and mission of the school is provided, and demonstrates the financial capacity to support the school program.	A five-year budget is provided; however, it only partially aligns with the staffing, facilities, educational program or mission of the school.	The budget provided does not adequately address staffing, facilities, educational program or the school mission; or a budget is not provided.
IVA(3) Budget Narrative	The budget narrative is provided that explains basic assumptions, how those were determined based on reliable sources, and identifies priorities that are consistent with the school's mission, educational program, staffing and facility.	A limited budget narrative explanation is provided. Budgetary assumptions are flawed, or there is minimal connection to the school's mission, educational program, staffing or facility.	Little or no detail is provided in the budget narrative, OR there is no connection to the school's mission, educational program, staffing or facility.
IVA(4) Strategies for Budget Control	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The adjustments are viable and realistic.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges; however, the adjustments may not be viable or realistic.	The school does not provide a description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or the description of the adjustments is not viable or realistic.
IVA(5) Salary Schedule (Appendix)	A proposed salary schedule is provided for key staff, including teachers and administrators, that complies with state requirements.		A proposed salary schedule for key staff is provided; however, the salaries for teachers and administrators do not comply with state requirements.

B. FINANCIAL POLICIES AND OVERSIGHT, COMPLIANCE AND SUSTAINABILITY

Evaluation Criteria: Financial policies are in place that reflect generally accepted accounting practices, including compliance, adequate oversight and reporting.

Topic	Ranking		
	Meets	Partially meets	Does not meet
VB(1)(2) Financial Policies and Internal Controls	Financial policies and internal controls are included, are sufficient, and comply with requirements and financial best practices. The policies demonstrate the financial capacity to support the school program.	The financial policies and internal controls are provided, but are deficient or do not comply with generally accepted accounting principles and financial best practices. The information provided does not demonstrate that the applicant understands New Mexico public school finance laws.	The school does not describe or address the financial policies.

IV.B.(3) Financial Personnel	The school has identified the appropriate staff to perform financial tasks, and the staff positions are supported in the organizational structure and in the budget. Qualifications and responsibilities for those positions are provided.	The school has identified staff to perform financial task that is supported by the organizational structure and budget; however, qualifications and responsibilities are not provided.	The school's organizational structure or budget does not provide enough staff support to conduct business services.
IV.B.(4) Financial Oversight	A description of how the GB will provide proper legal and fiscal oversight is provided, including a description of required audit and finance committees. Clearly stated financial controls demonstrate an understanding of the required GB oversight and financial reporting.	A description of GB oversight is provided, however, the plan lacks important specifics and/or a clear recognition of the legal and financial obligations of a charter school.	There is no clear plan for financial oversight and/or the applicant demonstrates substantial weakness in understanding the fiscal oversight obligations of the GB.
IV.B.(5) School Sustainability	The school has provided clear evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and vision, and performance objectives.	The school has provided some evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and vision, and performance objectives.	The school has provided no evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity; or the evidence provided calls into question the long-term sustainability of the school.

V. EVIDENCE OF SUPPORT

Evaluation Criteria. The applicant demonstrates community support for the proposed school through community partnerships, business relationships, and resource agreements. The school clearly describes all community outreach activities designed to reach a broad audience. The application demonstrates not only a sufficient community interest in the school, but also a sufficient demand for the school's proposed program or model. Aggregate data for prospective students are provided.

Topic	Ranking		
	Meets	Partially meets	Does not meet

V.A Outreach Activities	The application describes all outreach activities and future outreach plans. Described outreach activities are designed to reach a broad audience and are sufficient to ensure that all students have an equal opportunity for to enroll.	The application provides a description of outreach activities; however, the described outreach activities may not reach a broad audience and, thus, not provide all students with an equal opportunity to enroll.	The application provides no description of outreach activities, nor does it provide any evidence that the school developers have conducted any exploratory community outreach.
V.B. Evidence of Support	The applicant has provided sufficient evidence of community support for the school by providing data regarding interest demonstrated by the targeted population or other evidence of support (not just anecdotal).	The applicant has provided limited evidence of community support for the school or that there are, in fact, students and/or families interested in enrolling.	The school has not provided evidence that there is actual community and student support for the proposed school.
V.C. Community Ties	The application provides a description of ties to the community and evidence of an understanding of the community and student needs that the school intends to serve.		The application does not demonstrate ties to the local community and/or any evidence that it is familiar with the community and student needs that the school intends to serve.
V.D. and F. Community Relationships *Optional evidence of support.*	The applicant demonstrates that it has developed networking relationships and/or other resources or agreements with community persons or entities. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.) Letters or other documentation of support are provided.		
V.E. Uniqueness of Proposed School	The applicant provides evidence that if there are public schools that serve the same grade levels in the geographic area in which the school plans to locate, the school can demonstrate that its education plan is unique or substantially different and thus is able to provide a needed option for students and families.		The applicant identifies at least one other public school serving the same grade levels in the geographic area in which the school plans to locate; but is unable to demonstrate the uniqueness of its education plan or provide other evidence of need in the targeted community.

IV. REQUIRED APPENDICES

Topic	Ranking

	Meets	Partially meets	Does not meet
VI. Appendices	The application contains all of the required appendices.	The application contains the most significant appendices, but omitted others.	The application omits the appendices; or the appendices it includes are not the most significant ones.