

# ELECTUS ACADEMY

## PART B: CHARTER APPLICATION

### I. EXECUTIVE SUMMARY

The Electus Academy will bring a revolutionary educational system to the Albuquerque area, one which focuses on strong core education and college readiness through the philosophy of academic choice. The innovation of the Electus Academy is based on choice theory, guided by the premise that individuals best succeed when they are internally motivated through the power of personal choice. To this end, all students at the Electus Academy will have the ability to choose how they will learn each standard required by the State of New Mexico, thus creating an individualized curriculum as never seen before.

Students who enroll will have a choice in every course they take, which will immediately provide them with advantages in learning, as they will learn *how* they want. Through a diverse set of themes through which each course will be offered, students will have the ability to choose the theme in which they are most interested. This makes education customizable to a level not seen in the Albuquerque area in educational institutions both public and private. Because not all students learn in the same manner, this form of differentiated instruction will allow for significantly higher levels of student success.

Class lengths will be trimmed to 4.5 weeks from the common 18-week/36-week semester format, with traditional courses divided into their constituent units and each unit becoming its own class. At the conclusion of each 4.5 week course students will take an exit exam to gain credit for that given academic unit. This format of assessment will, for the first time, make students accountable for learning in every individual academic area, and will thus result in better education, including adjustments in instruction, remediation, tutoring, etc.

Students at Electus will further choose from a variety of majors (comparable to those seen at the college level) and will spend a portion of their time in both 11th and 12th grade in a career track that will not only expose them to the demands of a given college major/career, but will provide them with a

jumpstart in preparation for courses they will see in college. No school in the Albuquerque area, public or private, offers such specialized pathways of instruction to prepare students for success in college.

The Electus Academy student population will be drawn from the greater Albuquerque area, including Bernalillo, Rio Rancho, and Albuquerque itself. No specific type of student will be targeted; the goal will be to provide a college preparatory program free of cost for any student to enroll and prepare for college.

The greater Albuquerque area has a diverse demographic of high school students, including: 53% Hispanic, 5% Native American, 37% on free/reduced lunch programs, 13% requiring some special education assistance, and 9% classified as English-Language Learners (ELL).

In the area of high school completion, Albuquerque area high schools currently demonstrate a 65% graduation rate, with proficiency rates for Hispanics reported at 38% in math and 45% in reading (based on AYP standards). Clearly there is a need for better college preparation programs to assist these subgroups.

Statistics published from the University of New Mexico find that entering freshmen, the largest proportion of which graduate from Albuquerque-area high schools, show significant difficulty in the academic preparation required for success at the college level. Such statistics show significant levels of freshmen drop-out, academic depression (loss of NM Lottery Scholarship due to academic performance), and academic uncertainty as a result of lack of adequate preparation in high school.

Based on the analysis of high school curricula within the Albuquerque Public Schools district, it is clear that no public high school offers a free, college preparatory program with extensive areas of study in comparison to local private schools (Albuquerque Academy, Sandia Preparatory, Bosque School, etc.); the Electus Academy will be that school, open to the public and providing for an extensive, rigorous college and career readiness education, and will thus become a vital addition within the Albuquerque community.

## II. EDUCATION PLAN

### 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	250	9-10	23:1
Year 2	375	9-11	25:1
Year 3	500	9-12	26:1
Year 4	500	9-12	26:1
Year 5	500	9-12	26:1
At Capacity (Enrollment Cap)	500	9-12	26:1

### B. VISION. STATE THE VISION FOR THE PROPOSED SCHOOL.

Any visitor to enter the Electus Academy will see a place where learning has become individualized and where students devote their time to the pursuit of those academic areas in which they are interested. Passing through the halls at Electus, the visitor sees students engaged as never before, exploring and investigating in an environment in which all students can learn in the manner they choose.

Walking from room to room, the visitor witnesses students experiencing the curriculum as active learners who are intrinsically motivated because they have, for the first time, been given the choice on how they want their school to work. Some are reading, some are acting, some are building, some are debating.

As classes change, and students rush into the common areas, the visitor steps into a class, seeing a teacher transform her classroom from one specialty to another, as if recreating the class anew for a different set of learners with different interests and expectations. This is, in fact, exactly what she is doing, for with each new group of students comes different personalities, interests, and strengths. The teacher knows this and welcomes it. Where these kids would otherwise be put together in a group, helpless to the randomness in which traditional classes are compiled, now they find a common bond with the other students with whom they will share their class.

As class begins anew, the visitor would witness the same teacher change her approach, completely altering her instructional method as if to fit her new student population. This is precisely

what she is doing, for the students that sit before her have chosen to be with her at this time and to learn in this manner.

Examining a student's schedule, a visitor finds creative names for classes. Where there was once "Science" or "Math" now exist "Mythbusters" and "Landscape Geometry". Also on the schedule is a label for the student's major. The visitor takes a second glance. A major? In high school? The student affirms this, noting that her next class is, in fact, one within her major: "Bioethics".

As she explores the campus, she notices a large population of students engaged in a talk on the nature of black holes. The room, although smaller, resembles what the visitor remembers from his days in college. Walking to the adjacent room he sees the exact opposite: a small group of fifteen students working to measure the speed of a makeshift roller coaster.

As the visitor departs, he feels a sense that students here are happier than he remembers from his experience in high school. The atmosphere feels as if each person, both student and teacher, seems to be in exactly the place they should be, as if it was all built for each of them, for each individual.

### **C. MISSION. STATE THE MISSION OF THE PROPOSED SCHOOL.**

The Electus Academy will bring a revolutionary educational system to the Albuquerque area, one which focuses on strong core education and college readiness through the philosophy of academic choice. The innovation of the Electus Academy is based on choice theory, guided by the premise that individuals best succeed when they are internally motivated through the power of personal choice. To this end, all students at the Electus Academy will have the ability to choose how they will learn each standard required by the State of New Mexico, thus creating an individualized curriculum as never seen before, one which will promote heightened levels of student success and prepare them for their transition into college.

**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.**

**D1. Student Academic Performance**

*GOAL 1*

The seminar system of instruction allows for increased student choice, interest, commitment, and thus provides a greater opportunity for student success. Remediation opportunities, built into each school day, will additionally allow students more than adequate opportunity to achieve proficiency.

To this end, it is one of the goals of the Electus Academy to have:

- *97.5% seminar pass rate by the end of School Year 3* (this amounts to one failed seminar per student per year; 39 out of every 40 passed in a given year)

*GOAL 2*

Given the choice-based philosophy, and the opportunity for students to choose the style of curriculum best suited to their interest or learning style, it is expected that each seminar will provide a more focused format of educational instruction, and thus result in above average exit exam scores.

Exit exams are explained in detail below, but to summarize: each seminar will conclude with an exit exam, acting as the basis for passing that given seminar. Exit exams award each standard with a score depending on what level of comprehension the student has shown. A passing score for a given standard will be 3 out of a possible 4, with a score value of "3" demonstrating proficiency in the standard in question (this grading system is further explained in detail below) and a score of "4" demonstrating mastery. A specific exit exam score is the average of all the standards assessed within a given exit exam, usually 8-12 standards in total.

Given this system, it is a goal of the Electus Academy to have the school's overall average exit exam score be above proficiency by the end of School Year 1, translating to a score of 3.04 out of 4 (76% traditional score translation). This means that, on average, each student will be proficient in each standard covered on the school's exit exams.

### GOAL 3

The New Mexico High School Graduation Assessment (HSGA) is the primary source for evaluating school performance based on the mandates set forth through No Child Left Behind. The HSGA has further become a graduation requirement for all high school students in the state, ensuring that each student graduating from a New Mexico high school is proficient in the required competencies.

By School Year 3, the first freshmen class will be in the 11<sup>th</sup> grade and will take the HSGA, and it is at this time that Electus Academy 11<sup>th</sup> graders will show heightened proficiency scores. It is the goal of the Electus Academy to have 80% of students show proficiency in all measured categories (math, science, reading, and social studies, although only math, science, and reading are currently tested).

#### **D2. Student Academic Growth**

In order to demonstrate academic growth, the objective areas specified in student academic performance goals (above) will be revisited in subsequent school years. The revisited goals, projected over the long-term, represent the goals for academic growth and discussed below:

#### *GOAL 1 - REVISITED*

As the Electus Academy becomes established, and the philosophy becomes more effectively implemented among the student population, a higher level of expectations will exist. In the area of student success rate, the Electus Academy will demonstrate academic growth by demonstrating:

- *98.75% seminar pass rate by the end of School Year 5 (this amounts to one failed seminar per two students per year).*

### *GOAL 2 – REVISITED*

As students become more familiar with the course and exit exam format at the Electus Academy, student performance on exit exams will improve as the school continues. It is the goal of the Electus Academy to have the school's overall average exit exam score increase in each of the first five years of the school's operation as the school's curriculum evolves from its original inception. Thus, for example, at the conclusion of School Year 1, the average campus-wide exit exam score will be 3.04 (mentioned above), and will continue as follows:

- School Year 2 average exit exam scores: 3.08 (77% traditional score translation)
- School Year 3 average exit exam scores: 3.12 (78%)
- School Year 4 average exit exam scores: 3.16 (79%)
- School Year 5 average exit exam scores: 3.20 (80%)

### *GOAL 3 - REVISITED*

As future student classes proceed, it is the expectation that students will show increasing proficiency in the areas measured on the High School Graduation Assessment. The following shows the quantitative goals for the Electus Academy's HSGA performance for School Years 3 through 5:

- School Year 3: 80% of students proficient in all four measured categories (math, science, reading, social studies), discussed above in Goal 3
- School Year 4: 85% of students proficient in all four measured categories (math, science, reading, social studies)
- School Year 5: 90% of students proficient in all four measured categories (math, science, reading, social studies)

### **D3. Achievement Gaps in Both Proficiency and Growth Between Student Subgroups**

Growth between student demographic subgroups will be monitored to assess different achievement gaps. It will be the goal of the Electus Academy to maintain an average difference in achievement of no more than 5% between different student subgroups. This achievement calculation will be based on exit exam scores.

### **D4. Attendance**

Given the rigorous and succinct timeframe in which the courses at the Electus Academy will operate, increased attentiveness will be placed on tracking and reporting student attendance. Research

suggests that attendance is one major factor in dictating student success, with those students who habitually miss class showing greater risk for failure and dropout (Bradley, 2009), and thus a system in place to track, report, and address student attendance rates is necessary, especially within the shout-course-based system described below. In addition, such a tracking system will serve to proactively deter student ditching and overall truancy.

GOAL: The Electus Academy will have an annual attendance rate greater than 95% by the conclusion of School Year 3. This correlates to each student missing only one day of school per course per 22-day academic term.

#### **D5. Recurrent Enrollment**

Maintaining student interest and engagement in the curriculum through a system of student choice is the central pillar in the Electus Academy philosophy. Students with higher levels of engagement in a curriculum are more academically satisfied and thus less likely to switch schools or drop out.

Research trends suggest that charter schools, on average, possess higher rates of student attrition in comparison to public or private schools (Finch, 2008). It is one of the goals of the Electus Academy to preserve and maintain its student body by promoting a choice-based, individualized form of education. This will, in turn, promote greater student interest and involvement, and thus lower attrition rates. The overall effectiveness of the Electus Academy philosophy will be measured in the retention of students (grades 9-11) from year to year.

The following retention rates represent the goals for reducing student attrition:

- From School Year 1 to School Year 2: 90% of students will be retained
- From School Year 2 to School Year 3: 92% of students will be retained
- From School Year 3 to School Year 4: 95% of students will be retained
- From School Year 4 to School Year 5: 98% of students will be retained

#### **D6. High School College Readiness**

According to the Public Education Department, nearly 78% of New Mexico schools did not make adequate yearly progress (New Mexico Public Education Department, 2010). The most recent year of measured data (2009) marks the lowest level of adequate yearly progress (AYP) in five years, as only 13% of New Mexico high schools made the AYP standard. New Mexico students' reading proficiency remained generally flat while math proficiency increased over the five years.

While there is controversy in the AYP standard and its measure of a school's educational success, statistics for freshmen entering the University of New Mexico tell a similar story. For incoming freshman entering UNM for fall 2010, 30% tested into remedial math and 24% tested into remedial English (UNM Office of Institutional Research, 2011). These data are also representative of a broader, national trend showing similar percentages (30%) of students requiring remedial courses upon entering college (Ashburn, 2010). With studies showing that students who take remedial courses show a much higher likelihood of dropping out, there is cause for great concern (NCES, 2004; Ashburn, 2010). Clearly, a better approach to teaching the standards and preparing students for college is needed.

The mark of a successful high school is in its effectiveness in teaching the foundational principles as designated by its state educational standards. College remedial classes enroll those students who failed to learn or retain information they received in high school, and thus represent an area of failure for those respective high schools.

One of the Electus Academy's goals is that its graduates will not require remedial math and reading classes upon entering college. For those Electus Academy graduates that enter a four-year university as college freshmen in the fall of 2017, having spent all four years at the Electus Academy, the percentages requiring *any* remedial course (*either* math or reading) will be less than 5%.

#### **D7. Graduation Rate**

The Electus Academy's curriculum will provide students with the option to choose specific classes tailored to their academic strengths and interests, and as such, it is expected that student engagement in school will well above average compared to traditional high schools. For this reason, it is the goal of the Electus Academy to graduate 95% of its freshmen population. Because the school's first class of enrolled freshmen will not graduate until May of 2017, this calculation cannot be made until that point in time.

#### **D8. Achievement Growth of Lowest Scoring 25%**

While there will always be a lowest scoring 25<sup>th</sup> percentile in any measure academic population, it is important that such a population is never remains composed of the same students. To this end, in analyzing exit exam scores to determine its lowest scoring 25% of its student population at any given point in time, it is a goal of the Electus Academy that no single student remain in the lowest 25<sup>th</sup> percentile for more than four (4) consecutive academic terms (one traditional semester).

**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.**

Core learning standards will be designed into 4.5-week seminars, ensuring a concentrated focus on the standards and enabling students to choose their path of greatest interest. Seminar-version offerings will be extensive, thus allowing students to choose the modality or focus that best fits their learning strengths and interests. Students will be surveyed at the completion of each academic year to obtain statistics on the satisfaction of the course offerings, both for core and elective seminars, and to offer suggestions for new versions of any given seminar. These data will be used to develop new offerings for future courses as well as to modify current offerings to adapt to student instructional needs. Thus, it is the goal of the Electus Academy to better fulfill the needs and interests of its student body in providing its curriculum.

At the conclusion of each year, adjustments will be made, as dictated by student feedback and seminar-version enrollment figures, to optimize the diversity of course offerings so that the core curriculum can be continually adapted to best suit the strengths and interests of the student body.

Based on survey feedback, student satisfaction levels will show the following results at the conclusion of School Years 1-4:

- School Year 1: student satisfaction levels will be greater than 75%
- School Year 2: student satisfaction levels will be greater than 80%
- School Year 3: student satisfaction levels will be greater than 85%
- School Year 4: student satisfaction levels will be greater than 90%

*“Student satisfaction” will be defined as the number of seminars in which students had a specific interest vs. those for which students had to simply “settle”. A 75% result implies that the student body, on average, found 75% of seminar offerings directly specific to their interests.*

## **F. CURRICULUM**

### **F1. Describe your school's philosophical framework or particular pedagogical approach that supports the school's mission and guides instructional and curricular decisions.**

The curricular approach and educational philosophy employed at the Electus Academy will have three major areas of focus:

- OBJECTIVE 1: Greater student accountability using a standards-driven system in course design and academic reporting
- OBJECTIVE 2: Selectivity and student choice for all core classes to promote a customized form of education for each individual
- OBJECTIVE 3: Diversity in specialized academic pathways to both provide experience and promote college readiness

#### **OBJECTIVE 1: FOCUSING ON THE STANDARDS**

The primary objective specifically focuses on the standards in an attempt to develop all students in the core academic areas for which they are responsible as high school graduates, especially as recent research presently suggests a concerning decrease in the comprehension of core concepts among American adolescents across the four primary areas of study (Hess, 2011). To combat this concerning trend, the curriculum at the Electus Academy will promote strong, foundational core knowledge and increased student accountability for every core standard. Every Electus Academy graduate will leave as a well-rounded educated citizen.

The school's curriculum (explained in more detail below) will be divided into smaller increments of instruction, each 4.5 weeks (22 days) in length. These will be the Electus Academy's courses, and will be formed around a group of common academic standards (Shakespeare, photosynthesis, polynomials, etc.). Using the Common Core standards in the areas of English and math, and the Standards for Excellence in the areas of history and science, the entire curriculum for all four core subjects will be divided as such. Thus, instead of sixteen core courses (four years of math, science, social studies, English), there will be eighty-eight (88) smaller courses into which the traditional sixteen core courses will be divided.

Take for example, a typical biology class which has the following units of study: scientific method, cell biology, photosynthesis, cell respiration, genetic inheritance, molecular genetics, ecology, and evolution. Each of these units, typically worked into the scope of one specific class, in this case biology, will now become its own individual course, taught over the span of twenty-two (22) days.

This approach will attempt to focus instruction on an area which receives little to no focus in a traditional academic setting: specific student academic accountability. In a traditional academic setting, a student receives a final grade for a semester of work, covering dozens of standards, yet that final grade does not accurately reflect or describe in what standards, within the scope of the class, he or she showed proficiency and/or difficulty. It is the Electus Academy philosophy that grading periods must become more frequent, and thus more specific, to hold students accountable for each of the standards. This benefits all parties, for with greater specificity comes a more resolute image of student comprehension.

Examinations at the conclusion of each course (exit exams) will be directly tied to each of the standards within the course, with each exam question based directly on one of the academic standards around which the course is focused. Thus, at the conclusion of a given course, students, parents, and Electus Academy staff will know, with precision, in which areas each student shows proficiency. Further explanations on exit exams, exam scoring, grades, and grade reporting are provided below within the description of the curriculum.

## OBJECTIVE 2: DIFFERENTIATION

The second objective aims to focus on another shortcoming of the traditional public educational framework: educating the individual. For close to two decades, experts in the areas of education have repeatedly emphasized the need for differentiated instruction in order to focus on the specific learning styles of all possible students within a given class.

Differentiated instruction is defined as the process of ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning. Thus, all students within a given class would be provided with forms of instruction and assessments that are specifically tailored to their individual learning needs. This theory of instruction is ideal, yet in practice, with student-teacher ratios at an all-time high, this approach can never be realistically implemented. The focus of the Electus Academy is to move away from the unrealistic goals of differentiated instruction and instead change the focus to a systemic form of individualized instruction: a *differentiated curriculum*.

For each course, there will exist up to four versions from which students can choose, with each possessing its own emphasis and providing its own forms of instruction. It is through this differentiation that students develop the freedom for academic choice. Each version within a given course will be taught through a different theme, using different learning styles or modalities, and will thus allow students, for the first time, the freedom to choose how they will fulfill the academic standards set forth before them.

This is the idea of a differentiated curriculum and the core of the Electus Academy philosophy: that all classes can be elective in nature. Because all versions of given course will share a common exit exam (explained below within the description of the curriculum), on which the awarding of credit is based, the Electus Academy will be able to verify that all students who are receiving credit show proficiency in the required standards regardless of the curricular path they chose.

Through an effective learning model, as what is described above, students will more effectively learn the core content for which they are responsible. More effective learning takes place when students can apply their knowledge (Gibbons, 2002), or show interest in what they are learning, and by providing them with the options for learning content how they desire, they will be more likely to invest in their learning, apply it to their interests, and retain that knowledge over the long term, thus reducing the need to re-learn that information again through remedial college courses.

### OBJECTIVE 3: COLLEGE READINESS

The third facet of the Electus Academy's academic philosophy involves preparing our graduates for success in college. Upon entering college as freshmen, student success rates becomes a primary focus of concern, with only 78% of incoming freshmen returning to the University of New Mexico for their sophomore year (UNM Office of Institutional Research, 2011). This statistic illustrates a problem in retention for incoming freshmen, and a lack of overall academic preparedness for these young men and women.

Furthermore, again illustrating preparation shortfalls, grade point averages for incoming freshmen dip in comparison to their high school GPA, an indication of some academic regression. In each year from 2003 to 2009, a consistent drop of 11% was seen in freshmen GPA as compared to their finalized high school GPA (UNM Office of Institutional Research, 2011). The average freshmen GPA is currently measured at 2.36 (UNM Office of Institutional Research, 2011).

Such trends can be linked to inadequate preparation in exiting high school seniors. According to ACT, who has measured academic achievement since 1959, New Mexico falls below the standards for college preparation. Based on 2010 graduate data, the following percentages of New Mexico graduates meet the ACT benchmarks for college preparation in the following specific academic areas (ACT, 2010):

- English benchmarks: met by 59% of graduates (national average: 66%)
- Mathematics: 32% (43%)
- Reading: 47% (52%)
- Science: 22% (29%)

Given New Mexico's significant ethnic diversity, the following data show how the previous percentages decrease by an average of 10% when focusing on the Hispanic/Latino demographic (ACT, 2010):

- English: 47% of graduates
- Mathematics: 22%
- Reading: 35%
- Science: 12%

Similar below-average trends are seen in New Mexico graduate preparation for those individuals planning to enter areas considered *high-growth careers*, including education, business management, community service, and marketing/sales, and computer/information systems (ACT, 2010).

The ACT has further pinpointed specific benchmarks that are identified as crucial in preparing students for college, based on actual college student data in typical entry-level credit-bearing courses. ACT then correlated the identified benchmarks with the relative importance placed by New Mexico educators. Only 41% of high school teachers deemed important those benchmarks which ACT identified as *extremely important* for college preparation (ACT, 2010). Furthermore, only 26% of high school teachers deemed important those benchmarks which ACT identified as *very important* for college preparation (ACT, 2010). Based on this data, it becomes clear that New Mexico teachers do not put an emphasis on the proper benchmarks for college preparation.

Stemming from academic unpreparedness, financial hardship has become a primary reason for student failure at the college level (Ashburn, 2010). While independent factors (social factors) may

impact students, financial difficulties often have direct academic causality, such as extending the time for degree completion and/or loss of scholarship or other financial aid.

In the case of the University of New Mexico, students who take longer than four years to complete their undergraduate degree will lose the Lottery Scholarship after their eighth semester (UNM Office of Financial Aid, 2011); yet for the majority of students at UNM, five or six-year degrees are becoming commonplace. According to UNM research, only 12.8% of students complete their degrees in the traditional four-year timeframe, while a staggering 44.5% do so within a six-year timeframe (UNM Office of Institutional Research, 2011). The average degree completion time currently sits at 6.2 years.

This translates to increased tuition expenses ranging between, on average, \$32,000 and \$67,000, and with the aforementioned eight-semester limit for funding from the New Mexico Lottery Scholarship, students and parents are increasingly forced to cover additional expenses.

As a consequence, students in New Mexico, upon losing the Lottery Scholarship, are much more likely not to complete their degree. Research shows that between 25-35% of freshmen will, on average, lose the Lottery Scholarship within their first semester (Legislative Finance Committee, 2010), with only 15% of those who lose their Lottery Scholarship graduating within a six-year timeframe (LFC, 2010). Furthermore, only 10% of students who receive the Lottery will keep it for the full four-year term (LFC, 2010). The loss of scholarship in this case is directly tied to academic performance, specifically grade point average. Given the GPA cutoff for Lottery Scholarship eligibility currently rests at 2.5, a correlation between freshmen preparedness, loss of scholarship, and college drop-out becomes evident.

Such results become more concerning when focusing on demographics. Recent research suggests that the University of New Mexico graduates only 41% of its Hispanic population, a surprising 7% *lower* than the national Hispanic college graduation rate (United States Department of Education, 2009).

In the National Education Longitudinal Study (2000), performed by the National Center for Educational Statistics, 2,500 New Mexico Hispanic students were tracked for educational achievement beginning in ninth grade. Of the 2,500 students, only 13% went on to complete a bachelor's degree (NELS, 2000). The Electus Academy will reverse this trend, and will become instrumental in providing its students, of all ethnicities, with successful preparation for college.

An additional factor in influencing success and failure at the college level is in the focus of study.

To this end, the one major contributing factor for the extension in degree completion time is the changing of academic focus (changing majors). Recent research shows that students, on average, enter college without a thorough understanding of their potential career, including the nature of the related occupation as well as the required coursework. The following statistics, based on a study performed by the University of California-Irvine (Shoemaker, 2007), report why students select their college major:

- 64% - it sounded interesting
- 46% - it will lead to a high-paying job
- 30% - well recommended by parents

In addition, according to the same research, only 16% claimed that they knew “a lot” about their college major, with 15% knowing nothing about the major at all when selecting it. These decisions, and the basis on which they are made, are leading to ill-informed and ill-prepared college freshmen, and as a result, 60% of all students change college majors at least once within their college career (Shoemaker, 2007). Recent studies (Shoemaker, 2007) attribute this to the following reasons:

- Students did not like the courses within the major (54% surveyed)
- Students had academic difficulties within the coursework (44% surveyed)
- Students found the courses harder than expected (31% surveyed)

When asked about considering a new major, 57% of students responded that they had an interest in changing majors within their first year (Shoemaker, 2007). When considering a second major change, 51% of students responded that an academic advisor was the most helpful resource in the process of planning their college future (Shoemaker, 2007). These statistics demonstrate that proper academic and career guidance is not initially present for students entering college, and that, with proper guidance, well-informed decisions can be made to provide students with a well-placed academic pathway. As such, strong advisement will be a strong component of Electus Academy education (see the description of the curriculum below).

Sarah Howard, an academic advisor at the University of North Carolina, best summarized this systemic problem, stating that,

“With many high schools having to cut back to the bare-bones subjects (mathematics, basic sciences, English, history/social studies, and foreign language) due to budget issues, most students don't have the opportunity to explore other academic disciplines before they arrive on campus. Many decide on a major by reverse method: I know I don't like this, this, or that, so I guess my option is X. Once they are exposed to other options, they begin to realize that their original choice may not be the best decision, thus provoking a change of major.”

Because, within the state of New Mexico, Albuquerque is the primary population to which the above educational statistics apply, the city and its schools become a focal point for educational reform in the area of college preparation.

The University New Mexico enrolls the vast majority of its students from in-state populations, with significant draws from Albuquerque, Bernalillo, and Rio Rancho. Based on 2009 enrollment data, 60% of UNM's total student population, as well as its freshmen population, come from the greater Albuquerque area (UNM Division of Enrollment Management, 2009). Thus, the Albuquerque community is one in which significant attention toward academic reform must take place, specifically in the area of college preparation.

In conclusion, several trends are clear. Students are not prepared for college upon exit of high school, and many are thus forced to take classes covering material previously covered in high school. Students are further unprepared for the academic rigors of college, and thus experience academic difficulty upon entering college as freshmen. In addition, many students are unaware of the reality and are thus unprepared for the demands of their chosen field, and thus change majors at least once throughout their college careers. Each of these factors, independently or conjunction with one another, leads to greater probability of college drop-out.

Drawing national attention, a recent New York Times article included the University of New Mexico as an example of what economist Mark Schneider calls *failure factories*, given its 42.7% graduation rate (Leonhardt, 2009). Given that UNM's population is overwhelmingly drawn from New Mexico, specifically Albuquerque, this issue has local causation.

It is the duty of a high school to equip its graduates with the tools they need to find success at the next level, yet the above research contends that our schools' effectiveness within this area is disintegrating. It is the goal of the Electus Academy to remedy this trend. There are four components to the Electus Academy's college readiness approach.

#### ACADEMIC SPECIALIZATION

As students fulfill their academic obligation within the core standards, they will take on an area in which they will focus their studies within their eleventh (11<sup>th</sup>) and twelfth (12<sup>th</sup>) grade years. This will be their academic focus. Much as a student declares a major at the university level, there will be extensive offerings for areas of emphasis for students to explore their interests (explained further in the description of the curriculum).

This type of extension will provide three main positive functions. First, it will allow them to pursue their academic interests, leading to greater student "buy-in" all the while nurturing their academic motivation. Second, this approach allows our upper division elective courses to continually re-emphasize the core standards, allowing students to go deeper into their understanding in a given area. Third, and most importantly, it will serve to develop their college readiness and career selection by not only providing them with a taste of college-level academic rigor, but essential insight into the reality of the careers in which they potentially see themselves.

Courses within the academic focus will be designed specifically for this purpose: to prepare students for college. Many of the 300 level courses (see the tier system, described below) will be pre-college in their difficulty with the 400 level courses simulating college in both content and rigor. With the glaring deficiencies present in our secondary public schools in providing adequate preparation for college-level rigor, this system will not only provide students with a glimpse of the expectations from a college course, but a true understanding of the demands within their prospective field of study.

Elective offerings have repeatedly been shown to keep kids in school (Jehlen, 2006), and by providing them with extensive pathways to pursue their elective interests, students will demonstrate greater all-around academic success. Classes will become more difficult as students move through high school, but particularly in the areas in which the student has interest.

As they fulfill their requirements, students will be sufficiently prepared for all the academic challenges of college through a strong core curriculum, diverse exposure to a variety of career pathways, classes with college-level rigor, and college/career guidance, preparation, and readiness.

## EXPOSURE TO DIRECT INSTRUCTION

One significant transition between high school and college is the overwhelming dependency on a lecture-based format of instruction at the college level. For this reason, and in the interest of preparing all Electus graduates for success in college, familiarity, exposure, and guidance for success within a lecture format is crucial for a student to find success in college. While the Electus Academy will not be a lecture-based school, students will attend a lecture session (65 minutes) for each of their classes every other day for the length of an academic term.

As they proceed from ninth to twelfth grade, and into higher tiers within the core instructional tracks, Electus Academy instructors will increasingly present more information within lecture sessions, thus creating a stronger dependency on the lecture sessions in providing students with information. Introductory courses (100 level), the majority of which students will take early in their high school career, will implement note-taking strategies to help foster the information-collection skills they will need as they advance through high school and into college.

While there is debate on whether direct instructional methods (lecturing) provide the best means of instruction, the lecture format is the method of choice used at the majority of universities for the dissemination of information, and therefore students must be prepared for this transition if they are to succeed in college.

## INCREASED STUDENT RESPONSIBILITY

One major component directly linked to success after high school is the development of students as responsible and independent learners; this is a critical focus of the Electus Academy. Current research (Otis, Grouzet, and Pelletier, 2005) suggests that our current educational system has been in the practice of promoting the opposite ideal of academic independence in our learners, and has thus created a culture of *dependent* learners who are incapable of thinking and acting for themselves. This form of passive education has created students who have become detached and disengaged, waiting for their education to come to them.

The primary causal factors, employed by our traditional educational system, in creating this culture of complacency, is the denial of student choice in education, which, on average, begins in the second grade and continues through high school (Deci, 2005). Yet as students enter post-secondary education (college), they find themselves confronted with levels of responsibility which are foreign and for which they are unprepared, and ultimately fail to adapt to the pressures therein.

By allowing students to choose their curricular path, and make choices in their own best interest, the Electus Academy will develop its students as responsible, active learners who will find a pathway personalized for their own educational success. Moreover, as students enter their areas of academic focus, increased responsibilities will be placed on them to work at level of rigor which parallels that which will they find in college.

## LEARNING AS THE FOCUS

Research suggests that the use of grades has distorted the educational process, shifting it away from learning toward the achievement of specific letter grades, and as such, the Electus Academy will minimize its use of grades. The students in our public schools have become conditioned to perform the work required to achieve the grades with which they are comfortable rather than actually focusing on the learning of information. As a system, we use these grades to qualify the learning that takes place in the classrooms across the country, when in reality, the rampant levels of cheating, superfluous extra credit, handing in of late work, etc. has created students who know how to work the system, and can perform the work without learning the material.

For this reason, all work, both in and out of the classroom, will be done for the purposes of assessing what students know, and will thus be formative in nature. Feedback on student work will be provided for the benefit of the students and parents themselves and will not calculate to the student's final grade in the class. Thus, the incentive is shifted away from simply completing the work to actually learning what is expected.

At the completion of each course (every 22 days), students will take an exit exam which will encompass the information presented within the course. The score on this single exam (described in more detail below) will comprise the student's score within the course and will be the basis for the awarding of credit. Thus, the importance of daily work and homework will be transformed to help the student measure where he or she is in the *process of learning* rather than using such instruments as summative assessments in and of themselves.

### **F2. Provide research and/or data that substantiate how this philosophy/approach will help the school achieve high outcomes for students.**

The Electus Academy philosophy is based on differentiated instruction, which is a widely established practice throughout academia. The Electus Academy model of a differentiated *curriculum*,

however, is not affiliated nor officially aligned with any other educational model in existence, nor will it become affiliated with any established model in the future; it will succeed on the basis of its own merit as a modified form of differentiated instruction.

The idea of a differentiated curriculum stems from the psychological idea of choice theory. The term choice theory arises from the work of Dr. William Glasser, and the culmination of over fifty years of theory and practice in the areas of psychology and counseling. Its guiding principle states that behavior is central to our existence and is driven from within, and that we as humans are most successful when we are internally motivated (Glasser, 1998).

As it relates to the classroom, Glasser's theory describes a choice-based education as one in which students are:

- Provided a warm, supportive classroom environment where they are respected
- Asked to perform only useful work (no compulsory homework)
- Pushed to do the best they can
- Continuously asked to evaluate their own work and improve it

In addition, a teacher in a choice-based classroom steps into the role of a leader instead of a supervisor, and who works to teach students useful skills. These teachers are interested in quality, and must continuously challenge students to nurture that level of quality into existence. Grades thus become less of a focus given that they "tend to turn the process off because the students work for your grade instead of their own judgment of quality." (Glasser, 1998). Glasser further argues that, through choice theory, instruction is most effective when it is:

- Directly related to a life skill
- Correlated with what students have the desire to learn
- Seen as especially useful
- Required for college

The theory asserts that there is not one road to quality, but rather several, and when given a choice, the individual will find more success on the road of his or her choosing. This is the foundational principle of the Electus Academy.

Dr. Glasser has provided a certification for what he has termed "Glasser Quality Schools", labeled as such if they meet a specific set of criteria (much of what is described above). Although the

Electus Academy is not a Glasser Quality School, much of its philosophy is based on the work of Glasser and is seen in the Glasser Quality Schools network. Research has shown that choice theory in education, as seen in the Glasser Quality Schools, results in overall improvements in academic achievement, lower disciplinary problems, and increased student enjoyment in school (Wubbolding, 2007). These goals directly parallel the vision of the Electus Academy.

## STUDENT MOTIVATION

Relevant research indicates that one prominent, causal factor in dictating student achievement is student interest (Pintrich, 2003), and that such interest can only develop from within, and thus provides a strong basis for intrinsic academic motivation, resulting in better achievement. This principle echoes the choice theory philosophy, and yet it is only through a differentiated curriculum such as that designed within the framework of the Electus Academy that students can have the choice to explore paths that best coincide with their personal interests and thus become more motivated in their academic pursuits.

## THE SUDBURY MODEL

The choice theory influence in education, in which students have choices in how they learn, is further evident in the Sudbury model of education, first originating from Sudbury Valley School founded in Framingham, Massachusetts in 1968. Since its inception, over fifty Sudbury schools in ten different countries have opened, all with renowned success.

In a typical Sudbury school, students have the freedom to learn when they want and how they want, through exploration and investigation based on their own personal interests. Extensive measures of evidence have shown the overwhelming success of the Sudbury model (Greenberg, 2005) as the graduates of Sudbury schools have been comprehensively tracked after graduation from high school.

While the Electus Academy is not a Sudbury school by title, it will base its instruction on the same freedom of its students to choose their own paths toward learning. Sudbury schools are often quite small (less than fifty students in grades 1-12) and are tuition-based, neither of which applies to a New Mexico public charter high school. As such, the Electus Academy can be seen as an adaptation of this model, provided to a wider audience within a public school system. The methods will differ, but the philosophy will remain the same.

**F3. 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.**

The curriculum at the Electus Academy will be standards-based, structured around groups of common academic standards. Courses will be downsized from the traditional four or eight-month timeframe into smaller increments of study, spanning twenty-two days (4.5 weeks), and will focus on a specific group of common standards. The standards themselves will drive the instruction within each course, and the level student proficiency in each standard will be the basis for the awarding of credit at the conclusion of each course.

The rationale behind this approach attempts to focus on greater concentration of standards and student accountability, with each standard becoming a point of individual academic accountability, rather than the ambiguous semester-based grading system currently employed in most traditional high schools.

Students will proceed through five classes per day for each 4.5-week academic term, after which they will proceed to a new set of five classes. There will be eight terms per year, thus providing each student with the opportunity of attending forty classes per year (160 after four years). Tables F3.1a and F3.1b display a typical student’s yearly schedule, both with classes and without.

Table F3.1a – Displays a typical student schedule (empty), 40 courses per academic year.

	8/12 to 9/11	9/12 to 10/14	10/15 to 11/13	11/14 to 12/18	1/7 to 2/6	2/7 to 3/11	3/12 to 4/23	4/24 to 5/23
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Per 1								
Per 2								
Per 3								
Per 4								
Per 5								

Table F3.1b – Displays a typical student schedule (with potential courses filled in)

	8/12 to 9/11	9/12 to 10/14	10/15 to 11/13	11/14 to 12/18	1/7 to 2/6	2/7 to 3/11	3/12 to 4/23	4/24 to 5/23
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Per 1	Math	Math	History	Science	Science	Math	Math	English
Per 2	English	English	Math	History	Math	Science	English	Math
Per 3	Science	Science	Science	Math	History	Spanish	Science	Science
Per 4	Phys Ed	History	Art	Art	English	English	History	History
Per 5	History	Art	English	English	Spanish	History	Spanish	Spanish

Preliminary analysis has determined that the New Mexico State Standards for core classes (science, math, English, social studies) can effectively be dissected into 88 seminars (22 per core subject area) (described more the curriculum overview, below) although this number may be altered slightly as the curriculum is officially developed during the Planning Year. Adding in additional requirements (art, physical education, foreign language, etc.), the total seminar credits required for each student comes to 156. The summary of seminars required for graduation is shown below in Table F3.2.

Table F3.2 – Graduation Requirements

<b>SUBJECT AREA</b>	<b>SEMINARS REQ'D TO FULFILL</b>
English (core requirements)	22
Social Studies (core)	22
Science (core)	22
Mathematics (core)	22
Health	2
Foreign Language	12
Art	8
Physical Education	8
High School Grad. Assess.	1
SAT/ACT Test Preparation	1
College Pathways	1
Living Skills	2
Career Internship	1
Community Outreach	2
Peer Mentoring	4
Dual Enrollment	4
Scholar Requirements	6
Academic Focus	16
<b>TOTAL SEMINARS REQUIRED</b>	<b>156</b>

#### DROP-OUT PREVENTION

Of particular concern for schools and parents is the high dropout rate in the state of New Mexico, currently residing between 30-40% (Alliance for Excellent Education, 2009). Studies suggest that dropout rate is influenced by many factors, both social and economic, yet when it comes to academic causes, one primary factor directly correlated to student drop-out rate is failure rate (Alliance for Excellent Education, 2009). When a student fails a particular class, social and academic pressures begin to build as the student is now behind in total credits needed to graduate.

One particular benefit of the Electus Academy’s seminar-based system is its proactive mitigation of long-term student failure. Not only do students choose their educational pathway, leading to a greater likelihood of academic success, but if, for any reason, a student does fail a seminar, the total social and academic impact is minimized. In a common academic setting, with semester-based classes, students who fail a course are put at a great disadvantage, both academically and socially, with no easy way to make-up for lost credit. Yet through the Electus Academy model, because students are assessed within shorter spans of time, failing a particular seminar does not create a significant setback for any student. And with particular seminars offered several times per semester, a student is provided with many opportunities to regain credits, and thus does not lose significant time or ground in his or her academic standing.

#### INSTRUCTIONAL LOGISTICS

Each course at the Electus Academy will exist on a two-day alternation between large-group lectures and small-group sessions termed “seminars”. As such, there will exist “A days” and “B days”. This system should not be confused with the alternating block schedule which alternates entire classes every other day; instead, each class will meet every day, but the format of the class will alternate each day between large-group (lectures) and small-group (seminars) settings.

#### STUDENT PERSPECTIVE

Each class will alternate, between days A and B, between lecture and seminar. For this application, a lecture is defined as a method of direct instruction for a large group of students, while the seminar is defined as a small-group period of differentiated instruction for students to expand on the lecture content in ways that interest them. Thus, every two days, a student will attend a lecture and seminar for each of his or her five classes. Lectures will be comprised of roughly 60-80 students, while small-group seminars will be comprised of between 15 and 20 students. Table F3.3 shows an example student schedule.

Table F3.3 – Example Student Schedule (for one term)

	Day A	Day B
Per 1	Lecture – Math	Lecture – Science
Per 2	Lecture – History	Seminar – Math
Per 3	Seminar – English	Lecture – English
Per 4	Seminar – Science	Seminar – History
Per 5	Seminar – Academic Focus	Lecture – Academic Focus

#### TEACHER PERSPECTIVE

Each teacher at the Electus Academy will have two primary responsibilities:

- Instruction of eight core seminars per year, one per term. For each core class, the teacher will provide four different versions of each seminar, each of which will have its own theme and use a specific set of instructional methods.
- Instruction of eight seminars within a given academic focus, one per term.

An example teacher schedule is shown in Table F3.4.

Table F3.4 – Example Teacher Schedule (for one term)

	Day A	Day B
Per 1	Core Lecture	Core Seminar, Version 1
Per 2	Academic Focus Seminar	Core Seminar, Version 2
Per 3	Academic Focus Seminar	Core Seminar, Version 3
Per 4	Academic Focus Seminar	Core Seminar, Version 4
Per 5	Academic Focus Seminar	Academic Focus

On a given day, a teacher will be providing lectures to one set of students (either his or her core students or those students within the teacher’s academic focus) and providing a small-group instructional setting (seminars) for the other half of his or her teaching load.

LECTURE

One adjustment that proves difficult for freshmen entering college is the hands-off, impersonal instruction they receive from the large-group, lecture-based format at most universities, especially during their freshmen year where lecture-based courses are most prevalent. To provide for success in college, the Electus Academy uses a partial lecture-based form of instruction to provide students familiarity with this instructional format.

TEACHER/STAFFING LOGISTICS

At full staffing (School Year 3 and beyond), there will exist four (4) teachers per core content area. As previously mentioned, there will further exist twenty-two (22) courses per content area. Thus, each teacher will manage, on average, between five and six courses.

Because the Electus Academy operates on an eight-term schedule, this will allow the four teachers to repeat specific courses which are in greater demand (potentially due to increased student interest, to help aid in credit recovery, etc.). Table F3.5 shows the potential course distribution among teachers within a given content area.

Table F3.5 – Scheduling for Teachers Within a Given Core Content Area  
(Courses in bold represent those taught more than once in a given year)

	8/10 to 9/11	9/12 to 10/11	10/15 to 11/13	11/14 to 12/18	1/7 to 2/6	2/7 to 3/11	3/12 to 4/23	4/24 to 5/23
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
Teacher 1	Course 1	Course 2	Course 3	Course 4	Course 5	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>
Teacher 2	Course 6	Course 7	Course 8	Course 9	Course 10	Course 11	<b>Course 6</b>	<b>Course 7</b>
Teacher 3	Course 12	Course 13	Course 14	Course 15	Course 16	Course 17	<b>Course 12</b>	<b>Course 13</b>
Teacher 4	Course 18	Course 19	Course 20	Course 21	Course 22	<b>Course 18</b>	<b>Course 19</b>	<b>Course 20</b>

## SEMINAR VERSIONS AND THE DIFFERENTIATED CURRICULUM

Each teacher at Electus Academy will be responsible for developing four (4) unique versions for each core seminar for which they are responsible. Each version of a given seminar will possess unique characteristics, employing a specific theme/focus, using different learning styles, modalities, etc. (see below, Instructional Strategies). This is the basis of the Electus Academy's differentiated curriculum, and where students will *experience* the curriculum.

Within a given core class, the teacher will instruct to all students at once during the lecture period for that given course. At this time, all students from all four versions of a given seminar will attend the same lecture (comprising of 68 students on average). On the alternating day, students will attend their respective seminars, which will be much smaller in size (comprised of 17 students, on average) and more focused in a specific area. It is the diversity in these seminars that students are provided the choice in how they want to pursue and experience the curriculum, and it will be the versions of the seminars in questions that will guide students through course registration in the creation of their own academic pathway. While the lecture sessions will be primarily exist for dissemination of information, seminar sessions will exist to extend on the content provided in lecture using cooperative learning, practice work, projects, investigations, etc. And because there will exist four seminar-versions per course, a teacher will be required to design four unique and separate pathways of instruction for every core course.

An example will help illustrate.

Within the Common Core State Standards in Mathematics, there exists a section titled Statistics and Probability, encompassing standards S-ID.1 to S-ID.9, S-IC.1 to S-IC.6, S-CP.1 to S-CP.9, and S-MD.1 to S-MD.7.

Traditionally, this topic would be found as a unit within a traditional math course. Students would sign up for this math course, be randomly placed with a specific teacher, and learn the standards through the methods and strategies employed by that teacher.

Or would they be learning?

As previously mentioned, the semester grading system is inadequate to truly measure whether a given student actually becomes proficient in the statistics standards mentioned above, given that a student can easily fail a particular unit, a statistics unit for example, yet still gain credit for that particular course. This is the reality of the outdated and ineffective traditional semester grading model.

Now compare the Electus Academy system, where students are in control, and accountability is specific. Within the Electus Academy system, the standards mentioned above would not exist within a course; these standards would constitute their own course (the “Statistics and Probability” seminar). Because of the school’s concentrated focus on similar academic topics, students who earn credit for this course would be certified as being proficient in each one of the standards on which the course is based. The accountability is comprehensive, yet specific.

Yet that is not where the divergence ends. When a student goes to register for this statistics course, he or she will have four different options (versions) from which to choose in fulfilling this course requirement. Regardless of what version they choose, all students would attend the same common lecture, provided by the same teacher every other day, yet on the alternate day from lecture, students would have the choice in how they apply the material covered in lecture. These small-group classes are the seminars, and for each course, there will exist four different seminar-versions from which students can choose. This differentiation provides all students with the power to follow the path to learning that best coincides with their strengths and interests, and thus provides them with significantly greater chances of success.

Each seminar-version will be constructed around a different theme or focus, and will use a specific set of learning styles and modalities compared to the other seminar-versions of the same course. Seminar-versions, and their focus, will be clearly displayed for students in the course registration catalogs to provide for them an overview of all the options open to them. Four potential seminar-versions that might exist for the Statistics course mentioned above are (including their title as would be seen in a course registration catalog):

- **BOX SCORE BONANZA**  
Focus: statistics from professional sports, including analysis of team and individual player performance numbers
  
- **MONEY TALKS**  
Focus: consumer statistics, including analysis of real estate, business, and marketing trends
  
- **IN SICKNESS AND IN HEALTH**  
Focus: health statistics, including analysis on disease rates and epidemiology
  
- **WE THE PEOPLE**  
Focus: social statistics, including analysis in political science, sociology, and criminology

Tables F3.6a, F3.6b, and F3.6c illustrate how lecture and seminar periods are divided and how a typical teacher’s scheduling for a course would look.

Table F3.6a – Each course consists of an alternating lecture-seminar pattern

Example course

<b>Lecture period</b> 80 students (maximum) Occurs every other day (example: M, W, F in a given week)			
<b>Seminar version 1</b> 20 students (max)	<b>Seminar version 2</b> 20 students (max)	<b>Seminar version 3</b> 20 students (max)	<b>Seminar version 4</b> 20 students (max)

Seminars occur on alternate days from lecture (example: T, Th in a given week)

Figure F3.6b – Statistics course example, displaying both the lecture and included seminars

<b>Statistics lecture</b> 80 students (maximum) Occurs every other day (example: M, W, F in a given week)			
<b>Box Score Bonanza</b> 20 students (max)	<b>Money Talks</b> 20 students (max)	<b>In Sickness and in Health</b> 20 students (max)	<b>We the People</b> 20 students (max)

Seminars occur on alternate days from lecture (example: T, Th in a given week)

Figure F3.6c – Teacher instructional schedule (Statistics and Probability course shown only)

	Day A	Day B
Per 1	Lecture – Statistics	Box Score Bonanza
Per 2		Money Talks
Per 3		In Sickness and in Health
Per 4		We the People
Per 5		

Class periods appearing vacant in the above table are filled with a course within the teacher’s academic focus (explained in more detail within the application)

Every teacher, regardless of their subject matter, has an individual strategy or passion which is infused in his or her teaching framework. The Electus Academy will harness that instructional fervor and allow teachers to generate a curriculum (and the four seminar-versions) in which the interests and passions of the teaching staff can be identified and advertised for students to identify.

The benefits of the above-mentioned approach are two-fold. First, teachers will be allowed to instruct in a manner that best suits their knowledge and interests, which in turn results in better teaching. To this end, each teacher hired at the Electus Academy will be given the freedom to design and develop the versions for seminars within the curriculum that best fit his or her strengths.

Second, and most importantly, a system of differentiated curriculum allows the students to choose the path of their own education within the offered framework, and thus empowers them as academic entities as never before through the power of choice. As stated, this psychological approach is termed “choice theory”, developed by William Glasser, and is the basis for the Electus Academy’s educational philosophy. According to choice theory (and to summarize), an individual is far more psychologically satisfied when he or she has control (choice) over the path of his or her life, and thus demonstrates a substantially higher likelihood of success a result.

By providing students with the choice over how they will satisfy the standards set before them, an institution allows the student to invest him or herself in an academic curriculum like never before. This not only maintains student interest, creating increased academic motivation, but guarantees a much higher likelihood of comprehension and retention.

#### THE NEW MEXICO HIGH SCHOOL GRADUATION ASSESSMENT

The New Mexico High School Graduation Assessment, given to every 11th grader as a graduation requirement, represents an enormous challenge for every high school. The divide-and-conquer approach of the Electus Academy curriculum allows the school and its teachers to gain significantly clearer insight into student performance as it can effectively identify areas of weakness given the increased scrutiny placed in a standards-based system as compared to a semester-based traditional setting. Furthermore, each standard is individually scored and thus provides for specific analysis of each student’s academic performance, an aspect which is completely absent in a traditional academic setting.

Having the necessary data to analyze each student's strengths and weakness, or rather the areas in which they show proficiency or difficulty, allows a school and its educators to identify and address areas of concern for each student instead of simply assuming that one semester grade accurately represents a student's knowledge of all the standards within the scope of that semester. The shorter grading periods, as mentioned above, would allow for more specific, and thus more effective and timely intervention and remediation efforts.

By pinpointing areas of academic difficulty, timely remediation can take place, and thus greater overall student success is achieved, translating directly to better performance on the New Mexico High School Graduation Assessment.

Furthermore, one seminar required for graduation will be titled "High School Graduation Assessment Preparation". During this 22-day course, taken by juniors early in the spring semester, prior to the HSGA, students will review content from the core content areas in an attempt to better prepare for the High School Graduation Assessment.

#### THE ACADEMIC FOCUS

As previously mentioned, each student at the Electus Academy will have an academic focus, similar to a major at the university level, and designed to allow the student to pursue advanced areas of study within their high school career. Sixteen additional seminars will be required for a student to achieve his or her focus, thus contributing to the overall graduation requirement 156 seminars per student. It should be noted that the list of majors is prospective (shown below in Table F3.7); this list will not be formally developed until the Planning Year.

Table F3.7 – Potential Offerings for the Academic Focus (Includes Hybrids)

SCIENCE	MATH	ENGLISH	SOCIAL STUDIES	OTHER
Biology (general)	Engineering (gen.)	Journalism	Political Science	Art
Medicine	Aerospace Engin.	Creative Writing	Law	Photography
Nursing	Architectural Eng.	Philosophy	History	Architecture
Molecular Biology	Civil Engineering	Communications	Sociology	Computer Science
Zoology/Wildlife	Electrical Engin.	Literature	Criminal Justice	Education
Biology	Mechanical Engin.		Economics	Psychology
Forensics	Physics			Linguistics
Environmental Sci.	Business Admin.			
Earth Science	Finance			
Agricultural Sci.	Statistics			
Sports Medicine				

In its third year, at full enrollment, the Electus Academy will employ nineteen (19) teachers, each of which will helm/manage one area of academic focus. Each academic focus pathway will consist of sixteen (16) courses, spread across two years of study, and as such, students will enroll in their academic focus courses during their junior and senior years. Because only freshmen and sophomore students will exist in School Year 1, there will no academic focus courses offered during the initial year of the school’s opening.

**HONORS REQUIREMENT**

The Electus Academy will provide each student with an academic focus career pathway in which he or she can pursue advanced courses of study in area coinciding with their academic interests. Courses within a student’s academic focus will also satisfy the recently added graduation requirement for New Mexico students which mandates that all high school graduates require either an advanced placement or honors course, a dual-credit course, or a distance learning course.

Core classes will be distinguished from those within a given academic focus through advanced levels of rigor. To this end, the Electus Academy defines an honors course as one in which the learning experience is distinguished from traditional coursework by qualitatively different and higher academic

expectations impacting both the teacher and student. Such an honors course will provide students with advanced rigor in three elements broadly defined as: structure, content, and assessment. Ideally, these three elements will be combined with inspired instruction and a collection of content-motivated students to create a dynamic, interactive environment that fosters deep intellectual development.

To earn the minimum honors credit, as required for graduation, a student must show mastery in all the standards within four seminars (out of sixteen required) within his or her academic focus. Mastery is defined as achieving a score of 4 (out of 4) on each of the standards within a given seminar. The details of this grading process are described below.

#### CUSTOMIZATION OF THE ACADEMIC FOCUS

One exciting benefit of the academic focus is its flexibility and customization to the individual student. At the Electus Academy, students will be able to propose their own academic focus based on existing curricula from established academic focus pathways. In this way, the Electus Academy can offer a wider variety of academic focus areas with a smaller total teaching staff (nineteen total teachers at full enrollment).

An example is required to detail and help clarify.

Student A has ambitions to become a veterinarian, yet finds that Veterinary Science is not officially offered as an Electus Academy academic focus. This student may propose, to the school's academic director, the creation of a Veterinary Science focus. The academic director will then consult with the school's counselors, principal, science department head, and the teachers of relevant academic focuses to determine if a combination of pre-existing seminars can be organized to create this new academic focus. This would be known as a "Hybrid Academic Focus". In this case, two existing academic focus pathways could be used: Medicine and Zoology.

Take, for example, the tentative curricula for the Zoology and Medicine academic focuses (see Tables F3.8a and F3.8b).

Table F3.8a – Example of Seminar Combination for a Hybrid Academic Focus

<b>ZOOLOGY CURRICULUM</b>	<b>MEDICINE CURRICULUM</b>
Evolution	Skeletal, Integumentary, Muscular Systems
Animal Classification	Respiratory, Circulatory, Lymphatic Systems
Animal Behavior	Nervous, Endocrine Systems
Invertebrate Zoology	Reproductive System
Animal Physiology	Digestive, Excretory Systems
Developmental Biology	Pathology
Arthropods	Bacteriology
Fishes	Bacteriology II
Amphibians	Virology
Reptiles	Clinical Pathology
Birds	Human Physiology
Mammals	Human Nutrition
Mammals II	Medical Investigations
Ecosystems	Molecular Genetics
Zoonotics	Genetic Diseases
Field Work/Research	Field Work/Research

By combining relevant courses from each focus, the academic director can, in effect, create an entirely new academic focus using pre-existing curricula, and can thus provide many more options for students. This allows for fewer teachers to create a broader selection of academic focus areas from which students can choose to specialize their study.

The creation of the Veterinary Science pathway is done in this way, taking seven seminars from Zoology and nine from Medicine (see Table F3.8b).

Table F3.8b – The Formation of a Hybrid Academic Focus  
(Courses in bold represent those pulled into the hybrid curriculum)

ZOOLOGY CURRICULUM	VET. MEDICINE CURRICULUM	MEDICINE CURRICULUM
Evolution	Skeletal, Integ., Muscular Systems	<b>Skeletal, Integ., Muscular Systems</b>
Animal Classification	Resp., Circ., Lymphatic Systems	<b>Resp., Circ., Lymphatic Systems</b>
Animal Behavior	Nervous, Endocrine Systems	<b>Nervous, Endocrine Systems</b>
Invertebrate Zoology	Reproductive System	<b>Reproductive System</b>
<b>Animal Physiology</b>	Digestive, Excretory Systems	<b>Digestive, Excretory Systems</b>
Developmental Biology	Bacteriology or Virology	Pathology
Arthropods	Medical Investigations	<b>Bacteriology</b>
Fishes	Clinical Pathology	Bacteriology II
<b>Amphibians</b>	Animal Physiology	Virology
<b>Reptiles</b>	Amphibians	<b>Clinical Pathology</b>
<b>Birds</b>	Reptiles	Human Physiology
<b>Mammals</b>	Birds	Human Nutrition
<b>Mammals II</b>	Mammals	<b>Medical Investigations</b>
Ecosystems	Mammals II	Molecular Genetics
<b>Zoonotics</b>	Zoonotics	Genetic Diseases
Field Work/Research	Field Work/Research	<b>Field Work/Research</b>

#### ADVISEMENT

For a system as specialized as described within this application, it should be noted, as a support feature, that a significant emphasis will be placed on student advisement, not only in the selection of core seminars and the academic focus, but in overall college preparation and readiness. Advisement is essential.

Beginning in School Year Two, the Electus Academy will employ two full-time counselors (one counselor will exist during School Year 1). These counselors will serve all counseling functions, both academic and emotional, and will provide assistance to any student within any grade level as needed. For a more-personalized relationship, it is preferred that counselors track with the same students over their four-year high school career. To this end, the student population will be divided alphabetically into

two equal groups with each counselor managing 250 students. This ratio complies with the student-counselor ratio recommended by the American School Counselor Association.

While counselors will be available for any service at any time, the following elements will be the focus of counselors:

- Introduction and orientation to the school's curriculum and registration process (summer prior to freshmen year or for any new student; will take place during days of student registration).
- Managing of preliminary testing for student learning styles: freshmen will take an at-home, computer-based learning style inventory prior to registration. This test is meant to identify particular learning styles and cognitive strengths for each particular student. This will aid students, parents, and counselors in the seminar-version selection process. The goal in freshmen advisement is to help students become familiar with the school's curricular framework and to aid them in choosing the seminar-versions in which they will be most successful.
- Developing and continually adapting student Next Step Plan: this will draft out the student's basic 4-year schedule including their perceived academic focus. As students continue through their four-year journey, this will become a vital aspect with which to document student planning.
- Career interest survey: each student will take a career interest survey prior to the end of their sophomore year. Counselors will work with students within their sophomore year as well as in the summer prior to their junior year during specifically-designated registration days to assist students in choosing the academic focus pathway that best fits their career interests.
- Graduation progress: counselors will continually track students' credit accumulation to verify they remain within the timeline for graduation. This will occur once per year starting at the end of the sophomore year. A major checkpoint for this will occur during registration prior to a student's senior year.
- Basic college preparation: the first attempt at the ACT or SAT will be recommended for students in the spring or summer of their junior year. Counselors will work with students to register for these college entrance tests.

An additional college counselor will be hired on a part-time basis (with part-time teaching duties as well) to primarily advise seniors in the specific areas of college preparation including: college selection, college entrance exams, completion of college applications, financial aid, etc.

As students become settled into their academic focus, the teacher that manages that academic focus will additionally assume an advisory role. Those teachers hired at the Electus Academy will have qualifications and experience in their managed academic focus, and will thus be further able to assist students in career insight and preparation for college.

**F4. 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.**

The idea of a differentiated curriculum, as described above, is simply a logical extension from the accepted idea of differentiated instruction. The inherent benefit of a model built around differentiated instruction is that it does not specify or target one specific target population; instead, it works for all students from all background because it provides them with their own brand of education, one which can be built to suit their own unique talents, strengths, and interests. The Electus Academy program is simply an extension of the differentiated instruction model.

**F5. 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”.**

Most high school curricula operate within a very strict scope and sequence, with specific classes acting as prerequisites for others. In an effort to support the mission of choice in the Electus Academy, the curriculum’s scope and sequence will be spiraled and integrated. Instead of the traditional linear approach to scope and sequence the curriculum will form a web of concepts that support one another in standards mastery. While there are some areas (history, most notably, as well as some areas of mathematics) that demand pre-requisite understanding before proceeding through a linear sequence of study, most topical areas can be studied as standalone academic units. Thus, students have significant freedom to choose any seminar at any time.

Rather than providing a specific sequence, and thus restricting student choice, the core curricula of the Electus Academy will be separated into tiers, numbered 100-400, with courses in lower tier (100

level) representing more basic concepts than those in higher tiers (200, 300). Thus, within a specific tier, each student has flexibility in course selection within that tier, further promoting the philosophy of academic choice. The tier system is intended to be used as a guide for students in course selection and registration; as such, students will still have the freedom to pursue any course at any given time, but it is recommended that they follow the tier system.

An example of the tier system for science courses is shown in Appendix A (Table A.1).

It should be noted that, within the science curriculum as shown in A.1, four tracks exist, representing the four subject areas within the science curriculum. Each track, with its respective recommended pre-requisite courses, is independent from one another.

It should further be noted that the figure (A.1) includes only required core courses. For those students who choose their academic focus in a topic of science, those courses will exist at the 300 and 400 levels.

The scope and sequence in all four core content areas is shown in Appendix A, Table A.2. As previously mentioned, the Electus Academy operates through a philosophy of choice, and as such, each of the core courses, across all content areas, will be offered in four different versions (88 seminar-versions total for each content area, 352 across all content areas).

## REGARDING HISTORY

While history is typically taught in chronological sequence, current research suggests an equally if not more effective approach: teaching history in themes. Such themes, as which are shown in the history scope and sequence (Appendix A, Table A.2), group themes seen across human history instead of merely covering the major events in human history in a linear fashion. Research suggests that this method builds comprehensive understanding across different eras, and thus provides a more holistic understanding into the content of human societies rather than simply a chronology of events (Connor, 1997). It is this approach that the Electus Academy will use, both due to the relevant research on its effectiveness and in that it lends itself to the Electus Academy's choice-based curriculum.

**F6. 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 scope and sequence described above is an initial draft and is considered prospective. As the Electus Academy continues to fill its staffing for its first year eleven (11) staff members for School Year 1, the curriculum will be more formally developed. Several teachers from all core content areas have been instrumental in developing the Electus Academy curriculum at the time of this application, and it is assumed that these individuals will continue as the Electus Academy's inaugural staff members.

Upon approval, the Electus Academy will begin advertising for its head administrator. Once the school's head administrator position has been secured, the administrator can begin to officially hire the school's staff, including the open positions yet to be filled at the time of this writing. This process is expected to be completed by the end of January, 2013. Once the inaugural staff is in place, the process of formally, and specifically developing the curriculum can begin. This process will include:

- Approval and/or adjustment of the school's preliminary scope and sequence
- Designing the four seminar-versions of each core course, specifically 100 and 200-level courses (which will targeted towards freshmen and sophomores)
- Generation of exit exams for all eighty-eight (88) core courses, required for passing/credit within each course

This process will require completion by May 1, 2013, at which time the scope and sequence/course offerings for the school will be assembled into the first student registration packet (for student registration during the summer months prior to the school's opening).

It should be noted that this curriculum, while developed for the first year of the school's operation, is subject to change and evolution as staff members come and go, or as existing staff members develop improved strategies in educating students. The collective offering of the versions of each seminar, specifically, has an inherent flexibility and is subject to change as dictated by its student population.

**F7. 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 team responsible for the Electus Academy's initial curriculum design is composed of a group of teachers who have interest in promoting the Electus Academy model of education. It is these individuals who will assume the role of the school's inaugural staff while the school's founder will assume the role of both teacher and the school's academic director.

Upon approval, and after the hiring of the head administrator and subsequent hiring of the remaining staff, the formal design of the Electus Academy curriculum will commence. January 31, 2013 is the target date for the hiring of the school's teaching staff, with May 1, 2013 set as the target date for the formal development of the school's curriculum.

**F8. 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.**

Because the Electus Academy's courses are, by nature, developed directly from the NM State Standards, the majority of this development is already completed and displayed in the school's scope and sequence (Appendix A, Table A.2). Specific standard alignment is demonstrated for the science curriculum only in Appendix N.

This scope and sequence is preliminary, and will officially be developed in the spring of 2013 once the Electus Academy has hired its full teaching staff.

**G. GRADUATION REQUIREMENTS**

**G1. Identify the school’s proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements.**

The school’s graduation requirements are shown below.

<b>SUBJECT AREA</b>	<b>SEMINARS REQ'D TO FULFILL</b>
English (core requirements)	22
Social Studies (core)	22
Science (core)	22
Mathematics (core)	22
Health	2
Foreign Language	12
Art	8
Physical Education	8
High School Grad. Assess.	1
SAT/ACT Test Preparation	1
College Pathways	1
Living Skills	2
Career Internship	1
Community Outreach	2
Peer Mentoring	4
Dual Enrollment	4
Scholar Requirements	6
Academic Focus	16
<b>TOTAL SEMINARS REQUIRED</b>	<b>156</b>

The above graphic displays the core course breakdown, including health, art, PE, and foreign language, as well as the seminars required for a student’s academic focus. Also included is the High School Graduation Assessment Preparation course (described above), which will assist students in review core course content prior to the HSGA in the spring of their junior year.

## SCHOLAR REQUIREMENTS

To ensure a more comprehensive education for each student, yet continue with the philosophy of choice, students will be required to take six (6) seminars from academic focuses outside their own (any six). An engineering student, for example, would be required to take at least one seminar from academic focuses within the other three core academic areas (English, science, and social studies), totaling in six. This will provide students with a chance to explore other topical areas outside their own.

## PEER MENTORING

An additional graduation requirement will exist for each student to act as a peer mentor to help younger students in a content area that best fits his or her (the mentor's) strengths, or within the mentoring student's academic focus. Anytime after their freshmen year, and with the approval of a supervising teacher, students will register for the Peer Mentoring seminar.

Peer mentoring will count as one course and will take place under the direction of the supervising teacher. The course can be structured in one of two ways:

- The peer mentor would be utilized to assist in helping students during both lecture and seminar periods, assisting with note-taking, student projects, etc. or in other such areas as designated by the supervising teacher
- The peer mentor would give up his or her Academic Flex Period to assist students with tutoring or general assistance in the class in question

This requirement is intended to build a more cohesive student body, and develop older students as role models for younger students, providing the younger students with a resource they can turn to for advice and help in the future.

In addition, this requirement helps build all students as active learners. When forced to teach a concept, an individual requires much greater conceptual understanding in order to explain and answer questions, and as such, this requirement will help solidify students in their academic ability.

## COLLEGE READINESS

Staying to the principle of college preparation, students will be forced to take a college entrance test (SAT/ACT) preparatory seminar, a college pathways course, and a dual-enrollment class. The

intention is to provide students with the guidance needed for admission to college, as well as a general orientation into the college atmosphere and expectations.

College Pathways will provide students with the mentoring they need to prepare college applications, compose appropriate application documents, apply for scholarships/financial aid, prepare for college life/finances, etc.

The requirement for dual enrollment will help students experience the atmosphere and rigor of a college class. In association with Central New Mexico Community College, students will be required to enroll in one college-level semester class. These three requirements, in addition to those within the academic focus, will provide students significant preparation for college.

**G2. 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.**

The Electus Academy will seek no waivers for the minimum graduation requirements.

## **H. INSTRUCTION**

**H1. 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 choice theory model of education, which underlies the philosophy of the Electus Academy, is focused on turning each student into an active learner that will increasingly become responsible for his or her own education. By allowing students to choose and personalize their own educational pathway from the diverse curriculum offered by the Electus Academy, they will be provided with that ability, and will thus create a more empowered, more successful student population.

The Electus Academy philosophy attempts to take this model to a level previously unseen in public education by incorporating the idea of a differentiated curriculum to provide students with a diversity of educational choices and create individualized, custom educational pathways.

Specific themes for seminar-versions, and their prominent strategies, will be developed by the hired staff in the Planning Year, and will evolve each year as the levels of success for said strategies are studied through data analysis of exit exams. The school's academic director, in collaboration with content area teachers, will continuously review data from exit exams to measure the effectiveness of all seminar-versions.

#### THEMES AND STRATEGIES

With four seminar-versions offered to each student for a particular course, there is a limit to the range of diversity within the Electus Academy curriculum.

Seminar-versions will differ from one another in their respective themes and instructional strategies, all of which will be managed by the teacher who runs the course. For the purposes of this application, an *instructional theme* is defined as a specific perspective or manner through which instruction is delivered. In contrast, an *instructional strategy* is the general set of instructional materials and the procedures that will be used to elicit particular learning outcomes.

An example will assist in distinguishing the two. Take one of the courses on Wars and Conflict from the social studies/history curriculum.

Two *themes* through which Wars and Conflict can be presented to students, and thus two potential versions of the course's seminars, may include:

- Wars and Conflict from a *political* perspective (seminar will receive its own name), in which students learn of the society's major conflicts from the perspective of the various leaders and politicians. What societal, industrial, political, economical influences were at work in dictating the progression of these?
- Wars and Conflict from a *military* perspective, in which students could learn of wars and battles through the strategic movements of armed forces in various geographic theaters, and how those conflicts influenced local society, policies, etc. What were the major military strategic advances, what were their motivations, and their consequences?

(Note: both seminar versions would receive their own title and will not simply be named as above, "Wars and Conflict from a political perspective")

Both themes mentioned above would not be mutually exclusive, as a student enrolled in each would still attend a common lecture every other day. A student who enrolls in the politically-themed seminar would still understand the major military strategy, as those are intrinsically woven into the politics of each period. Likewise, the student who enrolls in the seminar-version with a military focus would still learn of the political and societal factors that influenced the overall strategies within history's various military conflicts.

Both seminar-versions described above would extend on the content provided in lecture, but *how* they cover the standards and what experience they provide students is what will make each unique and thus what will provide students with the option to choose one theme over the other.

In contrast to a theme, around with each seminar-version will be developed and advertised, instructional strategies will be employed to varying extents within different seminar-versions. No seminar-version at the Electus Academy will exist through a single-dimensional instructional strategy. For example, there *will not* be a seminar-version specifically designed for project-based learning nor one specifically designed for cooperative learning. The Electus Academy recognizes that, even within a *differentiated curriculum* there still exists a need for *differentiated instruction*. To this end, all seminars will use multiple instructional strategies, including periods of project and cooperative learning as both of these skills are vital in developing students as active learners as well as in their preparation for success in college.

That being said, some seminar-versions may focus on specific instructional strategies more than others. In the seminar-versions mentioned above, one could conceive how the differing themes may influence different levels of implementation of various instructional strategies.

Take again the previous examples:

- Wars and Conflict from a political perspective may utilize the reading of newspaper articles various and political communiqués. In addition, there may be a heavy emphasis on debate within this seminar-version, as students could debate the ramifications of political decisions that resulted in said conflicts. Furthermore, students could engage in persuasive speech-writing to “convince” their fellow class members of specific political proposals.
- Wars and Conflict from a military perspective could, in contrast, become more analytically driven, with students utilizing economic and military data to devise strategic schemes and plan military action. Such analysis could allow students to generate hypotheses and test their predictions using the documented history of the wars and both the effective and

ineffective strategies therein. Which choices turned out to be successful and which did not? To this end, cooperative learning could be strongly utilized with students combining into teams, with each team personifying the motivations of one particular force within a given conflict.

In the Electus Academy system, as shown above, *themes will dictate strategies*. In other words, the theme through which a specific seminar-version is presented will specifically incorporate certain instructional strategies more than others. These prominent instructional strategies will be listed with each seminar-version's course description so as to advertise to students which instructional strategies are more prominent within a given version, and thus allow for greater student awareness when they choose which theme *and* which styles create the best success for learning.

## **H2. Provide an explanation of how these methods/strategies are effective with your target population.**

New Mexico high schools are not providing curricula in which students are invested and supported, and thus there exists declining rates in graduation. Current data demonstrates that only 56% of freshmen who enroll in New Mexico high schools will go onto graduate (Alliance for Excellence in Education, 2009), ranking New Mexico 41<sup>st</sup> in the nation. This statistic is reflected in the Albuquerque area, where graduation rates have fluctuated for last five years, varying between 44 and 68% (New Mexico Public Education Department, 2010). As such, the Electus Academy's community is in need a program that recaptures student interest.

While the Albuquerque area does possess college prep schools, those that exist are either private, and require tuition, or smaller charter schools that have limited enrollment and preparatory offerings. Within the Albuquerque Public School system, over 50% of families qualify for free and reduced lunch programs, and thus cannot possibly afford the required tuition for college prep programs.

The Electus Academy will provide the most comprehensive and diverse preparatory program in the state, *and* will be tuition-free and open to all students who have a desire to prepare themselves for a college future.

The Electus Academy will serve students from the diverse populations in Albuquerque, Rio Rancho, and Bernalillo. The population demographics for these three areas vary significantly from national averages, showing a much higher representation of minority groups.

The following are the demographic percentages for these three cities:

- Albuquerque: 44.6% Caucasian, 44.4% Hispanic/Latino, 3.1% African American, 4.3% Native American, 2.4% Asian, and 1.1% other.
- Rio Rancho: 54.2% Caucasian, 34.1% Hispanic/Latino, 3.9% African American, 3.9% Native American, 2.3% Asian, 1.7% other.
- Bernalillo: 69.8% Hispanic/Latino, 14.3% Caucasian, 5.3% Native American, and 7.0% other.

The Electus Academy does not target one specific subgroup or demographic; its philosophy and mission are intended to attract all students from all backgrounds. Furthermore, its methods and academic process exists to assist any student from any background who has interest in going to college.

While not a target population, per say, research suggests that the Hispanic population in the Albuquerque area, comprising more than half the students in Albuquerque's public schools, struggles in the area of college preparation. In 2009, New Mexico high schools graduated 20% more Caucasian students in comparison to their Hispanic counterparts (Alliance for Excellent Education, 2009). As a result, the current Hispanic graduation rate across New Mexico is 52%, a startling statistic given the high proportion of Hispanic students in New Mexico schools.

The strength of the Electus Academy is that its program satisfies the needs of any population, because it works at the level of the individual. As such, specifically those in areas of great diversity, as seen within the greater Albuquerque community, it has the potential to succeed where other focused educational philosophies will/have not.

By giving students the chance to develop their own curricular design, based on their interests and modal aptitudes, each student, regardless of his or her background, will not be constrained within the framework of a "one size fits all" educational system. Any student population, regardless of ethnic or socioeconomic diversity, would better succeed in an educational environment in which education is individually tailored for personal success.

**H3. Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.**

The approach of differentiated instruction is not merely a component of the Electus Academy's academic philosophy, it is the core component. The basis for the entire philosophy of the Electus Academy is to take a course and divide it into different versions, each of which will have a different emphasis. Students will choose the emphasis that best fits their academic strengths or interests, and will thus result in better learning and greater student buy-in.

Another example, which contrasts interest and motivation in two particular students, may further help clarify. Take, for instance, the Genetic Inheritance seminar within the science curriculum.

There exist two students: Student A and Student B. Student A is interested in reading and writing and has no interest in science, while Student B is driven in all things scientific. Both are required to fulfill the science academic standards and thus both students would ordinarily be placed in the same class in a traditional academic setting, with the hope that each discovers enough interest and motivation to become proficient in the standards.

Only at the Electus Academy would these two students have choice and thus provide for themselves a better opportunity for academic success. Student A, having no interest in science, can choose to fulfill the standards by taking a seminar-version that deals with genetics in science fiction literature, learning the required principles through reading and writing using genetic principles. Student B, on the other hand, can choose the more *scientific* pathway, selecting the seminar-version which offers more hands-on scientific work.

An outside observer would find both students taking the same course, and attending the same lectures every other day, yet extending on the course content through completely different themes. This observer would see Student A learning how he loves best, through reading and writing, and formulating connections between his interest and the subject at hand. Student B would be observed performing real, hands-on breeding experiments with mutant fruit flies, thus gaining valuable experience in the academic field in which he is most driven. Both achieve the same result: comprehension of the required standards; yet each achieved that result through different means and in a manner that not only played to their strengths and interests, but one that provided for better long-term retention of that knowledge.

If the goal of an educational institution is to allow each student to best achieve the specific academic requirements set forth by the state, then the advantages of this choice-based academic system become clear. And while it is impossible to offer every content area in a way that is specifically tailored to every individual (such a system would drown in its own diversity), the system mentioned within this application will present students with several distinct options, providing each student with a *significantly better* chance of success through the power of academic choice. Such a model, *systemic* in its origin, provides a greater inherent advantage over any individual teaching strategy.

## **I. SPECIAL POPULATIONS**

### **1. Special Education**

#### **11a. Explain the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.**

The succinct nature of classes, combined with the diversity of personalized course selection, creates an inherent advantage in education because each student possesses the ability to choose in what manner he or she would like to learn. Regardless of students classified as requiring “special needs”, the entire system is designed to help *every* student find the educational path best suited to his or her strengths and interests.

That being said, for those students with the documented need for modifications, the Electus Academy will comply with all laws set forth under IDEA for students possessing either a 504 or Individual Education Plan (IEP), and will provide the least restrictive environment for all students with disabilities.

The special education philosophy implemented at the Electus Academy will be based on the practice of “full inclusion”, in which students with special needs are incorporated into the general education classroom with support provided. It is the goal of the Electus Academy to provide all students with the same educational choices and opportunities, regardless of any additional assistance they may require. That being said, all Electus Academy students, regardless of condition, will be held under the same expectations. While the Electus Academy will provide access to all materials needed to modify its curriculum to accommodate the needs of any given student, *it will not enable students* by lowering expectations.

The special education staff will monitor the progress of the students on their caseloads, and will provide them with special education services as determined through their IEP and special education level (see Table I1a).

Table I1a – Special Education Staff FTE

SPECIAL EDUCATION LEVEL	FTE CALCULATIONS
A level (minimum) student (receives sp ed service for 10% of the school day or less)	1/35 or .029 FTE
B level (moderate) student (receives sp ed service 11-49% of the school day)	1/24 or .042 FTE
C level (extensive) student (receives sp ed service 50% or more of the school day)	1/15 or .067 FTE
D level (maximum) student (receives sp ed service 100% of the school day)	1/8 or .125 FTE

Electus Academy teachers will adjust their instruction to support the needs of those students requiring specific modifications and accommodations. In the development of the school’s curriculum, each teacher will be prepared for special education students in each of their classes, and will create any and all required ancillary materials (typed notes, for example) for all instruction that is provided, be it verbal or otherwise. Because the Electus Academy will put an emphasis on learning, and not grading as a token of achievement, all students, including those with special needs, will be given more flexibility to work at their own pace, within the limit of the 22-day course, to work through the material provided.

The shortness of Electus Academy courses (22 days), also benefits students with special needs because it relies on focused instruction in one particular area, and will thus lessen the amount of content covered, making it more manageable for students. Because students are assessed specifically over information within the 22-day timeframe, this does nothing but assist students in focusing their attention on the information at hand, instead of forcing them to review knowledge from separate content areas in preparation for a final exam as seen in the semester-based educational model. In addition, because seminar sessions, held every other day for each course, will average seventeen (17) students, there will exist ample time for teachers to work closely with those students who may require more personalized attention.

The special education teachers themselves will operate under a rotation, per their own design based on the schedules and needs of the students in their caseloads, to move in and out of classrooms throughout the day to monitor and assist students, as well as to communicate with teachers regarding levels of student progress. This will constitute the majority of the special education teacher's role.

The school will provide a resource room for special education students to work during class, the Academic Flex Period, or at lunch when in need of special assistance. When not in class with students, special education teachers will reside in this area to work with students who may come to receive individualized attention.

The Academic Flex Period, built into the school day for purposes of providing additional supplemental time, serves a function for all students, but will specifically benefit those special education students who may require extended time and attention. This period has flexibility in that any student can visit any teacher(s) to help supplement his or her instruction in any way.

#### ANCILLARY STAFFING

In order to adhere to state and federal special education requirements, specific ancillary staff members will be contracted through Cooperative Educational Services (CES) to perform duties in assessing and/or assisting students requiring such services as specified in their IEP. Such professionals include but would not be limited to a school psychologist, diagnostician, audiologist, speech/language therapist, ELL specialists/translators, social worker, occupational therapist, etc. These positions are described in further detail in the application's Business Plan section.

**11b. Describe how the school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in their IEPs.**

Progress of special education students will be continuous. Special education teachers, in collaboration with general education teachers, will continuously evaluate the progress of special education students in preparation for exit exams. Using continuous formative assessments (both formal (homework, projects, quizzes, etc.) and informal) provided within the duration of the course, both the special and general education teachers will have insight into the progress of each student, and can work to modify and adjust instructional methods based on the identified needs of any individual student.

It will be the duty of the special education teacher to provide general education teachers with the required modifications for each student. It will then become a partnership between both teachers to determine the best practices for implementing said modifications as well as monitoring their effectiveness.

At the conclusion of each school year, the special education teachers will collaborate to provide the school's principal and academic director with a report that identifies those courses (and the seminars within those courses) which were showed both above and below-average scores for special education students. These reports will also be provided to counselors for consideration when guiding students through the course registration process.

**11c. If applicable, describe the school's plan for graduating students with special education needs.**

It is the goal of the Electus Academy to graduate all students, regardless of condition, within a four-year time period. For those students who require additional time to fulfill the required graduation credits, the Electus Academy will provide continuing education until such time that they can complete their required coursework.

**11d. Describe the school's plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how the school plans to provide ancillary staff support.**

Assuming a 10% proportion of the student body needing modifications in some manner, the Electus Academy is planning on hiring one special education staff member in its first year, with an additional second special education staff member beginning in School Year 2. This expectation is, of course, contingent upon the student population itself.

As seen in the revisited table below, special education FTE will depend on the specific levels of its special education student population.

SPECIAL EDUCATION LEVEL	FTE CALCULATIONS
A level (minimum) student (receives sp ed service for 10% of the school day or less)	1/35 or .029 FTE
B level (moderate) student (receives sp ed service 11-49% of the school day)	1/24 or .042 FTE
C level (extensive) student (receives sp ed service 50% or more of the school day)	1/15 or .067 FTE
D level (maximum) student (receives sp ed service 100% of the school day)	1/8 or .125 FTE

As an example, and based on the FTE information provided in the table above, a special education enrollment of ten Level A (0.029 FTE), ten Level B (0.042 FTE) and five Level C (0.067 FTE) students (25 total) would require one special education staff member.

It is possible that students requiring such services may exceed the need for two teachers. In the case where teacher FTE exceeds the legally accepted values for student-teacher caseload ratio, additional hiring for staff will be necessary.

**2. Students with Section 504 Plans**

**12. Describe how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.**

Any student with modifications, as indicated in a 504 plan, will be provided with the necessary modifications as required by law. Because special education teachers will work closely with students and teachers to both provide and evaluate the success of specific modifications, they will be able to constantly monitor the progress of all students for whom there exists educational modifications. They will document the progress of each student at both the beginning and end of a given academic term (22-days in length). This documentation will serve to pinpoint and focus on areas of success or concern, and how such areas can provide a basis for continued success or remediation in future academic terms.

As such, the monitoring of students who have documented modifications will be continuous and ongoing, and will thus be proactive in nature.

### **3. English Language Learners (ELL) Students**

#### **I3a. Explain how the school will identify English Language Learners.**

The ACCESS for ELL placement test is used in New Mexico to determine the language proficiency level of a given student. It assesses the four domains of English language acquisition: listening, speaking, reading, and writing. Upon enrollment, this exam will be the basis for evaluating those students for whom English is not their native language.

#### **I3b. Explain how the school will provide services/supports to identified students.**

The Electus Academy invites any student who seeks a college future for him or herself to enroll, and as such, will make any and all accommodations for students who require English language assistance. The level of assistance will of course depend on the individual student, with the level of required staffing dependent on the enrolled student population at any given time, and thus the specific service requirements cannot be predicted.

At a minimal level, depending on the needs of its students, the Electus Academy will contract with ELL teachers/specialists or translators through Cooperative Educational Services to fulfill the needs of its ELL student population; at a more significant level there may exist a need to hire a part or full-time ELL teacher. As the enrollment projections for the school solidify during the Planning Year, the specific needs for these services will become clear.

#### **I3c. Describe how the instruction will be differentiated based on identified student needs.**

##### **Provide specific examples.**

ELL instruction will provide modifications for students as required. Such services will begin with the registration process, where students will be guided through the selection of classes and the versions of said classes that are most appropriate. Some versions of seminars will no doubt provide more successful basic accommodations for ELL students than others, and it will be these versions to which counselors will provide their guidance in the registration process.

An example will help clarify. Suppose that two versions of a given class exist, one which is based primarily on reading of various texts (journals, magazines, novels) and one which is largely hands-on and project oriented. Such a seminar could easily occur within a science curriculum (among others). A counselor who was guiding an ELL student in the registration process would read the course descriptions (perhaps involving teachers in the discussion to provide further insight) and determine that the least language-intensive version of the course would be the one in which the student can learn through the hands-on modality. Not that exposure to the English language would be absent, given that each course incorporates a lecture period every other day, but the intensity and dependence on language ability would differ between seminar versions and would thus assist in course registration for those students who are in the process of learning the English language.

After the registration process, as students enroll in classes, modifications will continue. Within a given course, it will be the collaborative effort between both the ELL specialist/teacher and general education teacher to provide in-class accommodations, similar to what would be provided to special education students except with specific modifications in the areas of language. Such modifications would include but would not be limited to materials provided in two languages (English and the primary language), increased use of images or diagrams during instruction, written copies of notes, modifications to assessments, extended time on assignments, etc.

**13d. Describe how the school will regularly evaluate and monitor the progress and success of English Language Learners?**

In a manner similar to special education, the ELL specialist/teacher will officially document progress at both the beginning and end of each academic term. This documentation, the progress or lack thereof shown within, will provide guidance for remediation or continued success within the context of future courses. Within the courses of a given term, the ELL specialist/teacher will work closely with general education teachers in assisting ELL students, helping create modifications, etc., and as a result, will continually be evaluating the progress of the ELL population.

**13e. Describe how the school plans to budget and staff itself to meet the needs of ELL students.**

The Electus Academy budget does not specifically designate for the hiring of a full-time ELL teacher. It does, however, include in its budget, the potential need to contract an ELL specialist/teacher to assist with a potential ELL population. As it is uncertain as to whether (or when) ELL students will enroll at the Electus Academy, the option to contract such services is preferred to meet what would be a potentially fluctuating demand for ELL staffing.

If the need arises, either at the school's initial opening or in the near or distant future, a part or full-time ELL instructor will be hired to meet the needs of its students. In the event of such an additional hiring, the Electus Academy budget will be reevaluated to accommodate such a need.

**J. ASSESSMENT AND ACCONTABILITY**

**J1. *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.**

The sole organizational goal of the Electus Academy was designed to continuously improve its course offerings based on the preferences of its student body. At the conclusion of each academic term, on the day of exit exams, each student will rate his or her satisfaction with the seminar and the selection of seminar-versions from which he or she had to choose when registering.

Data compiled from these surveys will allow the school's teacher, academic director, and principal to continuously evaluate which courses are really meeting the interests of the student body. Because the Electus Academy is concerned with providing choices for its students, this feedback from students is vital to provide the *best choices* for students as they pursue their education.

**J2. 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.**

#### FORMATIVE ASSESSMENTS

One area of priority is in the evaluation of incoming students to the Electus Academy. Because of its diverse curriculum, it is essential that all students (freshmen or transfer) find their own educational pathway, one that will lead them to pursue their interests, enjoy their education, and ultimately find success through their tenure at Electus.

The following describes the two primary formative assessments for Electus Academy students:

- Learning style: each student will take a test, required prior to registration for the first year of admission, which will identify particular learning styles and other cognitive strengths. This test will be done on-line and at home.

The summative data from this assessment, provided for the student and his or her parent(s), will help pinpoint and recommend which versions of available seminars might be most appropriate for that given student. Note: the specific test will be agreed upon through collaboration between the teaching and counseling staff.

- Career interest: prior to the end of the 10<sup>th</sup> grade year, each student will take a career interest examination to pinpoint in which academic areas the student has the most interest. This summative data will help recommend to each student in which academic focus he or she may best be suited. Note: the specific test will be agreed upon through collaboration between the teaching and counseling staff.

#### COLLEGE ENTRANCE EXAMINATIONS

Practice SAT and ACT tests will be administered (outside of the instructional day) continuously throughout the course of a given school year. Seminar offerings will exist for SAT/ACT preparation to ensure that students may work on improving their scores on these college entrance tests. Each student at the Electus Academy will be required to take at least one seminar of SAT/ACT test preparation.

## EXIT EXAMS (GRADING)

The Electus Academy will use a standards-based grading system, with each standard earning its own final score based on that course's exit exam. The scoring system will range from 1 to 4:

- 1: Not Meeting Standard
- 2: Partially Meets Standard
- 3: Meets Standard
- 4: Meets Standard with Distinction

To earn academic credit for a course, and all of its corresponding standards, a student must earn either a 3 or 4 for *each* standard within that course. Students failing to earn passing scores on *all* the included standards will be required to repeat the course. To clarify, a student who earns a 1 or 2 on *any standard at the conclusion of a given course, no matter what their overall average score, must repeat that course.*

Final published report cards will also be standards-based. These reports will identify all the standards within the current seminar as well as their corresponding score.

## THE EXIT EXAM

The assessment system at the Electus Academy has a built in track of short-cycle assessments (SCA's). Each course will conclude with an exit exam, analogous to a short-cycle assessment, required to gain credit for the given seminar and its inclusive academic standards. These exit exams, numbering forty (40) per year per student (students will take 40 courses per year), will better assess each student's specific competency in each of the academic standards. Each exit exam for a particular course will be common for all the different versions of seminars in which those particular standards are covered. Thus, different versions of a given seminar which cover the same content, albeit through a different focus, will assess students on the same core foundational information.

*Exit exams will dictate whether students receive credit for a given seminar.* Assessments and other miscellaneous grades given through the course of each seminar will be exclusively *formative* in nature, allowing both the student, teacher, and parent to continually gain feedback on student progress.

Work performed within the seminar timeframe will not directly influence the final grade for that seminar and its corresponding standards; instead, all work throughout the scope of the seminar will be designed to prepare students for the exit exam, which will be the single *summative* component of each seminar used for the purposes of awarding credit. This model of weighted summative assessing is

analogous to what students will see in college, and is part of the Electus Academy's preparation for college success.

The exit exam score will be reflective of direct comprehension of each standard. To this end, exit exams will provide the opportunity for students to prove both basic knowledge (basic comprehension questions) and advanced knowledge (mastery level questions) of the given standards.

Students will earn scores of 1-4 for each standard on the exit exam. Scoring will be based on Bloom's Taxonomy of Learning Domains, which shows classification levels of intellectual behavior important for learning. Bloom's Taxonomy is shown below. Each level (descending) shows higher levels of intellectual understanding over a given topic.

#### BLOOM'S TAXONOMY

- Level 1: Knowledge/Remembering: can the student recall or remember the information?
- Level 2: Comprehension/Understanding: can the student explain the ideas of concepts?
- Level 3: Application/Applying: can the student use the information in a new way?
- Level 4: Analysis/Analyzing: can the student distinguish between different parts?
- Level 5: Evaluation/Evaluating: can the student justify a stand or decision?
- Level 6: Synthesis/Creation: can the student create a new product or point of view?

As mentioned above, the student grading scale is based on a scoring range of 1 to 4. For students to earn the minimum credit for a given standard (score: 3), he or she will have to demonstrate understanding at Levels 1-3 within Bloom's Taxonomy. This level of comprehension is defined as *basic proficiency*. For students to earn a "4" for a given standard, he or she will have to demonstrate understanding at Levels 1-6 within Bloom's Taxonomy. This level of comprehension is defined as *mastery*.

Each course, and thus each exit exam will, on average, cover 8-12 academic standards. To test for each standard, to the extent described above, will require between 30-50 questions (averaging four questions per standard to determine proficiency or mastery), although course exit exam sizes will vary based on the number of standards covered within that particular seminar.

Exit exams will be developed directly from the academic standards within the course, and it is thus assumed that students who achieve proficiency and/or mastery throughout the course will easily demonstrate that proficiency and/or mastery on the exit exam. Students who do not accurately display

proficiency in *at least one* of standards within a given seminar, based on their exit exam scores for each standard, will repeat that seminar until such time that they demonstrate proficiency in all the required standards. In other words, to obtain credit, a given student must receive a score of at least “3” for each of the standards covered on the exit exam.

Exit exams will be developed within the Planning Year by the hired staff members of the Electus Academy. It is vital that such exams are ready for the first day of School Year 1 for students to receive credit for seminars in Session One.

Exit exams will be administered on the last day of each course. During that final day, students will take exit exams from each of their five classes. They will consist of both objective (ie: multiple-choice) and subjective (ie: short answer, essay) types of questions. Those questions surrounding Bloom’s Taxonomy Levels 1-3 will be objective in nature, while those covering Levels 4-6 will be subjective in nature.

It is the goal that exit exams will not change from year to year, as it remains important that students from different school years are consistently assessed on the same material as one another. This goal, while ideal, may turn out to be unrealistic as standards are in the process of changing.

Data from exit exams will be continually analyzed by teachers, department heads, and the academic director within the school’s Professional Learning Communities. As analysis dictates, exit exams will be revisited and reassessed by department teachers and the academic director during Professional Development Community meetings on an as-needed basis.

#### TRANSLATION TO LETTER GRADES

In order to establish a platform through which grades can be transferred between academic institutions (between high schools, high school to college), the numerical, standards-based grading system must be properly translated to the traditional letter grade system (A, B, C, D, F).

Numerical translation will take place using the earned standards’ scores divided by the maximum standards’ scores for all the standards that would fulfill the traditional course requirement. For example:

- A student earns the following scores on the standards within a given course, based on his or her exit exam: 3, 4, 3, 3, 4, 4, 4, 4, 3. The earned score total is 36, out of a total possible score of 40. Dividing  $36/40$  calculates to 0.90, and thus translates to an A- (90%).

- For high schools and universities requiring more traditional course grades, it will be necessary to combine standard scores for all relevant Electus Academy courses. Example: for a typical high school biology class, which is composed of approximately 40 standards spread across 7 seminars, the grade for this course will be calculated (as shown above) from the scores of all 40 standards.

Given that a similar 1-4 scale is used for grade point average, GPA calculations for transcripts can be easily performed. In the above example, the specific student's GPA would be calculated based on the total score for all the standards (36) divided by the number of standards scored (10), thus computing  $(36/10)$  to a GPA of 3.6.

Because of the sheer bulk of standards required at the high school level, each standard's proficiency score will only be reported for a short period of time following the completion of that course. If a student demonstrates proficiency in all standards associated with a given course, and thus earns credit for that course, he or she will receive the combined average (detailed above) for all the scores for standards within that seminar.

To have a student's transcript display values for every standard taught would be cumbersome and indecipherable, and thus only the final average for each course will be shown. A more detailed student record will be maintained, however, which does display all proficiency scores for all required standards.

#### A HIGHER STANDARD

Courses at the Electus Academy will have a higher standard for the earning of academic credit. New Mexico law requires grade averages of 60% for the earning of academic credit, yet this number does not accurately reflect true proficiency, which commonly has a minimal cutoff margin of 70%. To obtain academic credit, each student at the Electus Academy must earn either a 3 or 4 (out of a possible 4), and thus demonstrate, at a minimum, 75% proficiency ( $3/4 = 75\%$ ). Furthermore, students who earn scores of 1 or 2 for any standard, even if their overall score averages to a 3 or higher, have not showed complete proficiency and will be required to repeat the seminar until proficiency in *all* the standards has been demonstrated.

While this might seem daunting to students and parents, it must be noted that each student will be focused on only five courses per session, covering only a limited number of standards. In comparison to semester final exams within the traditional academic setting, in which students are assessed on an

estimated *two hundred* standards, this system of divide-and-conquer is much less daunting in reality.

This Electus Academy system will better ensure that students show strong proficiency in the areas for which they will be assessed in the Standards Based Assessment, as well as providing a general assurance that students graduating high school will be well-rounded academic citizens.

**J3. 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**

While the exit exam exists as the primary assessment for credit determination, each teacher will use formative assessment techniques throughout each course to measure student progress and identify areas of concern for individual students.

Lecture sessions within each course will use classroom response systems (CRS, or “clickers”) for polling, surveying, and formative quizzing during lecture periods, and will function as a standardized form of assessment within each course. With the immediate data analysis and feedback features of the CRS, both teachers and students can immediately and comprehensively identify areas of misconception and lack of comprehension both on the range of an entire class as well as at the individual student level. This will allow teachers to pinpoint specific areas of remediation for students in the small-group seminar portion of each course.

Additional formative assessments will exist in the small-group setting, although the format of these assessments will vary within the version of the seminar in question. Such formats can include but are not limited to: projects, presentations, debates, practice problems, additional quizzing, etc. The format of such assessments will be dictated by the theme of the seminar-version itself, and as such, formats of these assessments will vary between seminars and versions of the same seminar.

**J4. 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.**

#### REMEDIATION

The Electus Academy will promote the notion that learning and comprehension can *always* be improved, and that these elements are *continuous processes* rather than finite objectives. Every student has areas in which he or she is challenged, and thus remediation emerges through a continuous, personal reflection of learning rather than a consequence of failure. This is the Electus Academy philosophy.

The schedule structure mentioned above (and displayed below) has allowed for built-in remediation time during the course of every school day within the Academic Flex Period. Research has demonstrated that tutoring programs show effectiveness when they are built into the school day (Caskey, 2011), and the Electus Academy program attempts to follow this relevant research. The remediation plan will be implemented immediately, as it will be part of the school day, so as to allow students to use the time as needed for any academic purpose, including but not limited to tutoring, homework, enrichment, study sessions, make-up work, extended teaching time, extended work time (projects, labs), parents-teacher conferences, etc. Remediation will be part of the *daily instructional process*.

Given the five period schedule, a student could potentially devote one Academic Flex Period to each class within the scope of a full five-day week. Additionally, this time can help fulfill any additional need or modification for special education or ESL/ELL students, including extra instructional explanation, time in the school's resource room, extra work time, student-teacher review, etc.

#### PREVENTATIVE MEASURES

The short-course (22-day) system of instruction has an inherent safeguard against long-term failure. With shorter, more precise measurements inherently built into and at the end of each course, teachers and parents will receive immediate feedback on where students are failing to meet proficiency. This allows for more efficient corrective action against student failure, since the areas of student failure can be more specifically determined and thus more accurately remedied.

The ease with which students can repeat failed seminars (instead of failed *semesters*) will aid in allowing students to make up credit, and thus deter the high risk of student drop-out that is associated with failed classes (Alliance for Excellent Education, 2009). The Academic Flex Period additionally aids in the prevention of student failure, for it provides a time specifically devoted toward remediation.

#### DATA ANALYSIS

Extensive data analysis will be performed by the school's academic director at the end of each 22-day academic session. Each seminar-version of each course will be analyzed for instructional patterns that raise concern, specifically low exit exam scores within a seminar-version or across a course itself. Low scores, or high failure rate within a given seminar-version would be indicative of a dysfunctional seminar-version, including its academic approach, instructional theme, or other general academic practices. Some seminar-versions will naturally be more popular and more successful than others, and the continuous reevaluation of the versions offered to students will be a priority for the Electus Academy administration. The benefits of this system allow for the real-time, seamless reinvention of new versions of any given seminar each year. Through a continuous analysis over which seminars are providing greatest student success, the school can easily adapt to reinvent/replace those seminars which struggle to educate students. This continuous evolution is but one benefit of the Electus Academy philosophy, allowing the curriculum to truly evolve and continually keep up with its changing student population.

Low scores on exit exams seen across all seminars within a given course indicate an issue with the overall instruction of the course. This could be related to the instructor him/herself, or a specific facet of that instructor's educational approach, be it lecturing, classroom management, etc. If such patterns come to exist, the school's academic director will work with the instructor to help identify and evaluate in what area(s) the instructional process has become ineffective. Student evaluation surveys, performed at the conclusion of each course, will also provide insight into this process. If such a problem persists in subsequent academic sessions, administrative corrective action may be required to reevaluate the teacher's overall effectiveness.

The more common cases will involve remediation for individual students. Students who begin to show tendencies toward patterned failure, either in specific types of courses or in a broader sampling of courses in general, will be flagged for academic counseling to determine the cause. In a system with greater focus on student comprehension (mentioned above), this intervention can occur in a more timely and thus more effective manner. Preliminary corrective actions could include testing to

determine student learning styles (and thus suitable seminar-versions with a better potential fit), recommendation for alternate seminars using different strategies, lessons on better study habits, etc. With the inclusion of the Academic Flex Period, a specified time for remediation can take place each day, and thus such measures become more proactive than reactive in nature.

To prevent the need for more severe, systemic corrective action, student performance will be continually monitored and will thus also be more proactive than reactive. Seminars, and the different versions through which they are offered, are the basis for student success and failure. Because each course comes in four flavors, the system has an intrinsic benefit in allowing students to try a different approach if they were previous unsuccessful in a given course.

In the event that the Electus Academy requires further corrective action, all matters of instruction are open for reanalysis, including, but not limited to:

- Instructional methodologies within *all* of the school's seminars
- Exit exams and the required skills and content included therein
- The daily schedule, including daily and annual instructional hours
- The Academic Flex Period, its utilization, and effectiveness in remediation
- The instructional staff (teachers)

**J5. Describe how the school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community.**

**PARENT REPORTING**

Monitoring of student progress by parents is an important factor in the success of every student. For this reason, great emphasis will be placed in allowing parents the ability to view their children's' proficiency ratings at any point throughout a given seminar. Student scores will be recorded in an online grade book, edited by each teacher, with a read-only version of each student's updated grade viewable from a secured account accessible by both the parents and student. This will allow for constant monitoring of course progress so as to allow for intervention and/or remediation to occur in a timely manner. Accessibility to this system (usernames, passwords) will be provided at the time of admission.

Digital progress reports and end-of-session report cards will be provided for parents each week for parents to review their students' progress in real-time. The goal is to provide parents with an

extensive resource to help their students while not in school. Electus Academy staff will communicate with parents as needed in specific cases requiring attention.

#### GOVERNING BODY

The school's academic director will its Governance Council with monthly reports detailing course summaries including student averages, both within courses, across content areas, and across the school as a whole. More extensive summaries can and will be provided as requested by the Council.

#### THE COMMUNITY

The relationship between the Electus Academy, its staff, students, parents, and broader community, operates through complete transparency. Summaries of the school's annual academic performance will be published on the school's website, as will the results of the High School Graduation Assessment and the school's annual letter grade within the State's A-F grading system.

### III. ORGANIZATIONAL PLAN AND GOVERNANCE

#### A. GOVERNING BODY CREATION/CAPACITY

**A1. 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".**

The Electus Academy will be overseen by a governing body: the Governance Council. It is this Council's primary responsibility to ensure the fair and uniform application of all federal, state, and local laws in the operation of the school as well as the school's charter and policies.

The Governance Council is the policy-making body for the school, and will thus exercise leadership primarily through the formulation and adoption of policies in accordance with the philosophy of the Electus Academy charter. It will additionally oversee the school's financial and academic standing (see below for specific description). The Electus Academy will operate in complete transparency with all academic and financial policy approved before the public through its Governance Council.

#### COUNCIL MEMBERSHIP

The Governance Council will consist of appointed members within the community and will represent the Electus Academy, its mission, goals, and operations. There are no specific requirements for an individual to become a Governance Council member; any member of the community is allowed to apply for a position with the Electus Academy Governance Council.

The Council will begin with five members and will consist of at least five members at all times. Future expansion is possible if deemed beneficial by an existing Council.

Each position on the Council will be assigned a number to assist in determining staggered Council terms. Such member terms are two years, with the exception of the first Council, whose terms will be dictated as follows:

- Odd numbered positions shall serve a one-year term for the first year but thereafter a two-year term, with all terms expiring on odd-numbered years (2013, 2015, ...)

- Even numbered positions shall serve the normal two-year term, with all terms expiring on even-numbered years (2016, 2018, ...)

Terms will begin/end on July 1<sup>st</sup> of the year in question. Council members may hold successive terms, with partial terms counting as one full term. Any member may resign at any time by giving written notice to the president or 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 Council whenever such removal is in the best interests of the school. Members may be removed by the Governance Council for any reason deemed appropriate, including the following acts or omissions:

- Violation of Governance Council policies and regulations
- Failure to attend three (3) scheduled meetings during the school year (July 1<sup>st</sup> – June 30<sup>th</sup>) of the Governance Council, except when such absence is due to severe, unforeseen circumstance

#### COMPENSATION

Governance Council 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.

#### ATTENDANCE

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

## OFFICERS

Within the Governance Council there will exist three roles: president, vice president, and secretary. These roles will be appointed by members of the Council and will change each year.

The President of the Governance Council shall preside at all meetings and shall have the right, as other members of the Governance Council, to make or second motions, to discuss questions, and to vote. The president may not act for or on behalf of the Governance Council without prior specific authority from a majority of the Governance Council to do so. All communications addressed to the president shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governance Council. The president shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governance Council. It is the president's responsibility to ensure that Governance Council members uphold their commitments/responsibilities to the school. While any member may offer items to be heard or discussed at any meeting, the president will officially compile, in collaboration with the head administrator, the topics for business to be placed on the agenda.

The vice president shall perform the duties of the president in the absence of the president or at the request of the president. In the event a vacancy occurs in the president position, the vice president will act in the capacity of the president until the office has been filled by a vote of the Council membership.

The secretary shall keep the minutes of the Governance Council meetings, subject to the direction of the president, assure that all notices are given in accordance with the provisions of the charter, Governance Council policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the Secretary by the Governance Council. The Council may appoint a designee to assist with the responsibilities of the secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governance Council's review. The Council secretary will review the minutes prior to presentation to the Governing Council for approval. The secretary shall be responsible for presenting the minutes to the Council at meetings.

## ROLE AND RESPONSIBILITIES OF THE GOVERNANCE COUNCIL

The authority of the Electus Academy Governance Council is derived from its charter, the laws governing public schools, and the Public Education Department of New Mexico as found in article 5

sections 22-5-1 through 22-5-16 of state statutes. It is subject to all pertinent federal statutes as well as its rules and regulations, after appropriate approvals, both locally and on a state-wide basis. Furthermore, the Governance Council is responsible for the fair and uniform application of all federal, state, and local laws as well as rules, regulations, and policies of The Electus Academy in the operation of the school in accordance with its charter.

The Governance Council serves to propose, recommend, review, and approve policy in conformance with the philosophy of the Electus Academy charter. It will set annual objectives that continually promote increasing academic excellence within the Electus Academy system. All business undertaken by the Governance Council will be held in public for free and open access to local community members.

#### ADMINISTRATIVE RELATIONSHIP

The Council will maintain a relationship of constant communication with the Electus Academy's administrative staff. It has the duty and responsibility to question any and all operations within the school, be them academic, financial, or otherwise.

The Council will be responsible for the hiring of the school's principal/head administrator. Once hired, the Council will serve to formally evaluate the principal each year.

#### TRANSPARENCY

All actions taken by the Governance Council will be done in open access to the public. All meetings held, and all business presented and considered will be documented and open for public review and commentary. All reports, both financial and academic, provided to the Council by the school's principal and academic director respectively, will further be made open for public review during Governance Council meetings.

The documentation of each meeting will be made available for public review. Both the minutes from previous meetings and the agenda for upcoming meetings will be published on the Electus Academy website for public access.

#### POLICIES AND PROCEDURES

The Governance Council shall continually maintain a written set of policies for the information and guidance of all employees, students, and members of the broader school community. These policies will be subject to review and revision as needed and approved annually by the Governance

Council. Amendments to policies may be placed on the board agenda when two or more council members are in agreement. The specific procedural requirements for amendments will be determined by the initial Governance Council.

The creation of its own bylaws, which will officially document the rules and regulations through which the Governance Council and its members will operate, will be generated during the Planning Year by the inaugural Governance Council members. Members will meet at designated times of their choosing to construct and approve the bylaws prior to summer of the Planning Year.

## COUNCIL MEETINGS

The Governance Council will hold meetings once per month on specific, recurring dates as designated by its inaugural members. These meetings are intended to communicate news and events within the Electus Academy, as well as to take action on proposed changes to Electus Academy policy. All actions taken prior to and within the meeting of the Governance Council will comply with the requirements set forth for all public body meetings through the Open Meetings Act.

All meetings will be held in public for any individual to attend at a location that can accommodate all people interest in attending. Meeting date, time, and location will be published on the school's website no less than three weeks prior a given meeting date, with additional written notice provided to all FCC licensed broadcast stations and newspapers that have provided written request for notice of meetings.

A quorum must be in attendance for any action to be taken at any Council meeting.

For business to be raised within a given council meeting, written notice must be provided to the Council's recorder no less than seven days prior to the meeting in question. Three days prior to the meeting in question, the meeting's agenda will be published on the school's website for public access. The resulting agenda for a given meeting will include descriptions of the specific items covered within the scope of the Council session.

Any individual may submit business for consideration by the Governance Council if it is done so within these stipulations. In addition, if time permits and if all members are in approval, the Governance Council may allow for open business to be presented, at which time individuals may speak without prior notice having been provided.

The events of each meeting will be recorded in the form of written minutes. This record will include the date, time, and place of the meeting, the names of all attending members, a description of all business considered within the scope of the meeting, and a record of all decisions made within the

scope of the meeting. A draft of these minutes will appear on the school's website for public inspection no later than ten days after the meeting date. This record will retain its "draft" status until approval by the Governance Council at the next meeting.

During the scope of a meeting, the Governance Council will hear and consider all business presented. In the event that additional time is needed for consideration, it may vote or postpone consideration of business until the next meeting date. In the event of a vote, each member of the Council will vote "yes" to affirm the requested action, "no" to reject the requested action, or "abstain" to take no position on the action requested. In the event that the Council postpones consideration, it may request further information on the topic at hand prior to consideration or vote.

Under emergency circumstances, defined as those which are both unexpected and urgently required to prevent immediate injury, damage, or financial loss, the Governance Council has the ability to hold an unplanned session. Emergency sessions do not require a pre-published agenda.

In the case where an individual member of the Governance Council cannot attend a meeting, attendance over the telephone is permitted. During such sessions, the telecommunication equipment utilized by this individual must allow for full, uninhibited interaction between all members of the governance council as well as any secondary participants.

The governance council has the ability to hold closed meetings under specific provisions ("Permissible Subjects") mentioned within the Open Meetings Act (10-15-1 (H)). Any specific procedures within a closed session must follow the policies also outlined with the Open Meetings Act (10-15-1 (I) (I)).

**A2. 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.**

Justin Baiardo, the Electus Academy founder, is a National Board Certified teacher with seven (7) years experience in the classroom. During his time in education, Mr. Baiardo has gained significant experience in the creation and implementation of diverse forms of education, both in general education and in college preparatory curricula.

Mr. Baiardo is a strong proponent of differentiated instruction and has been responsible for extensive levels of curriculum development that have successfully incorporated diverse methods of instruction for students from all backgrounds, specifically those who are college-bound. This

experience has led him to propose the Electus Academy charter, whose vision of a differentiated curriculum separates itself from any educational philosophy seen within the state.

**A3. 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.**

Each member of the Electus Academy's inaugural Governance Council brings their own passion for education and professional expertise to create a governing authority with a wealth of knowledge and experience. The Council will consist of five members: Mary Robinson, Barbara Lopez, Jeanette Miller, Nadyne Shimada, and Nam Tran.

Mary Robinson is a master teacher who has positively affected the lives of each of the thousands of students that have passed through her door over the years. Although a scientist by trade, she has come to find her place in the teaching of young men and women, preparing them for both college and career with her advanced academic programs. As one of the few founding staff members of Rio Rancho High School, an institution known for its diverse collection of elective courses, she has built one of the most successful professional college and career preparatory program in the state, if not the country.

Over the past thirteen years, Barbara Lopez has worked as a part-time research engineer at the University of New Mexico. In that time, she has worked in association with the National Science Foundation for Advanced Technological Education, including both curriculum development and instructional design for STEM education, with a focus on MicroElectroMechanical Systems (MEMS). Her curriculum development experience ranges from middle school through college level. She has also developed educational materials for technicians and engineers working in the semi-conductor industry.

Before her work at UNM, she worked at Intel Rio Rancho as a capacity engineer. She began her career at NASA, Johnson Space Center, working as an acoustic/vibration test engineer for space station payloads.

Jeanette Miller offers her expertise from a variety of backgrounds including business, education, and community outreach. As a former School to Careers Coordinator at Rio Rancho High School, she has

extensive experience in the educational transition from high school to college. As a former Inquiry Facilitator for the Intel International Science and Engineering Fair, she has worked extensively with young men and women in developing themselves as professionals in the areas of science and engineering.

Lately, however, her expertise has brought her to the business world, working as the Director of Marketing and Public Relations for the National Museum of Nuclear Science and History. Her diversity and wealth of experience is only equaled by her passion for education and the fostering of young men and women into successful adults.

A special educator for the past thirteen years, Nadyne Shimada recently vacated the position of Academic Dean at the Public Academy for Performing Arts. As the Academic Dean, Nadyne was responsible for managing the student information system, development of the master schedule, student course registration, developing and maintaining relationships with educational providers of enrichment, credit recovery and remedial courses, standardized testing, college counseling (including writing letters of recommendation and completing secondary school reports), and ensuring each student was on track for graduation. Nadyne also managed a special education, 504, and SAT case load, and provided remediation, direct instruction, coaching, counseling, and transition services to secondary special education students. While at PAPA, she also taught a variety of courses from Advanced Placement and dual credit CNM classes to middle school math remediation.

Prior to her tenure at PAPA, Nadyne managed the gifted program at Rio Rancho High School for ten years. Her responsibilities included developing and delivering required and elective courses for gifted students, providing college counseling services (including writing letters of recommendation and secondary school reports), and mentoring students through science competitions. Nadyne also served on the RRHS Positive Behavioral Support team, Institutional Review Board, and was the faculty sponsor for the National Honor Society.

Prior to her career in education, Nadyne was a Managing Consultant for an employee benefits consulting company where she specialized in large group health and welfare benefits. She spent sixteen years in human resources consulting and management of compensation and benefits.

Nam Tran is a passionate citizen and community activist, looking to provide successful avenues for young men and women through his drive for education and community reform. As a recent Albuquerque resident, he has established OCEF, Our Children's Education First, an organization whose

goal is to help build educational facilities where students can learn through experience, from greenhouses for elementary schools to advanced science centers for middle and high schools students. He works closely with both schools and corporations in the Albuquerque area, trying to better establish the relationship between local business and its surrounding community.

**A4. 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.**

In the event of member vacancy, the Council will use the school's newsletter system, website, and other community communication methods to notify the public of current vacancies as well as to provide member expectations and responsibilities for potential applicants. Those individuals who apply for a Governance Council position shall be selected based on the following criteria. Such an individual must:

- Be willing to commit attendance to all Council meetings.
- Understand the educational system with the Electus Academy
- Have a firm commitment and loyalty to the philosophy of the Electus Academy as described in its charter
- Possess a strong character and a willingness to abide by all laws, regulations, and policies that govern any staff member or the general populace
- Be willing to participate in state-require governing board/school board training and basic Governance Council orientation

The Council will dictate the period for which applicants will be allowed to submit their requests. Individuals interested in becoming a member of the Governance Council shall submit to the secretary, in writing, their intention to apply for a position, including personal and professional qualifications, within the window specified. Governance Council members will review these submissions and will vote at the next regular scheduled meeting. For in-term vacancies, the term length shall consist of only the unexpired portion of the term of the member being replaced.

## **B. GOVERNING BODY TRAINING AND EVALUATION**

### **B1. 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?**

Members of the Governance Council will be required to attend mandatory training sessions as dictated by the State of New Mexico Public Education Department. Such trainings, sponsored by the New Mexico School Boards Association (NMSBA) and New Mexico Coalition for Charter Schools (NMCCS) will include a comprehensive overview of topics that include department rules, policies and procedures, statutory powers and duties of governing boards, legal concepts pertaining to public schools, finance and budget and other relevant matters.

Each Council member will receive annual training, totaling no more than five hours, although the specific training requirements for each member will vary depending on their previous Governance Council experience. In order to be credited with attendance at specific trainings, each attendee will complete a written attendance form, provided by the training authority, to be kept on file with the charter school. Prior to September 1<sup>st</sup> of each year, the NMSBA or the NMCCS shall provide the school's principal with a list of training hours earned annually by each governing body member as well as the names of those members who failed to attend the required annual trainings.

All council members will additionally be required to familiarize themselves with the Governance Council's policies and procedures, and to sign all necessary documents stating their adherence to said policies and procedures. As part of the orientation process, new council members will be specifically required to familiarize themselves with the following key provisions of New Mexico laws:

- ~ Charter School Act (NMSA 1978, Section 22.8B.1 et. seq.)
- ~ School Personnel Act (NMSA 1978, Section 22.10A.1 et. seq.)
- ~ Procurement Code (NMSA 1978, Section 13.1.1 et. seq.)
- ~ Open Meetings Act (NMSA 1978, Section 10.15.1 et. seq.)
- ~ Public School Finance Act (NMSA 1978, Section 22.8.1 et. seq.)
- ~ Applicable rules and regulations issued by the New Mexico PED.

**B2. Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.**

In holding to the commitment of transparency and the bottom-up philosophy that embodies the Electus Academy, the Governance Council will rely on its community to judge its overall effectiveness each year. At one specific monthly meeting, near the end of a given annual term, the Governance Council will allow for both written and oral methods of evaluation from members of its community, be them students, teachers, school administration, parents, or other citizens. Any member will be allowed to voice their commentary on the work of the Council members as it directly relates to the performance of the Electus Academy. Online surveys will be provided electronically on the Electus Academy website for written commentary and rating of the performance of Council for one month leading up to this meeting.

For the assurance that such commentary is considered and reviewed, each member of the Governance Council will draft a reply to the sum of commentary. All five Council member responses will be published on the school's website prior to the following Governance Council session.

**C. LEADERSHIP AND MANAGEMENT**

**C1. 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.**

**FINANCIAL**

The Governance Council will be responsible for oversight of all financial operations at the Electus Academy. It will not only approve the budget recommendation for each fiscal year, but will work to continually audit the financial standing of the Electus Academy in accordance with the approved annual budget, including but not limited to overview of all accounts at each monthly meeting. The annual budget for the following fiscal year will be specifically prepared and presented by the Leadership Council for Governance Council approval prior to the 1<sup>st</sup> of May.

## REPORTING

The Electus Academy academic director will provide to the Governance Council a monthly report detailing the summaries of the most recent academic term, including specific areas of success and concern. These documents will be reviewed by the Council and any other interested member of the community who is in attendance.

The school's principal will additionally provide to the Governance Council, each month, a report detailing the financial standing of the school including but not limited to financial statements, budgetary projections, opportunity for new revenue streams, etc. Such documentation will be available for review by the Council members and any other interested member of the school community.

The school's business manager, as contracted through the New Mexico Coalition for Charter Schools, will assist the principal in compiling these reports for presentation as needed. As is a part of the service commitment of the business manager, he or she will be available, upon request, to attend Council meeting if further discussion is required.

**C2. 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.**

In the original formulation of the school, the Governance Council will hire the school's head administrator: the principal. When evaluating individuals for the principal position, qualified applicants will possess:

- ~ A valid New Mexico 3B Administrators License
- ~ A well-spoken, confident demeanor
- ~ Prior experience in successful school administration, including oversight of curricular and budgetary operations
- ~ Strong belief in the philosophy of the school: student choice, strong commitment to the standards, and a diversified, elective-based curriculum for courses within both the core and career pathways
- ~ Proponent of teacher creativity and flexibility in offering curriculum in different forms

- Openness and transparency in overall operation and conduct, and a willingness to allow for all members of the school community to aid in the decision-making process, adhering to the school's bottom-up philosophy
- Strong adherence to established policies for student conduct and a firm belief in the consistent enforcement of these policies
- Dedicated passion toward educational reform
- Acclaimed professional and character references

Upon charter approval, the school's founder will immediately initiate the advertised postings for the open administrator position. From the candidates who apply, the founder will gather basic information to provide the Governance Council for further evaluation (interviews, etc.) on or before January 15<sup>th</sup>, 2013. It is expected that the head administrator will be selected by January 31<sup>st</sup>, 2013.

**C3. 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".**

After its initial assemblage, one of the first duties of the Governance Council will be to establish the expectations for the school's head administrator. These expectations will include but will not be limited to:

- Specific method and format of financial reporting at each monthly meeting
- Explanation of any areas showing academic concern, as well as the specific actions to be taken to remedy such areas and to prevent their recurrence (this process will also include the school's academic director)
- Reporting of itemized expenditures as well as an ongoing analysis of the school's budget and future expenditure projections, also provided at each monthly meeting
- Reporting of the school's general operations including facility information

The principal will be evaluated based on the criteria set forth by the Governance Council to include the above contents among any additional as set forth by the Governance Council. The principal

will further be assessed on the communication of said information with the Governance Council including the promptness and degree of detail in the reports provided, as well as the responsiveness to questions and concerns posed by Governance Council members.

As the school's operations proceed, it will be vital for the principal to identify, report, and effectively evaluate any areas of concern, be them academic, financial, or operational. The ability of the principal to document, report, and continually devise appropriate strategies to remedy these areas of concern will be a vital component in his or her evaluation. Effective communication between all entities involved, including but not limited to the school's business manager and Governance Council, will be vital toward this end.

The job description of the principal/head administrator is provided in Appendix C.

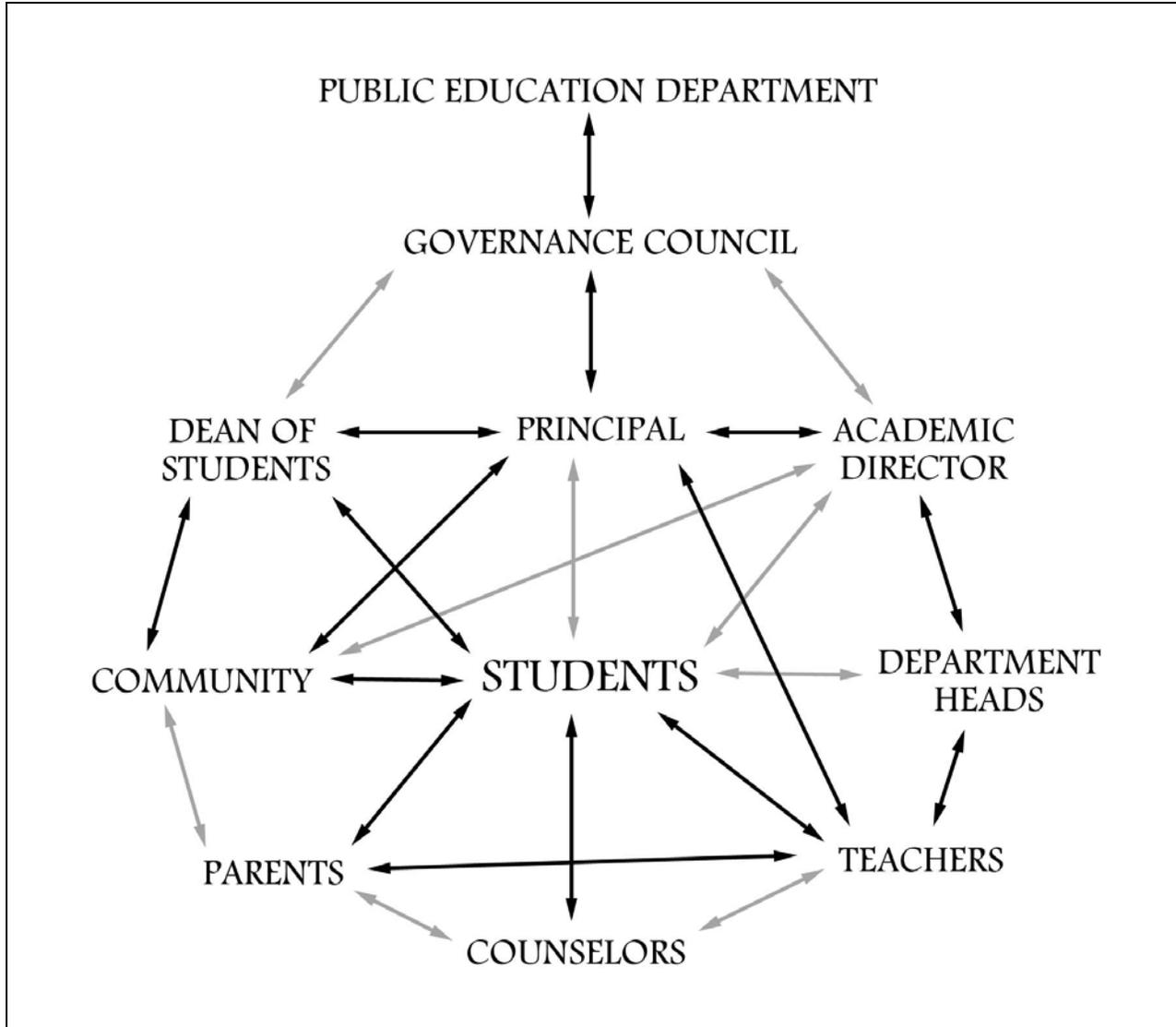
#### **D. ORGANIZATIONAL STRUCTURE OF THE SCHOOL**

**D1. 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.**

The Electus Academy will operate through a bottom-up philosophy, and will be teacher-driven with minimum levels of bureaucracy as necessary to maintain proper administration. To this end, the school's structure is not built in a hierarchical model, but rather a web-like system with the various players supporting one another toward the central goal of student achievement.

The organizational chart is shown below.

**Electus Academy Organizational Chart – A Student-Centered Approach**



Rather than a hierarchical system, with tiers separating different parties, students are the central focus, with all surrounding personnel working toward the goal of student education.

The school's Leadership Council will be the decisive body within the school, and will be composed of the principal, academic director, dean of students, and department heads. Meetings for the Leadership Council will be held at school, and will be regularly scheduled with specific dates published on the school's website. Any teacher, student, or parent is welcome to attend and address the Leadership Council at any meeting. The school community as a whole, and its continuous input will

be essential in shaping the school, its policies, and its programs. Decisions related to the daily operations of the school will be decided within this group, with any approved policy submitted for final approval by the Governance Council.

The teachers at the Electus Academy are the creators, the inventors. They will establish and continually evolve the academic atmosphere through which students have full academic choice within both core offerings and career pathways. Each instructor hired at the Electus Academy will possess the inherent freedom to create and manage both a set of unique core seminar offerings and the entire curriculum within one career pathway.

The administrative executive will be instrumental in the operation of the school, providing direct support for all staff, specifically the school's head administrator. This individual will manage secretarial, clerical, and receptionist duties as well as oversight of administrative purchases.

Each core content area (science, math, social studies, English) will be managed by a department head. These individuals, in addition to their full-time teaching duties, will assist in maintaining and developing the curriculum within that particular department, while also offering constant support to all department teachers. They will be elected by department staff members and will receive a stipend for their position.

The dean of students, while neither an administrator nor a teacher, is responsible for interacting with students to promote educational success. This individual will deal with students directly, and more personally, in and outside of the classroom, on non-academic issues related to conduct, behavior, discipline, counseling, etc. He or she will also act as the primary liaison on behalf of the school in association with parents, social services, police, and other community entities.

The academic director is the individual who maintains oversight on the Electus Academy's curriculum as a whole to ensure its adherence to the original vision and philosophy of the school. He or she will work closely with both department heads and individual teachers to continually maintain the standards of excellence within both core and career pathways. The academic director is responsible for the school's schedule and course offerings, and will continuously monitor seminar effectiveness based on academic performance, enrollment figures, and statistical feedback from students and parents. The director will supply the Governance Council with monthly updates on academic progress. He or she will additionally oversee all department budgets and spending, and will work with teachers in promoting innovation within said budgets. The director will be largely responsible for obtaining grants and other alternative funding streams to assist in the school's continuous curricular evolution.

The school's principal will oversee the general operations of the school, including administration over staff, students, curriculum, etc. This individual will continually analyze the school's academic standing, and will serve as a constant liaison between the Public Education Department, the Electus Academy Governance Council, and instructional staff as it relates to school's overall academic, financial, and operational status. The principal will be primary representative of the school and will continually work to establish and cultivate relationships with groups within the local community.

## PARENT INVOLVEMENT

One particular area in which the Electus Academy will place great emphasis is the involvement of students' parents and families. It is the school's philosophy that each student is part of greater school community and because of this, parent input and involvement is crucial to the ongoing evolution of the school.

The Electus Academy would like to utilize the wealth of diverse knowledge and expertise that exists within the community, specifically from our students' parents. Given the school's college/career preparatory focus, parents will be encouraged to assist, in any way they can, within the various career pathways that may coincide with their fields of expertise. We value their knowledge and experience, and look forward to their assistance in developing our students' career readiness.

There will be ongoing opportunity for parent input at both the Governance Council and Leadership Council meetings. While there is no official, planned establishment of a given specific parent council or committee, any such group is welcomed for establishment to work with the school in support of its missions and objectives.

Constant communication is vital in maintaining a healthy school community. Parents, as well as any other interested community member, will be continually notified of school information through electronic newsletters, broad-scale SMS (text) messaging, and updates to both the school's websites and other social media interfaces (Facebook, Twitter, etc.) to which they may subscribe.

As a public institution, a school is entrusted to provide students with the proper foundation for the development of intellectualism and character, and to provide for the cultivation of responsibility and maturity. The Electus Academy is committed to provide its parents with the assurance that their students, their children, will receive the highest standard of academic and social preparation for their respective futures.

## COMMUNITY INVOLVEMENT

Any school is a member of a larger school community, supported by parents and other community members, and as such the Electus Academy and its students will help support those organizations within its community.

Community partnerships will take on many forms:

- Community outreach: students will provide assistance to some area of their community as a built-in graduation requirement
- Career internships: students will work with individuals within the community in areas that parallel their academic focus (job shadowing, general assistance, etc.). Also a graduation requirement
- Community partnerships: community groups/businesses/organizations will work with the Electus Academy in specific areas that relate to both the community, organization, and the school's curriculum (example: students working with local farmers to establish an on-site greenhouse)

A school is a valuable component to any community. The Electus Academy, whose purpose is to provide students the knowledge and skill to succeed in college, will do its part in providing its community with intelligent, responsible, well-rounded citizens, many of whom will enter the Albuquerque workforce after graduating from college. By providing opportunities for students to establish and build professional connections with local individuals and entities, the Electus Academy will ensure that its graduates have valuable experience prior to embarking upon their career.

**D2. 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".**

Attached as Appendix D.

**D3. 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.**

Teachers of all licensure levels will be considered for employment. All teachers hired by the Electus Academy must hold a state-issued teaching license in accordance with the requirements set forth by the Public Education Department. To remain in compliance with the No Child Left Behind Act, all teachers must further be considered *highly qualified* for their teaching assignment each year.

A Level I license is a provisional license that gives a beginning teacher the opportunity, through a formal mentorship program, for additional preparation in becoming a quality teacher. A Level I teacher must advance to Level II within five years of entering the occupation.

A Level II license is given to a teacher who is a fully qualified professional and who is primarily responsible for ensuring that students meet and exceed department-adopted academic content and performance standards. A teacher may choose to remain at Level II for the remainder of his or her career.

A Level III-A license is the highest level of teaching licensure, granted to those teachers who choose to advance as instructional leaders in the teaching profession and undertake greater responsibilities including curriculum development, peer intervention and mentoring.

The principal will be the sole formal staff evaluator and will abide by the laws of the State of New Mexico as well as the procedures decreed by the Public Education Department. All employees will receive annually, one formal and a minimum of four informal evaluations by the principal as a matter of procedure in accordance with Governance Council policy. The academic director will also assist in additional evaluations as needed or requested by the school's administrator.

Teachers of all licensure levels will be considered for employment. All teachers hired by the Electus Academy must hold a state-issued teaching license in accordance with the requirements set forth by the Public Education Department. To remain in compliance with the No Child Left Behind Act, all teachers must further be considered *highly qualified* for their teaching assignment each year.

Staff will be evaluated based on their performance in meeting the nine (9) required competencies as set forth by the 3-Tier Licensure and Performance and Evaluation System.

The nine (9) required competencies vary between licensure levels through level-specific indicators, but are commonly described as follows:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum;
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught;
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding;
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately;
5. The teacher effectively utilizes student assessment techniques and procedures;
6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment;
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept;
8. The teacher demonstrates a willingness to examine and implement change as appropriate; and
9. The teacher works productively with colleagues, parents, and community members.

As described by law (Title 6, Chapter 69, Part 4 of the New Mexico Administrative Code), every teacher must have an annual performance evaluation based on annual professional development plan (PDP). Such an evaluation is based on how well the professional development plan was carried out and the measurable objectives were achieved. To this end, the school's principal will observe the teacher, at least once annually in a formal capacity, to determine the teacher's ability to demonstrate state-adopted competencies and indicators based on that teacher's licensure level.

**D4. 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**

The Governance Council will hire the school's principal by January 31<sup>st</sup> of the Planning Year, for contracted work to begin May 1<sup>st</sup>. The principal will then hire the school's academic director and dean of students. These three individuals will comprise the preliminary Leadership Council, who will then proceed to hire the remaining staff members.

Enrollment at the Electus Academy will dictate staffing needs. The assumption is that, for the first year, 250 students will attend in grades 9-10. In this first year, with no 11<sup>th</sup> or 12<sup>th</sup> grade students enrolled, teachers will not be responsible for teaching courses in any of the academic focus pathways. As such, the curriculum in School Year 1 will consist of core courses only.

In its initial year, the school will employ eleven (11) total teachers: two per core content area, and one for foreign language, art, and physical education. Each teacher will instruct eight courses per year, with four seminar-versions per course. Lecture periods will have an average capacity of sixty-eight (68) students, while small-group seminars will have an average capacity of seventeen (17) students.

It is assumed that student enrollment figures will fluctuate between courses, and the above staffing plan allows for such flexibility. With the above-mentioned figures (68 students per lecture, 17 students per seminar on average), the Electus Academy could enroll 310 total students with its staffing plan. The planned enrollment of 250 students allows for a sixty-student (24%) buffer. As the academic director will also pull a part-time teaching role, this will reduce the student-teacher ratio to an even greater degree.

In the second year, when enrollment is expected to reach 375 total students, the school will employ an additional teacher for each core content area, and thus have a total staffing of fifteen (15) teachers, not including the academic director's part-time teaching role. During this year, the school will begin offering courses in the academic focus pathways (for 11<sup>th</sup> graders), and as such, the teacher's role will expand to include instruction in these areas.

In its third year, the Electus Academy will operate at full enrollment with five hundred (500) total students. For this year, the school will be fully staffed with a total nineteen (19) teachers, consisting of four core content area teachers, and one teacher for art, foreign language, and physical education. Once again, this figure does not include the school's academic director who will assume a part-time teaching role.

**D5. 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.**

Given eight academic terms, each spanning 22-days, the total school year length comes to 176 days. The semester schedule is shown below.

- Academic Term 1 (8/12 – 9/11/13)  
22 instructional days (includes holiday 9/2/13 – Labor Day)
- Academic Term 2 (9/12 – 10/14/13)  
22 instructional days (includes fall holiday 10/11/13)
- Academic Term 3 (10/15 – 11/13/13)  
22 instructional days
- Academic Term 4 (11/14 – 12/18/13)  
22 instructional days (includes holidays 11/27 to 11/29/13 – Thanksgiving)
- Academic Term 5 (1/7 – 2/6/14)  
22 instructional days (includes holiday 1/20/14 – Martin Luther King Jr. Day)
- Academic Term 6 (2/7 – 3/11/14)  
22 instructional days (includes holiday 2/18/14 – President’s Day)
- Academic Term 7 (3/12 – 4/23/14)  
22 instructional days (includes 8 days off, dates TBD – Spring Break and HSGA testing; also spring holiday 4/21/14)
- Academic Term 8 (4/24 – 5/23/14)  
22 instructional days

#### THE DAILY SCHEDULE

The school day will consist of five periods, each 65 minutes in length. Between second and third periods, students will have an extended period of time for independent work. During this time, termed the Academic Flex Period, students can seek help in tutoring, make-up exams/labs, complete homework, etc.

Students will be released at the end of Period 5, at which time all teachers will have a common preparation/planning period. The daily schedule is shown below:

<b>PERIOD</b>	<b>TIME</b>	<b>DURATION</b>
Period 1	7:20-8:25	65 minutes
Period 2	8:30-9:35	65 minutes
Academic Flex Period	9:40-10:10	30 minutes
Period 3	10:15-11:20	65 minutes
Lunch	11:25-12:10	45 minutes
Period 4	12:15-1:20	65 minutes
Period 5	1:25-2:30	65 minutes
Teacher Prep	2:35-3:20	45 minutes

#### RATIONALE FOR INSTRUCTION

Recent evidence has suggested that, in terms of overall instructional hours, *more is not necessarily better*. According to the Organization for Economic Cooperation and Development, United States students receive the equivalent of more than six weeks additional instruction time compared to average countries, yet still perform far below average on tests such as the Program for International Student Assessment (PISA). The five top-performing countries on PISA, in contrast, do not consistently spend the highest amounts of school time on instruction.

Similarly, Penn State University researchers, assessing students based on international tests, demonstrated that, based on statistical analysis, there exists no significant correlation between instructional time and test scores (Stoops, 2007). More is not always better.

The Electus Academy will provide instructional time that exceeds the minimum state required hours per year, yet the focus of the school is not in total instructional time, but in *targeted* instruction, resulting in higher quality student learning. The Electus Academy will fine tune its teaching, tailoring it to the individual student, and will thus create a higher quality level of overall instruction.

#### INSTRUCTIONAL TIME

The total number of instructional time exceeds the state-required mandate of 1080 hours per year. The proposed schedule shown above represents an approximate 6.5-hour instructional day (not counting lunch and teacher prep), and thus an 1144-hour instructional academic year. The schedule

shown is a modified version of a block schedule, with 65-min classes; because evidence is not conclusive when comparing the effectiveness of block-scheduled instruction (75-85 minutes) vs. typical instruction (45-55 minutes), the proposed system does not opt for one specific model over the other. Instead, the desired schedule will utilize the positive aspects of the block schedule (longer period length) combined with the benefits of an everyday class structure to maintain academic consistency. Longer periods do provide students with greater depth, and thus greater fulfillment of the higher-tiered cognitive objectives within Bloom's Taxonomy (analysis, evaluation, synthesis), and thus longer class length is deemed as a priority.

A five-period day was chosen to focus on depth *and* breadth, as well as to limit the amount of classes a student would visit in one day in order to prevent the potential for instructional overload that can result from seven or eight class periods per day.

The Academic Flex Period (AFP), inserted into each day, is necessary to address any academic issue that may arise without creating conflict with a student's extracurricular commitments. The primary focus of this time is for academic assistance, which would include but would not be limited to tutoring (and peer mentoring as mentioned above), homework assistance, group work, study sessions, and/or miscellaneous extra time for students to perform additional work required for specific classes (labs, projects, exams, make-up work). Present research suggests that students are much more likely to take advantage of remediation when it is built into the school day (Caskey, 2011), and this proposed schedule would include such an option for daily intervention.

This period can serve multiple functions. For those gifted students, or any student not immediately in immediate need of remediation, this period would provide for enrichment opportunities, with students pursuing additional challenges set forth by teachers. Mentoring teachers within any seminar, especially for those within a given academic focus, could utilize this time to foster students' higher level intellectual abilities through independent or collaborative work. This time could allow for the formation of specific clubs or teams, including Academic Decathlon, or the pursuit of independent work, including Science Fair.

The time would additionally become invaluable for seniors in their college admission preparations. AFP could be utilized for meetings with college representatives, college research, and composition of admission documentation, all the while having a supportive teaching and counseling staff on hand for assistance.

In addition, this time could be used for administrative purposes, such as general student assemblies for specific groups or grade levels (senior class meeting, freshmen orientation, etc.), or other miscellaneous administrative functions (IEP's, parent-teacher conferences, etc.).

**D6. Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.**

Because each teacher, and the respective seminars for which he or she is responsible, are developed and planned by the teacher, the Electus Academy does not operate within the confines of one educational model. In fact, it is the lack of commitment to one specific model that provides the opportunity for the Electus Academy's differentiated curriculum.

It is expected that, prior to School Years 1 and 2, staff will require basic training on various elements relevant to the school's operation. These training sessions will take place in the few days leading up to the first day of school and will include orientation regarding school policies and procedures, necessary software (gradebook, etc.) and network orientation, and the establishment of effective and cooperative Professional Learning Communities (PLC's). Academic philosophies including Bloom's Taxonomy and Marzano's Instructional Strategies will also be employed as they will become the basis for effective instruction (explained further below).

Given the diverse population of students seen at a public high school, especially with the ethnic and lingual diversity seen in the Albuquerque area, and with the limited budget and narrow financial margin preventing a charter school from hiring a broad workforce of specialized teachers (ELL, special education), it becomes crucial to develop *every* teacher within the staff in the basic instructional strategies to best serve these special populations.

To this end, in addressing students who are in either special education or ELL programs, and because the school will operate under a full inclusion philosophy, staff members will receive basic training on effective teaching strategies toward educating these two specific groups. Training in these areas typically involves great overlap, since focused teaching toward both groups tends to involve highly similar strategies, and will thus not require extensive professional development. Furthermore, these strategies will provide nothing but increased benefit in the teaching of all students.

## E. EMPLOYEES

**E1. 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.**

The Electus Academy will conduct its operation through a “bottom up” approach in which staff members as well as students have a voice in shaping the daily operations of the school. The operational matters of the Electus Academy (academic, disciplinary, etc.) will be conducted on grounds of common membership with complete transparency, developing trust between and among all staff members.

The Leadership Council will manage, review, monitor, and evaluate the daily operations of the school, yet any member of the school community (teacher, staff, parent, student, citizen) is welcome to address the Leadership Council at any meeting. This continuous sense of openness, and the ability for all community members to have a voice, promotes the bottom-up philosophy with which the school will operate.

The Electus Academy staff will be driven toward constant innovation and improvement, and as such, they will be provided with a greater degree of instructional freedom in developing and implementing a diverse collection of curricular offerings. However, it is expected that all staff are required to act in a manner that is, at all times, conducive to the philosophy of the Electus Academy, and to act responsibly in the guidance of students toward academic excellence. Staff will continuously evolve their instruction, using self-analysis, research, collaboration, and innovative creativity to continually improve their instructional skills and methodology. The student is the center of focus at all times, and all efforts of instruction will be made to ensure each student be given the best opportunity for success. These expectations and their importance will be understood by all members.

## PROFESSIONAL LEARNING COMMUNITIES

One central aspect in fostering continuous development among Electus Academy staff is the implementation of Professional Learning Communities (PLCs). Each instructional staff member will become an integral component of a PLC, in which all matters both instructional and non-instructional will be discussed and collaboration will take place. The common preparation time built into *each day* will foster continuous communication and collaboration among staff members within and between

PLCs. Department heads will be responsible for spearheading the organization of any formal collaboration.

A common office space will house teachers within each given department, thus promoting a system of *constant* collaboration among instructional staff. The academic director and department heads, each of which will manage their own teaching responsibilities, will be a part of these communities, and will manage their operation.

Outside of instructional communities, the Electus Academy will operate as its own educational community, with the ideal that all individuals exist on an equal plane in working toward the school's goal. While the principal is the central administrative authority, and will perform all formal staff evaluations, the principal him/herself holds a membership in said community equal to its other members.

As such, policies and procedures will not be dictated but will instead evolve democratically through collaboration from within the school's staff and within the school's Leadership Council, and as such, each member of the school will have a role in, and will take ownership over, the school's evolution. This notion of cohesiveness will be a central principle of the Electus Academy community, and it will be expectation of all staff members to put the mission and goals of the school and its community as their first priority within their professional duties.

**E2. 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.**

The initial draft of the Electus Academy's personnel policies is found in Appendix E. This draft has the capacity for revision throughout the Planning Year prior to the school's opening, and will reviewed and revised by the school principal and Governance Council as needed prior to July 31<sup>st</sup> within the Planning Year.

**E3. Describe a staff discipline process that provides for due process in accordance with state law.**

Whether or not an employee's performance, conduct or behavior warrants disciplinary action is within the judgment and discretion of the principal, as is the appropriate type of discipline in a particular instance. All actions taken by the school will be in accordance with the applicable requirements of the New Mexico School Personnel Act. The Electus Academy does not intend by these guidelines to create an expectation that any employee will be assured of any particular form of disciplinary action, such as warning or notice, or progressive discipline, prior to discharge. Rather, discipline shall be imposed at the principal's discretion, in consideration of the law and the factors the school deems relevant. In considering or issuing discipline, the principal may and generally should consider an employee's entire work record and disciplinary history, and may rely on all information and documentation relating to the employee in question, whether or not the information or documentation has been shared with the employee.

The school's principal may use a number of tools to motivate, correct, and/or discipline employees, including, but not limited to warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

The principal will perform a thorough and unbiased investigation into the incident at hand, the specifics of which will be documented. An employee accused of misconduct may be placed on paid administrative leave pending the school's investigation, if the circumstances warrant. Time designated as administrative leave with pay will not be charged to the employee's paid leave.

The employee will have an opportunity to review the details of the investigation and to compose a formal response to any charges or assertions in question. This response will be included with the documented investigation before the incident is formally reviewed.

#### **E4. Outline a proposed process for addressing employee grievances.**

Any person or persons who find there to be a violation policy or harassment based on the description outlined within the school's personnel policies, will report their suspicion using the following complaint procedure:

Electus Academy staff members are expected to make a timely complaint to enable the prompt investigation and correction of any behavior that may be in violation of policy. Incidences may be reported to the principal or other administrative staff, or to any member of the Governance Council if the complaint involves members of the administrative staff. The principal, administrative staff member, Governance Council member and/or designee will promptly investigate the matter and take appropriate corrective action. The complaint will be kept as confidential as practicable.

Electus Academy policy prohibits retaliation against an employee for filing a complaint under this policy or for assisting in a complaint investigation. If such retaliation exists or is perceived to exist, the employee in question will follow the same complaint procedure outlined above and the situation will be further investigated. Based on the results of the inquiry, action will be taken which the school administration or Governance Council believes is appropriate. If it is determined that an employee's behavior is in violation of policy, appropriate disciplinary action will be taken against the offending employee, up to and including discharge or termination of employment.

#### **F. COMMUNITY/PARENT/EMPLOYEE INVOLVEMENT IN GOVERNANCE**

##### **F1. 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 Electus Academy operates at two levels of governance, both of which allow for community involvement. The Leadership Council, who will be composed of both teachers and administrative staff, will meet at school at least two times per month. Any member of the school community, including but not limited to students and parents, is welcome to attend to listen or speak regarding any school-related issue. Anyone wishing to speak at Leadership Council meetings will be required to submit their

intention to the school's administrative executive for placement on the meeting's agenda. Meeting dates, once established, will be published on the school's website.

The school's Governance Council, which oversees and evaluates the operations of the school, will also be open for visitors to attend and listen or speak regarding any school-related issue. Such intentions will also require advanced notice for placement on the meeting's agenda to guarantee a scheduled time within the scope of the meeting. Without advanced arrangements, it cannot be guaranteed that those who want to speak will have the opportunity within the time constraints of the meeting in question.

The community in which the Electus Academy will operate will be a valuable player in contributing to its evolution. The school values input from all community members, including teachers, parents, and students, and is open to input at both levels of governance.

**F2. How will you address complaints from the community, parent, or students about the school? Describe a clear resolution process for complaints.**

Any concerns or complaints from any member of the community will be considered and thoroughly evaluated in a timely manner. The concern in question will dictate the nature of the resulting evaluation. Such concerns, and their resulting evaluations, might include:

- Curricular concerns, evaluated by the academic director, teacher(s), and school principal
- Student academic concerns, evaluated by the academic director, teacher(s), and principal
- Student behavioral concerns, evaluated by the dean of students and principal
- Administrative concerns, evaluated by the principal and administrative executive, and/or Governance Council member(s)

For every complaint, the administrative authority will preside over the initial investigation. This individual may include the teacher, academic director, dean of students, or principal depending on the nature of the complaint. The issue will be investigated and a response will be provided to the complaining party within an appropriate timeframe.

If the complaining party is unsatisfied with the response, there will be an additional investigation in which a secondary evaluator will take part. For example, if a parent is unsatisfied with a teacher's resolution of a given complaint, the school's academic director or principal will act as the secondary party who will complete his or her own investigation of the situation in question. At the completion of this investigation, the secondary investigating party will assess the results of the initial

investigation and provide his or her own final assessment. At this point, the results of the secondary investigation will be considered the final evaluation of the complaint in question.

## **G. STUDENT POLICIES**

**G1. 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).**

Attached as Appendix F.

**G2. Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.**

For those students who are habitually non-compliant with the school’s disciplinary expectations, and are removed from the educational setting for extended periods of time, the Electus Academy will provide several alternative formats.

If a student is removed for a period of time, he or she will be supplied with sufficient materials (lecture notes, handouts, project materials, etc.) to perform the required work at home. The student in question will have the ability to rejoin the class when he or she returns to school, and will take the exit exam with his or her peers at the end of the session in question.

One of the technological goals for the Electus Academy is the acquisition of video recording/streaming materials for a web-based interface. Such technology would allow both the video recording of lectures and video conferencing for interaction with students in the small-group seminar sessions, and will help to provide suspended students with an alternate mechanism for attending class from their home environment.

If a suspension from school carries over the day of the exit exam for a particular academic term, the student’s suspension will be postponed for a period of one day for said student to return to school to take his or her exit exams, after which he or she will continue to serve the term of his or her suspension.

*There will be no exemptions for the taking of exit exams. Students who miss class, for any reason, will not be provided with accommodations to extend the time or duration of a particular course.*

The Electus Academy is a strong proponent of each student's personal responsibility when it comes to his or her education and conduct, and it will be the responsibility of the student to utilize the information/materials provided to meet the required learning expectations from home. Given the small-scale nature of each course (22 days), requiring a student to repeat a particular course(s) will not be significantly detrimental to his or her educational standing.

Expulsions from school are lengthier and will require increase and specific accommodations based on the circumstances, length of expulsion, etc. Students who miss class will be at a significant disadvantage in passing Electus Academy courses, although said students will be provided with the appropriate learning materials to help them while expelled. The aforementioned technology, if available, will assist to reproduce the learning environment as much as possible for students who are forced to attend class from a location off-site.

## **H. STUDENT RECRUITMENT AND ENROLLMENT**

**H1. 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.**

A critical component in the successful establishment of any charter school is the process of recruitment for enrollment, and thus the need for marketing. To this end, multiple means of advertising will be used to spread the vision of the Electus Academy. Upon initial approval, the Academy's website will go active with information regarding the school's vision, curriculum, and full admission procedures to allow full access to the public. All forms of advertisement, as mentioned below, will commence upon charter approval and will run in parallel to one another for the duration of the Planning Year.

Preliminary agreements are in place, pending approval, for news media coverage, including radio, print, and television exposure. While these should not require expenditures, there is considerable budgetary allocation for additional marketing within the Planning Year to ensure that enrollment numbers are met. Such marketing avenues will include media advertisements (television, radio,

newspaper) and public social gatherings to provide information to the general public, as well as information distributed through the mail to prospective parents.

The Electus Academy will additionally join the Greater Albuquerque Chamber of Commerce as a non-profit organization. The Chamber provides semi-monthly gatherings for networking with local businesses, and it is through these meetings that relationships will form with the individuals in the Albuquerque business community. Many business community members within the Chamber, particular media corporations, allow for free advertising for new Chamber members.

The New Mexico Coalition for Charter Schools, of which the Electus Academy will be a part, will provide marketing, advertising, and branding services through their Charter Launch program during the Planning Year.

The Electus Academy will additionally use social media networks, including Facebook, Twitter, and YouTube to both advertise and continually update members within the growing school community, as well as blogs, digital newsletters, email listservs, and podcasts which will emanate from the Electus Academy website.

**H2. 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.**

Any student will be allowed admission at the Electus Academy, regardless of gender, race, religion, disability, academic standing, or any other specific condition. *The Electus Academy is a public school and will provide a tuition-free, exceptional educational experience to any individual who desires admission.*

All admission procedures will abide by regulations set forth in the NMSA (1978) 22-8B-4.1. While there are no admission requirements, additional to those required by the state (such as updated vaccination records), parents of such students, as well as the potential student(s) themselves, will have to confirm their understanding of *all* the school's policy and procedures prior to engaging in the admissions process. Students and parents will be held accountable in knowing these policies and procedures. Such information will be provided to parents of enrolled students prior to course registration so that the school's expectations are made clear to both students and parents prior to their commitment.

## ADMISSIONS

Admission will take place on a first come, first serve basis. At the beginning of each month, starting in December, an admission window will open. Students will be allowed to enroll for a period of fourteen days, at which time the window will close for that given month. If, at the close of a given window, a specific grade level is under its preset limit (125 students), all those who enrolled within that window will be granted admission. Advertising for enrollment periods will take place through local news broadcasts and newspapers, as well as on the school's website to ensure comprehensive public access to information.

Future windows will open for each subsequent month until capacity has been reached. For any period of admission in which a grade level's capacity exceeds its maximum number, the individuals enrolled within that admission window will be entered into a lottery for selected admission. Future windows will then be closed for that specific grade level, although the names of interested students will be added to a waiting list.

## THE LOTTERY PROCESS

As the admission process proceeds, it is expected that a lottery process will be needed. Within a given admission window, as it becomes necessary for grade levels that exceed capacity, the lottery process will be implemented for that specific grade level and only for individuals who attempted enrollment within that specific enrollment window. Randomly assigned numbers corresponding to prospective students will be drawn by members of the Governance Council at the Council meeting following the close of the given admission window. The lottery process will continue even after grade levels are filled to provide a waiting list for those students not initially selected. This meeting, and the associated lottery, will be advertised through the school's website as well as through the local media.

Lotteries will continue each month, at the conclusion of the corresponding admission window, until such time that all grade levels become filled. At that point, interested individuals may continue to submit their names and will be added to the previously established waiting list. Lottery duties will be performed by the Governance Council or contracted to a specific individual to set up the lottery process.

**H3. 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.**

## ENROLLMENT

As students are selected for enrollment, they will receive a student/parent information packet which describes, in detail, the Electus Academy programs, policies, and expectations. This information will be found in duplicate on the Electus Academy website as the first admission window opens.

Students and parents must sign that they agree to these expectations as a prerequisite for registration.

Upon confirming their commitment to the school and its expectations, students will receive a registration packet which details the course offerings for the upcoming school year. Given that the Electus Academy's curriculum is dynamic and ever-changing, a new registration packet will be produced each year. The registration packet will be made available to students and parents no later than June 30<sup>th</sup> prior to the upcoming school year, and will also be found in duplicate on the school's website.

## REGISTRATION

A significant focus of the Electus Academy will be placed in the area of student registration. The choice-based philosophy of the Electus Academy allows for an elegant system of academic diversity, yet as such, the system is sophisticated and complex, and requires appropriate attention to proper orientation when students consider enrollment.

Registration will take place over the course of 2-3 days during the month of July. These days will operate under a meet-and-greet format, with all teachers available as representatives of their core and, in School Year 2 and beyond, academic focus curricula. During this time, parents and students will have the opportunity to become acquainted with the course offerings and academic focus pathways at the Electus Academy by speaking directly with teachers.

Prior to registration, students will have been provided with the current version of the registration packet. Students and parents will be encouraged to read through the basic curriculum framework, the tier-based course system, and academic focus pathways prior to registering. This preparation is recommended but is not necessary, for counselors and teachers will be present to provide presentations during registration days, but given that registration is first-come, first-serve, those parents and students who do become acquainted with the material will have an advantage.

It is currently planned to offer an online system through which students can register, but even the existence of such a system, the process described below will be available for students to register on-site.

Counselors will manage student registration with help from teachers. Students will be provided with registration cards, which will be filled out and brought to counselors. Working with individuals on a

first-come, first-serve basis, counselors will register students in real-time, all the while accommodating seminar-version availability.

One reality of the Electus Academy system is that *seminar class sizes will not be consistent from teacher to teacher*. This is a reality that every teacher working at the Electus Academy must accept. Some courses will undoubtedly be more popular than others, as will some academic focus pathways. This enrollment discrepancy is realistic and welcome; it will not deter the Electus Academy from offering the vast range of seminar-versions and academic focus pathways. Disproportion is not anticipated to be significant, and as such, no teacher will exceed the maximum student teaching load as designated by the State.

Lecture and seminar class sizes will have limits, 80:1 and 20:1 student-teacher ratios respectively, and it is below these maximum values that lecture/seminar enrollment discrepancies will be tolerated. The average enrollment for lectures and seminars will be 68:1 and 17:1 respectively, and these average values will be maintained each year from the moment the school is opened. Exceptions will be made only in the cases of specific classes that deal with dangerous equipment, hazardous chemicals, etc.

Within this framework, student registration will be limited by enrollment maximums and thus students must accept the fact that classes will fill. At that point, students will have two options: choose an alternative seminar-version or postpone enrollment of that seminar-version until a later academic term, be it later within the same year or in the following year. Using the prospective online registration system, as mentioned above, students will be able to monitor seminars for available spots *prior to the first day of school*. Given the short timeframe in which each seminar operates (22 days), no student will be allowed to change his or her current schedule for the current seminar session.

At the time of this application, it is theorized that each teacher will teach four core seminars (and the accompanying lecture session) and one academic focus seminar (and its accompanying lecture session) per academic term. If student enrollment demands become excessive for a particular core seminar-version, then this ratio may be adjusted on an individual basis *only if the teacher's core seminar enrollment numbers allow and the core seminar enrollment of the school is not negatively impacted*.

Based on on-going data analysis by department heads and the academic director, seminar-versions whose numbers fall at the minimum and consistently remain at such levels will be reevaluated and reinvented if necessary. Such "reinvention" would allow the respective teacher to create another seminar version, based on a different theme, to attract more students.

Counselors will be available during these registration days to review student transcripts, monitor graduation progress, and recommend seminars based on credit reports. This period of time will be essential for students to fulfill their counseling advisement requirement.

Student registration will be guided by the tier/track system as illustrated above. The tier/track system will provide students with a concrete framework which can help guide them as they begin to chart their enrollment.

Student will develop their own educational pathway through their four-years at the Electus Academy, one which will be unique and individualized through the power of choice. The Electus Academy will provide guidance, using counselors and teachers, to assist students in their educational pathway, yet it will be the students themselves who must ultimately assume responsibility for their own educational choices.

## WITHDRAWALS

Students who transfer, disenroll, or otherwise withdraw their enrollment from the Electus Academy will be provided with the credits earned for credit transfer to their next school. The tier/track system groups seminars by common core content areas, and thus makes it easy to translate Electus Academy credits to traditional school credits. Students who do not complete all the seminars within a given track will be provided with half credit if they have fulfilled at least half the courses within a given track.

Students who leave the school will immediately create vacancies for new student additions, and because the Electus Academy academic terms span only 22 days, it can easily accept new students at the beginning of any given academic term. Priority for students transferring in will be based on the waiting list compiled during the admission windows each year. Any student who disenrolls and wishes to reenroll will be placed at the bottom the waiting list for readmission to the school.

## I. LEGAL COMPLIANCE

**11. 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.**

Attached as Appendix G.

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

The Electus Academy will strive for transparency at every level, including its financial expenditures and academic standing. The school's website will be the primary means of disseminating information to the public regarding news, upcoming dates, changes in policy, etc. All dates for both Governance Council and Leadership Council meetings will be published on the school's website.

Academic data will be published to the school website semi-annually. Such information will allow parents, both current and prospective, to examine the levels of success within the Electus Academy's diverse program of studies. More specific academic data, regarding data from each academic term, will be presented to the Governance Council by the school's academic director at each of the Council's monthly meetings. This information, while not published on the school's website, will constitute the semi-annual publication as mentioned above. Any individual in attendance of a Governance Council meeting will be granted access to the information within these monthly reports, as requested.

Financial data will operate in a similar manner. The Electus Academy principal will provide the Governance Council with a financial/budget summary at each monthly session. While this information will not be published to the school's website, any individual in attendance will be granted access to the information within these reports, as requested.

The collaborative decision-making practices at the school-level will also operate with complete transparency. The school's Leadership Council, meeting at least twice per month after school, will be open for any community member, parent, or student to attend and listen, offer feedback, voice concern, or propose ideas. Access to information can also be requested at any Leadership Council meeting, and will be provided at the following meeting date.

In both Governance and Leadership Council sessions, minutes will be taken by the respective secretaries, and both sets will be posted to the school's website.

The school's daily operations will also be open to the public. The school encourages community members and parents, both current and prospective, to visit the school. Such visits will require prior notice.

**J. EVIDENCE OF PARTNERSHIP/CONTRACTOR RELATIONSHIP**

Not applicable.

**K. WAIVERS**

The Electus Academy requests no waivers from the New Mexico Public Education Department. The Electus Academy educational program will comply with all state (Public Education Department) requirements.

**L. TRANSPORTATION AND FOOD**

**L1. Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable)**

With the projected size of the Electus Academy, a necessary requirement in attaining the desired enrollment is transportation. Within this analysis, it is assumed that most 12<sup>th</sup> graders, and many 11<sup>th</sup> graders, will either drive or carpool to school. For the remaining 11<sup>th</sup> graders, as well as the populations of 9<sup>th</sup> and 10<sup>th</sup> graders, there are two options: parent drop-off and bus transportation.

The Electus Academy will rent up to three buses per day for the entire school year. Each bus will travel to one or two areas of the city, stopping to pick up students at one or two central locations within each area. It will be the responsibility of parents within these areas to drop off their students at the specified place and time for bus pick-up. The current areas targeted for bus pick-up include Rio Rancho and five locations within Albuquerque: the Northeast Heights, West Side, South Valley, southeast, and the Journal Center. The Journal Center pick-up will be located at the stop for the New Mexico Railrunner commuter train service. By utilizing the Railrunner, and supporting local public transportation, students can travel from as far north as Placitas and Bernalillo and as far south as Belen.

Durham School Services will be utilized for bus rentals, and the respective quote for this service has been provided, by Durham, at \$198 per bus per day. Adjustments to final bus stop locations and bus quantity will be based on the geographic distribution of enrolled students, and as such the estimated

need for buses cannot yet be determined. It is estimated that all freshmen and sophomore, and half of juniors will require bus transportation. At full capacity, with each bus equipped to carry ninety (90) students, a fleet of three buses can successfully transport more than the necessary number of students to and from school each day.

The Electus Academy will not utilize State transportation funds to cover this cost; instead the cost will be covered by parents who desire this transportation. Depending on the need for buses, and the total price for bus services, the Electus Academy may find it necessary to reevaluate its budget to subsidize the parental cost for the transportation of students.

**L2. 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?**

It will be school policy that no students may leave campus during lunch. Instead, the Electus Academy intends to offer students on-site food service each day of the week. Through negotiations with local restaurants and catering services, specific affordable rates for healthy meals will be determined and offered to students in the form of a meal plan. Students will pay an upfront fee for a meal plan, and thus gain the benefit of food service as often as they desire. The Electus Academy will not budget for this expenditure, as this service will be funded entirely through student/parent funding, however the Electus Academy will negotiate with local food service entities for their potential services.

It is the intention that different restaurants will provide meals to students on different days, thus creating a rotating schedule for both diverse student selection as well as support of a large number of local businesses. These provided meals will promote proper adolescent nutrition and will act in accordance with the New Mexico Healthy Schools Law.

Implementation of the plan above is entirely dependent on student/parent commitment as no student is required to purchase the meal plan. Those not purchasing the service will be required to bring their own lunch.

The Electus Academy will provide meals to those students who qualify for the Free and Reduced Lunch program.

## **M. FACILITIES**

**M1. 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”.**

Public School Facilities Authority approval attached as Appendix I.

**M2. 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.)**

There have been preliminary efforts to communicate with local building owners for prospective school facility sites around the Albuquerque area, including renovation costs, construction timeline, lease specifics, etc. At the time of the submission of this application, while there are six to eight potential sites, there is no specific facility selected for the future site of the Electus Academy. Prospective discussions and the search for potential school facility locations will continue through the approval of the school’s charter.

**M3. What is the applicant’s plan for funding the school’s facility, including rent, maintenance, equipment and repairs?**

The primary source of facility funding (rent, lease) will come from Lease Assistance Funding through the Public School Facilities Authority, with supplemental funding stemming from State Equalization Guarantee (SEG) money in the first years of the school’s existence. Based on the school’s budgetary projections, and one of the two facility acquisition scenarios (as described below), supplemental funding from SEG will vary. The school’s budget, seen in Appendix K, provides detailed information on the coverage of both Lease Assistance Funding and SEG monies in providing for the Electus Academy’s facility.

### **SCENARIO 1**

Scenario one describes the purchase of a building. The Electus Academy has investment backing from the Public Private Development Collaborative for the purchase of a building after School Year 2.

Between charter approval and the end of School Year 2, any prospective building owner would have to accept a lease arrangement (lease with the intent to purchase) for that three year period.

This scenario is preferred, both for financial reasons and in that it fulfills state mandate HB-283. Financially, the following assumptions are made:

- Enrollment estimates will match Electus Academy predictions: 250 in School Year 1, 375 in School Year 2, and 500 in School Year 3
- The facility in question will cost no more than \$2,000,000, with the cost of tenant improvements raising the total balance to no more than \$3,000,000
- A rate of 6.5%, compounded over a 30-year time period
- Lease assistance funding of no less than \$700 per student per year

Such assumptions leave a funding shortfall of \$52,544 for the first year. This deficit will be covered by SEG funding. For School Years 2 and 3, when student populations have increased (and thus have earned additional lease assistance funding), there will exist no budget deficit. While this is the anticipated scenario, the school's budgetary projections (see Appendix K) have significantly overestimated the need for lease funding assistance from SEG in School Years 1-3 to budget for the scenario 2 contingency.

## SCENARIO 2

The second, less preferred scenario involves entering a lease with a building owner. It is conceivable that this circumstance could exist if potential facilities offer no option for purchase. In this case, the following assumptions are made:

- Enrollment estimates will match Electus Academy predictions: 250 in School Year 1, 375 in School Year 2, and 500 in School Year 3
- Lease assistance funding of no less than \$700 per student per year
- A lease cost of no more than \$12 per square foot, not including tenant improvements
- Tenant improvement costs totaling no more than \$1,250,000
- A gradual phase-in occupancy of the facility, with 20,000 square feet utilized in School Year 1 (and thus only 20,000 sq ft leased) and 30,000 square feet (full facility size) utilized beginning in School Year 2

This scenario would produce the following budget shortfalls from lease assistance funding: \$65,000 for School Year 1, \$97,500 for School Year 2, and \$10,000 for School Years 3-5. In addition, because the State does not assist in the renovation costs of educational facilities, the Electus Academy would be required to pay all tenant improvements from its SEG funding. Because of this, the budget projects significant SEG supplemental funding for lease assistance/tenant improvements: \$100,000, \$600,000, and \$650,000 for School Years 1-3 respectively.

Maintenance requirements, including upkeep, replacement, or repairs of equipment and/or the building itself, will come directly from SEG funding, with such allowances already projected within the school's budget. It is expected that upfront tenant improvement purchases/upgrades will provide more than adequate standards for the facilities equipment (HVAC, plumbing, sprinkler system, etc.).

## IV. BUSINESS PLAN

### A. BUDGETS

**A1. 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".**

Attached as Appendix J

**A2. 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".**

Attached as Appendix K

**A3. 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.**

### REVENUE

There will exist five (5) main areas through which the Electus Academy will receive funding:

- State Equalization Guarantee (SEG) funds, provided by the State of New Mexico for the general operating costs of a public school. Specific formulaic factors influence this total.

- Federal funding from programs for particular subgroups, including those that assist schools with economically disadvantaged students (ESEA, Title Programs) as well as those with disabilities (IDEA).
- Grant money, as awarded/obtained, for the purchase of instructional materials and equipment.
- Fund-raising private donations will assist both school-wide and within specific scholastic programs.
- Corporate and non-corporate sponsorships and/or donations will aid in developing specific programs within the school.

The revenue assumptions, as shown in the 910B5 projections, use the current unit value for the Albuquerque area (\$3668.18). Additionally, as School Years 2 and 3 show major growth in the school's student body, the 910B5 for both years utilize the growth values and thus show elevated budgets for those years. School Years 4 and 5 represent the final expected annual operating budget for the Electus Academy.

#### THE PLANNING YEAR

Although not within the 5-year budget, the financial expectations of the Planning Year are nonetheless both significant and influential in the opening of the Electus Academy. Upon approval, and prior to opening, there will exist a ten-month planning period to prepare the school for operation in the fall of 2013. In the past, such start-up expenses were covered by federal start-up grant; this year, it is assumed that such financial aid will not exist, or will exist to a lesser extent. As such, the majority of start-up costs required for the Electus Academy to open its doors in the fall of 2013 will come from private grants until SEG funds commence. These major expenses, required for the school to open, will consist of material/equipment/supply purchases and various contracted services, including the expected need for facility renovations prior to welcoming students.

#### OPERATING COSTS

The budgetary calculations are performed under the assumption that State Equalization Guarantee (SEG) funds are the *only* source of assured revenue. SEG calculations for future years were made using the current unit value, and it is assumed for budgetary calculations that this value will remain constant.

It is also assumed that alternative streams of funding (fund-raising, corporate and non-corporate donations) will exist in future years as awareness of the school and its mission grows, although such assumptions were not included in the budgetary projections. Throughout the Planning Year and within the additional five-year timeframe, grant funding is also expected to supplement funding for specific programs within the school's structure and curriculum, yet no estimate for grant revenue was included in the budget calculations. It will be the responsibility of teachers, department heads, the academic director, and principal to provide these alternate funding streams.

#### FACILITY

The lease assistance funds provided by the New Mexico Public School Facilities Authority are assumed to remain stable at no lower than \$700 per student, and thus all assumptions are made with this figure in mind. For facility purposes, the Electus Academy is expected to use a portion of SEG funding to assist with lease payment for its first three years. This need is predicated on the assumption that facility tenant improvement costs will require reimbursement soon after the school opens. As is shown in the budget, \$100,000, \$600,000, and \$650,000 are set aside from SEG funds to cover the predicted renovations costs that will require payment in Schools Years 1 to 3 respectively. A preferred scenario would have the school's facility renovated in phases as the school grows, and thus not require one significant expenditure for all tenant improvements. The jump in SEG funding due to growth from School Year 1 to 2, and from 2 to 3, allows for these additional expenditures to be made, and it from this additional SEG revenue that the Electus Academy will fulfill its financial responsibility for those services performed to make its facility operational. It is expected that, after School Year 3, the Electus Academy will not require significant SEG supplemental funding to cover the cost of the facility lease.

The assumptions made in the budget for maintenance and utilities also assume that the entire facility will not be utilized during the first year of the school's operation, and thus have values slightly lower than those seen in School Year 2 and beyond.

#### STAFFING

Given the diversity of core course and elective course offerings within the Electus Academy's curriculum, promoting the freedom of educational choice, a significant portion of funding will be appropriately allocated for teacher salaries. The school will require eleven (11) full-time equivalent (FTE) positions for teaching in its first year, fifteen (15) in the second year, and nineteen (19) for School Year 3 and moving forward. Because all teachers will teach all five classes within the instructional day,

and have preparation/planning time outside the instructional day, they can each be calculated with a 1.0 FTE.

In the area of special education, one teacher will be hired for School Year 1 with an additional hired for School Year 2. Department heads, while they will earn stipends for their position, are including in the budget as teaching staff.

The budget conservatively projects that all teachers will make higher average salaries. The budgetary assumption for teacher salaries, based on licensure levels, is as follows:

- School Year 1: the ratio of Tier III to Tier II teachers is 7:4
- School Year 2: 12:3
- School Year 3: 15:4

While the Electus Academy welcomes the employment of Level I teachers, the overcompensation for salary, based on higher licensure levels, is done to both provide an overestimate for salary budgeting and to account for potential movement of teachers to higher licensure levels in future years.

All teacher salaries are calculated at near their maximum values based on the salary schedules. The salaries of Tier III and Tier II teachers are \$53,000 and \$46,000, respectively. 30% of the total salary is allocated for full employee benefits, also shown within section 1000, although this figure is placed under the general heading of “Educational Retirement” even though it would, in reality, be itemized to include all potential employee benefits. The same percentage is included in all staff positions, as described below.

As annual salary figures are calculated, and if prospective salary budgets are overestimated within a given year, it is the goal of the Electus Academy to provide its teachers with bonus stipends based on remaining funds allocated within the salary portion of the school’s budget. Bonus determination will not be merit-based but will instead be largely based on the teacher’s formal evaluation by the school’s principal, as well as input from the academic director who will perform informal evaluations throughout the year.

Those teachers who meet or exceed the required nine teaching competencies, as dictated by the Guidelines for New Mexico Annual Teacher Performance Evaluation and as described in the teacher’s Professional Development Plan, will be eligible for said stipend. All eligible teachers will receive equally proportional stipends, based on their licensure level, as dictated by available funds.

The rationale for these stipends is a result of the increased requirements and demands put on the school's teaching staff. Electus Academy teachers will maintain the utmost level of innovative teaching within both core *and* career seminar areas to ensure student comprehension of the standards. They should be rewarded for this increased effort.

Any such stipend dispensation will require Governance Council approval.

Counseling staff (section 2100) will be hired at a student-counselor ratio of 250:1, adhering to the recommendation set forth by the American School Counselors Association. One counselor is budgeted for School Year 1 with an additional counselor budgeted beginning in School Year 2. Counselor salaries are projected at \$53,000.

An additional staff member will act as a college counselor, and will be responsible for focusing on students' collegiate and career interests. This position, while not designated in the budget, will be part-time and will be filled by a teacher who will have part time teaching duties as well (FTE was designated for a teacher role within the budget).

Also in section 2100 is the budgetary allowance for "Other Professional Services", which includes contracted services in nursing, psychology, diagnostics, ELL, speech/language therapy, occupational therapy, audiology, sign language, etc. It is assumed that, for budgetary purposes (shown under the "Other Professional Services" section), each service provider would operate at a rate of \$58.60 per hour, as quoted by Cooperative Educational Services. The following are estimations for contracted services for each of the school's first five years:

- School Year 1: one service provider needed, one and a half (1.5) hours per day for the entire school year (176 days), calculates to \$15,470.40
- School Year 2: one service provider needed, two (2) hours per day for the entire school year, calculates to \$20,627.20
- School Year 3, 4, 5: one service provider needed, three (3) hours per day for the entire school year, calculates to \$30,940.80

Under section 2300, General Administration, the Electus Academy budget has designated three positions: the dean of students, designated as an "Administrative Associate", administrative executive, designated "Secretary, Clerical, Technical Assistant", and the head of information technology, designated as "Data Processing".

Under School Administration (section 2400), two positions have been budgeted: the head administrator and academic director. The head administrator, whose salary is set at \$90,000 in School Year 1, will focus on the administration and general operations of the school. The academic director, who will oversee all four academic department budgets and will work closely with teachers to manage the school's curriculum, will earn \$75,000 in School Year 1.

Substitute teaching services will also be required. At the typical rate of \$13 per hour, with a conservative estimation that one sub will be needed three days per week (6.5 hours per day) for the 176-day instructional year, the allowance for substitute teachers comes to \$8,923.20 (shown in section 2200 within the budget under "Other Contract Services").

#### ACADEMIC COSTS

The highest priority within the Electus Academy budget is in teacher innovation. Because each course will have up to four seminar-versions, each of which will differ in its focus, it will be necessary to provide each teacher with the tools he or she needs to establish his or her vision to provide students the best opportunity for learning in the variety of styles through which he or she plans to offer the curriculum. For this reason, significant funds will be allocated for teachers to not only build their curriculum but continually evolve it, year after year. The school's curriculum has the intention of creating academic "experience" for its students, and as such, will require significant investment to support the teacher creativity and ambition. The academic director will oversee the budgets for each content area.

The "General Supplies and Materials" of section 1000 describes these values. Financial allocation will increase for School Years 2 and 3 due to the enrollment of 11<sup>th</sup> graders (School Year 2) and 12<sup>th</sup> graders (School Year 3) in academic focus courses; such courses will not require purchasing in School Year 1 as they will not be offered to 9<sup>th</sup> and 10<sup>th</sup> graders.

It is the goal of the Electus Academy to use these general supply funds toward innovation that directly benefits the students while minimizing consumable administrative expenditures. While an administrative budget is established within the budget (section 2400), provided to the administrative staff for their use, the majority of material costs will go directly to teachers, although it should be noted that any budget shortfalls due to unforeseen circumstances that may arise, for which there is not adequate appropriation, will require withdrawal from this account.

The Electus Academy will operate off an environmentally conscious, minimalist philosophy with an absolute minimum level of frivolous, wasteful, non-academic expenditures taking place. In addition, the use of consumable materials will be minimized. The “green” mentality of the Electus Academy will also work to largely reduce the use of paper. While complete elimination is impossible, the majority of work will operate in a digital format, thereby minimizing the use of paper and record-keeping related items. In addition, many administrative areas which utilize significant sums of paper will be cut out, such as newsletters and the reporting of grades, both of which will be transmitted electronically upon the school’s opening. Money from the “General Supplies and Materials” fund will be set aside each year to continually add to the technological integration of the Electus Academy curriculum.

It is also a goal of the Electus Academy to downsize the use of textbooks. While there will be strong emphasis on continually developing students as readers, other sources of material (novels, journal articles, etc.) will be equally represented within the classroom to promote the continuous development of student literacy. Textbooks will not be the basis for instruction at the Electus Academy; they will instead exist within a classroom for supplemental instructional purposes, if at all.

**A4. Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.**

As mentioned, the General Supplies and Materials portion of the budget, allocated for teachers in section 1000, will also function as a fail-safe fund for budget shortfalls or for required expenditures due to unforeseen circumstances. Teachers will be provided with a significant portion of this budget, yet such funds will only be allocated on a monthly basis to ensure funding will remain in the case of shortfalls in other areas of the school’s budget. Additionally, the account will not be completely utilized during the school year to protect against unforeseen circumstances through the end of the fiscal year. Any portion that remains unused at the completion of the fiscal year will be provided to teachers to spend, just prior to the end of the fiscal year, for the upcoming school year.

Withdrawing money from this account for use in other areas of the Electus Academy budget will require approval from the Governance Council.

**A5. Attach a proposed salary schedule for licensed or certified staff as Appendix “L”.**

Attached as Appendix L

## **B. FINANCIAL POLICIES, OVERSIGHT, COMPLIANCE AND SUSTAINABILITY**

**B1. Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligns with and supports the school's educational program, staffing plan, and job descriptions, and that demonstrates an understanding of the school's financial management obligation.**

The Electus Academy places a priority on maintaining responsible and ethical business practices at every level. It will commission three individuals to handle financial bookkeeping of all internal expenditures. For curricular materials, the academic director and principal will each maintain individual records of all transactions; for administrative materials and operational costs, the administrative executive and principal will each maintain individual records of all transactions. As such, there will exist independent accounting of all monies spent and as a result, a checks and balance system is set in place to prevent fraud or errors due to omission. Review of such records will take place at Leadership Council meetings, held at least two times per month after school.

It will be the responsibility of the academic director and principal to provide summaries of both academic and administrative expenditures to the Governance Council at its monthly meeting. This practice will be commonplace and will allow Governance Council members to review the school's current budgetary status, assess any discrepancies, raise concern, question expenditures, etc.

There will exist two types of expenditures: academic and administrative; both will require the approval of two individuals. Academic expenditures will require approval from the academic director and principal, while administrative expenditures, which will include operational expenditures, will require approval from the administrative executive and principal.

There will be separate procedures for minor and major purchases. Minor purchases will be defined as those whose total encumbrance is less than \$5000, while major purchases will include all expenditures of \$5000 or more. Minor purchases can be signed for approval within the school, upon approval from the two appropriate administrative staff members (as described above). Major purchases require the additional approval of the Governance Council.

The Electus Academy will contract with the New Mexico Coalition for Charter Schools (NMCCS) for its business management services (section 2500 in the attached budget). These financial services will include but are not limited to:

- ~ Preparation of financial statements, including budget comparisons
- ~ Preparation of financial documentation in preparation for the school's annual audit
- ~ Presentation and discussion of financial information with the Governance Council
- ~ Preparation of grant and contract financial reports
- ~ Preparation of bank and general ledger account reconciliations
- ~ Preparation of federal and state payroll tax reports
- ~ Processing accounts payable and payroll
- ~ Posting cash receipts and disbursements
- ~ Assistance in preparation of the annual budget for PED approval
- ~ Determination of cash requirements while managing cash flows
- ~ Determination of adjusting entries necessary to assure that accounting records are maintained accurately

The administrative staff (principal, academic director, and administrative executive) will work closely with the NMCCS business manager in maintaining and updating all financial documentation.

#### ANNUAL BUDGETING

The preparation of the annual budget is the responsibility of the administration. This budget will be generated based on the academic and administrative needs of the school and input from teachers, the school community, and community members. The budget will be formulated within school's Leadership Council, and, upon approval, presented to the Governance Council for final approval.

#### LEGAL COMPLIANCE

The Electus Academy will comply with all federal and state laws and regulations. All fiscal regulations and financial procedures are subject to and/or subordinate to the laws of the State of New Mexico and the federal government. The administration and governance council of the Electus Academy will, at all times, act in accordance with said regulations and procedures, all the while maintaining transparency in its financial operations.

While the administration of the Electus Academy and its respective governance council maintain independent responsibility over the school's administrative and financial policies and transactions, the school as a whole is continually held accountable to the New Mexico Public Education Department. As needed, the Electus Academy will contract for any necessary auditing and financial consultation to meet the requirements and standards set forth by the New Mexico Public Education Department.

**B2. 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 statutes, regulations, and rules relative to the school's procedures.**

Within the school, three staff members will be responsible for financial oversight. The academic director will manage all academic budgets and will work closely with department heads and teachers to promote innovation while maintaining a strict accounting of all expenditures. The administrative executive will manage the school's material inventory and administrative supplies, and will maintain records of all administrative transactions. The school's principal will oversee both areas, administrative and academic, and will remain in consistent communication with both the academic director and administrative executive in regards to the status of the school's financial standing.

To maintain a system of independent accounting, both the academic director and administrative executive will oversee their respective budgets, with the principal independently overseeing budgets in both areas. Each will perform his or her own accounting of all transactions to maintain an internal system of checks and balances.

The NMCCS, with whom the Electus Academy will engage in contracted financial management services, will further provide external financial oversight and ongoing financial assessment and analysis in addition to the services listed above. Continuous communication between the school's administrative staff and the NMCCS will be necessary to maintain the Electus Academy goal of financial transparency.

**B3. 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.**

The New Mexico Coalition for Charter Schools provides financial services for charter schools to outsource their business management needs to fully licensed and experienced business managers. The outsourcing of the business management services allows the Electus Academy staff to focus on the task of educating its students. Although there will be administrative individuals (principal, academic director, administrative executive) who will hold financial responsibilities, the NMCCS business managers, who are experts in the financial management of charter schools, as well as in state and federal laws and regulations, will manage the financial accounts of the Electus Academy.

The services and responsibilities provide by the NMCCS business manager, as described above, are:

- ~ Preparation of financial statements, including budget comparisons
- ~ Preparation of financial documentation in preparation for the school's annual audit
- ~ Presentation and discussion of financial information with the Governance Council
- ~ Preparation of grant and contract financial reports
- ~ Preparation of bank and general ledger account reconciliations
- ~ Preparation of federal and state payroll tax reports
- ~ Processing accounts payable and payroll
- ~ Posting cash receipts and disbursements
- ~ Assistance in preparation of the annual budget for PED approval
- ~ Determination of cash requirements while managing cash flows
- ~ Determination of adjusting entries necessary to assure that accounting records are maintained accurately

**B4. 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.**

Financial documentation will be maintained by three individuals. Internally, the academic director and principal will independent track and manage expenditures from academic accounts while the principal and administrative executive will oversee the spending from administrative and operational accounts. The school's business manager, contracted through the New Mexico Coalition for Charter Schools, will evaluate all financial accounts and thus provides an independent and external form of oversight.

At each of its monthly meetings, the Electus Academy Governance Council will receive summaries from all accounts, compiled from the principal and academic director. This will provide the Governance Council with consistent updates of the school's financial standing. Any questions, concerns, or need for further explanation will be directed toward the school's principal or academic director. As requested, the business manager will attend Governance Council meetings to present or discuss financial information.

**B5. 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.**

The projected budget offers a considerable safeguard against budget shortfalls and thus provides for long-term financial sustainability. While the Electus Academy budget provides considerable allocation for teaching materials to promote the diversity of the school's curriculum, these funds could be reallocated, especially in future years once the majority of each program's preliminary purchases have been made.

The Electus Academy budget reaches its operational annual budget in School Year 4 once the school's enrollment growth has ceased and the projected costs for tenant improvements on the facility have been paid off. At this point, moving forward, the Electus Academy has a considerable financial buffer in place (see General Supplies and Materials within the budget, section 1000) to help compensate for annual shortfalls. As stated, while this material is slated for instructional use, it can be reallocated as needed for emergency funding.

In the event that enrollment projections are unmet, and because student enrollment is the central determining factor for a school's budget, certain compromises will need to be made. First, the school's academic director, who oversees the school's curriculum and also will potentially manage a reduced teaching schedule, could become a full-time instructor and replace the need for a specific content-area teacher. This staff redistribution would help offset a budget shortfall of approximately nineteen (19) students.

As enrollment numbers are below expected levels, the reduced need for a second special education teacher, or other contracted ancillary staff would be proportionate, and therefore financially compensate for a smaller student body.

Class sizes, for both lecture and seminars, could also accommodate more students. The average calculated class sizes are sixty-eight (68) and seventeen (17) students for lecture periods and seminars respectively. Increasing this number to their maximum levels of eighty (80) and twenty (20), respectively, would help compensate for a reduced teaching staff.

## V. EVIDENCE OF SUPPORT

### 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.

Preliminary measures taken to provide the Albuquerque, and its surrounding communities, with the potential offerings of the Electus Academy have been primarily web-based and have relied upon an approach based on word-of-mouth advertisement.

Facebook has been the primary and predominant method of providing information. The Electus Academy has used its Facebook page to provide basic information on the school vision and potential academic offerings, as well as a link back to the school's main website where more detailed information can be found. This method has proven most effective as it has gathered more than one thousand individuals within the Albuquerque area as followers, several of which are local parents who have expressed interest in enrolling their children.

An alternate method of the dissemination has included the utilization of free community message boards focused on the Albuquerque-area populations. Such community forums include Duke City Fix, Urban Spoon, City-Data, and Topix. Within each community forum, messages were posted detailing the Electus Academy and its potential arrival within the Albuquerque community.

The Facebook page and local community message boards have provided a gateway for individuals to visit the Electus Academy homepage ([www.electusacademy.com](http://www.electusacademy.com)), where, prior to June 15<sup>th</sup>, detailed information was made available for the public. Since the beginning of March, 2012, through the 15<sup>th</sup> of June, the Electus Academy website has received over 2,000 hits (2,172 at the time of this writing), consisting of over four hundred (400) unique visitors (432 at the time of this writing). The average rate of unique user visitation at the Electus Academy website is four per day, just based on social community outreach.

- 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.**

The Electus Academy has done no formal advertising at the time of this application's submission. For two years now, social communication has been the method on which the Electus Academy has relied upon for reaching out to its community.

The current projected enrollment for School Year 1 in August of 2013 is 250 students, 125 in grades 9 and 10. At the time of this writing, preliminary feedback has collected the names of sixty-seven (67) potential students who have interest in attending the school, representing 27% of its enrollment projection for School Year 1. Without any advertising to the extent projected after charter school approval, this figure is encouraging and optimistic.

Because there is no specific target population, or specific geographic area that the school plans to serve, there has not been a data analysis performed on the prospective population as of yet.

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

The Electus Academy founder has been a teacher in both the Albuquerque and Rio Rancho area. Over the years, in both his time in and out of education, he has developed community ties within both the Albuquerque and Rio Rancho public school districts, as well as Sandia Laboratories, Intel, Honeywell, Tricore, the University of New Mexico, and various private business, non-profits, and other community entities. These relationships will be vital in aiding the establishment and continued success of the Electus Academy.

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

As a member of its community, the Electus Academy will promote community aid for its students as part of its curriculum. As noted within the description of the curriculum, and the school's graduation requirements, community outreach will constitute a portion of the academic requirements for students at the Electus Academy. This type of service is meant to provide students with the ability to build and foster relationships and connections within their community, but also to further their perspective into the world they are about to enter as high school graduates. It is expected that most students will choose to serve in the areas specific to their academic focus, and thus this component provides vital experience in that regard.

For example, a student who is planning for a future in law, and is thus enrolled in the corresponding academic pathway at the Electus Academy, will contribute their service hours assisting at a local law office or the University of New Mexico School of Law where they can both provide assistance (to an extent deemed appropriate by the cooperating agency) and gain crucial insight into the nature of the career path in which they have interest.

As such, the Electus Academy will not operate in isolation, but will rather be an active member in reaching out to provide assistance to members of its community while also providing its students with valuable insight into their future pathway.

At the time of this writing, the Electus Academy has built relationships with community entities from a variety of sectors, including medicine, engineering, business, law, and education. As the school begins to formulate itself, specifically during the Planning Year, the founder and the school's administrative staff will continue to reach out and build those vital relationships with the community to provide its students with as many opportunities as possible.

**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).**

Public high schools in the Albuquerque-Rio Rancho-Bernalillo area possess an average enrollment of 2000 students, with several smaller public charter high schools averaging around 150

students. Studies suggest that the optimal high school size reaches its maximum at or around six hundred (600) students, and that most high schools, given their larger size, are not sized to maximize student learning, and as such, become detrimental to the tested achievement of all students regardless of socioeconomic status or poverty (Lee & Smith, 1997). Furthermore, as schools grow, so does the inherent bureaucracy, and as a result is thus increasingly likely to waste more resources than can be gained by increasing size (Lee & Smith, 1997).

Very small high schools too are problematic, and even though learning is more equitable in small schools (Lee & Smith, 1997) the opportunities that exist in small programs can be restrictive to student choice.

Although the Electus Academy will exist as a small school, its structured program, the differentiated curriculum, compensates for its smaller enrollment, and can thus offer a disproportionately higher number of opportunities for its students, more than can be found at even the largest high schools. This uniqueness, smaller size and a curriculum unmatched in its diversity, cannot be found anywhere in the state.

While the Albuquerque area does possess college preparatory schools, those that exist are either private, and require tuition, or smaller charter schools that have limited enrollment and preparatory offerings. Within the Albuquerque Public School system, over 50% of families qualify for free and reduced lunch programs, and thus cannot possibly afford the required tuition for college prep programs seen around the area.

The Electus Academy, and the uniqueness of its diverse programs in college preparation, will provide the most rigorous and comprehensive preparatory program in the state, *and* will be tuition-free and open to all students who have a desire to prepare themselves for a college future.

# **APPENDICES**

## APPENDIX A

### SCOPE AND SEQUENCE

Table A.1 – Tier and Track System for Science

#### SCIENCE

	PHYSICS TRACK	CHEMISTRY TRACK	EARTH/SPACE TRACK	BIOLOGY TRACK
<b>100 Level (Tier 1)</b>	FORCES MOTION CIRCULAR FORCE/MTN	CHEMICAL PROPERTIES CHEMICAL REACT'NS I	GEOLOGY ASTRONOMY	SCIENTIFIC METHOD
<b>200 Level (Tier 2)</b>	WAVES-OPTICS ELECTRICITY-MAGNET.	CHEM REACTIONS II THERMODYNAMICS SOLUTIONS NUCLEAR CHEMISTRY	GEOLOGY II	CELL BIOLOGY DNA ECOLOGY
<b>300 Level (Tier 3)</b>				GENETIC INHERIT. CELL METABOLISM MOLECULAR GEN.
<b>400 Level (Tier 4)</b>				EVOLUTION

Table A.2 – Tier System for All Core Curricula

	<b>HISTORY/SOCIAL STUDIES</b>	<b>ENGLISH</b>	<b>MATHEMATICS</b>
TIER 1 (100 Level)	Conquest Pioneers and Exploration Migration Wars and Conflict I Technology Colonization Survival Power and Corruption	Composition I Grammar Literary Components Genres World Literature Creative Writing Expository Writing Mythology Shakespeare	Numbers and Variables Complex Numbers Functions and Graphs I Two Dimensional Shapes Measurement Algebra I Applications and Problem Solving I
TIER 2 (200 Level)	Oppression Religion Revolutions Inequality Freedom and Independence Government and Politics I Economics I Art and Culture Women’s Rights Wars and Conflict II	Genres II Poetry Classical Literature Composition II Literary Analysis I American Literature Argumentative Analysis Technical Writing Literary Critique	Functions and Graphs II Graphical Interpretation Geometric Postulates Linear Algebra Non-Linear Algebra Logic and Reasoning Quadratics Factoring Algebra II Three Dimensional Shapes Triangles Applications and Problem Solving II
TIER 3 (300 Level)	Government and Politics II Economics II	English Literature Composition III Literary Analysis II Non-Fiction Analysis	Statistics and Probability Trigonometric Functions Applications and Problem Solving III
TIER 4 (400 Level)	Government and Politics III Economics III		

## **APPENDIX B**

### **GOVERNING DOCUMENTS**

To be drafted within the Planning Year.

## APPENDIX C

### HEAD ADMINISTRATOR JOB DESCRIPTION

The following indicates the job description for the Electus Academy's head administrator.

The school's head administrator will:

- Manage fiscal operation of the school, including the securing of appropriate state, federal, and local monies
- Ensure that the needs of all students of all demographics and category subgroups are met, including special education, ELL, low-income
- Oversee the ongoing development and implementation of the school's philosophy and the academic programs therein
- Coordinate all state-mandated testing with New Mexico Public Education Department
- Oversees administrative budget and spending
- Reviews staff licensure
- Evaluate teacher performance in accordance with state regulations
- Report of data, including the HSGA, to the State of New Mexico Public Education Department
- Continuously evaluates the school's financial standing, working closely with the school's business manager
- Continuously reports data (financial, operational, academic, etc.) and statistical information to the Governance Council
- Voting member of the Leadership Council
- Community outreach, creating organizational relationships (community, corporate, political, etc.)
- Provides continuous staff support, input on curricular development
- Plan and implement professional development and/or appropriate training opportunities as determined by need or staff input

## **APPENDIX D**

### **STAFF JOB DESCRIPTIONS**

The following displays the key roles and responsibilities of all staff positions, excluding the principal/head administrator.

#### ***ACADEMIC DIRECTOR***

- ~ Oversees curriculum and seminar development, holds final approval authority for any changes therein
- ~ Supervises the continual development and evolution of the school's curriculum. Works closely with department heads and teachers
- ~ Manages the professional learning communities for all four academic areas
- ~ Creates the annual curricular schedule, including all courses offerings and seminar-versions based on academic feedback, enrollment data and curricular demand
- ~ Responsible for oversight in academic budgets and spending, including the creation of monthly financial summaries for Governance Council review
- ~ Voting member of the Leadership Council
- ~ Approves all curricular policies set for vote within the Leadership Council or Governance Council to ensure their alignment with original vision of the school
- ~ Informal evaluation of teachers (as needed)
- ~ Community outreach, creating organizational relationships (community, corporate, political, etc.)
- ~ Continual procurement of funding through grants, investors
- ~ May teach a minimal schedule of classes as needed

### ***DEAN OF STUDENTS***

- ~ Oversee all matters directly relating to student conduct and behavior inside and outside of the classroom
- ~ Enforces student discipline in accordance with the school's code of conduct
- ~ Proactive redesign of student conduct and behavior policies and procedures as needed (subject to approval by the Leadership and Governance Councils)
- ~ Referral of students to counselors for academic, emotional assistance
- ~ Constant support of students' emotional, academic, behavioral needs
- ~ Continuous contact with parents regarding issues relating to student conduct and behavior
- ~ Reporting of student behavior and conduct to outside authorities (police, child services, etc.)
- ~ Voting member of the Leadership Council
- ~ Community outreach, creating organizational relationships (community, corporate, political, etc.)

### ***ADMINISTRATIVE EXECUTIVE***

- ~ Performs necessary clerical and secretarial duties
- ~ Provides direct support for all staff, specifically the school's principal
- ~ Handles inventory of administrative materials
- ~ Assesses purchases made from the administrative budget
- ~ Maintains documentation of all purchases made from administrative accounts
- ~ Manages visitation of all community members
- ~ Oversees school attendance

### ***DEPARTMENT HEAD***

- ~ Represents one of the four academic content areas (English, science, math, social studies) at the Leadership Council
- ~ Leader of department's professional learning community
- ~ Teaches full-time instructional load
- ~ Assistance in the development (initial and ongoing) of the school's curriculum

- ~ Oversight of the development of academic goals, power standards, seminar exit exams, etc.
- ~ Reports academic reports to the academic director and Leadership Council
- ~ Specific oversight of content-area budgets and spending
- ~ Assistance in setting up the school's schedule and seminar offerings based on enrollment projections, seminar statistics
- ~ Teacher support and assistance (academic, resource, material, financial, etc.)
- ~ Community outreach, creating organizational relationships (community, corporate, political, etc.)
- ~ Procuring external funds from donors, grant writing
- ~ Voting member of the Leadership Council

### ***TEACHER***

- ~ Designs, manages, and instructs a distinct and diverse curriculum of core seminars
- ~ Manages and instructs seminars within one academic focus
- ~ Works cooperatively within a content-specific professional learning community (PLC) to establish norms, collaborate instruction, examine data, share best practices, design new curricular pathways, etc.
- ~ Provides continuous innovation in the instruction of all academic concepts
- ~ Assists with first-level disciplinary infractions
- ~ Continually communicates student progress to parents through frequent administration of formative assessments

### ***TEACHER (SPECIAL EDUCATION)***

- ~ Oversees special education students' schedules
- ~ Overseeing development and implementation of IEP's, including all modifications
- ~ Manages, monitors and evaluates progress of all students with 504 plans
- ~ Works with special education students independently or within the classroom setting
- ~ Continually collaborates with teachers on special education student modifications and progress
- ~ Ensures compliance w/ test and IEP dates

- Scheduling of ancillary services as needed

### ***COUNSELOR***

- Provides students with continual academic and emotional support
- Provides students with guidance in personal learning styles, as indicated by preliminary testing
- Assists students at every level of the course registration process to promote individual student learning styles and interests
- Guides students in selecting a specific academic focus based on career interest inventories
- Assists students in the completion of academic requirements for both Electus Academy graduation and college admission
- Continual assistance in the college admission process, including college selection, admission requirements, applications, college entrance exams, financial aid, etc.

## APPENDIX E

### PERSONNEL POLICIES

The Electus Academy 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. With a system of academic support, through department heads and the academic director, every effort will be made to address performance concerns immediately and in a supportive rather than punitive fashion.

The work year for employees will consist of 184 days, 176 of which will be used for instruction with the remaining eight (8) used for classroom/curriculum preparation and professional development. Each duty day (work day) shall consist of 7.25 hours (not including time for lunch). The instructional day for students currently resides at 6.5 hours. The teacher duty day will extend for an additional forty-five (45) minute preparation time once students have been dismissed.

Specific exceptions are:

- Student monitoring duty periods, in which teachers supervise common areas (parking lot, student commons, bus drop-off, etc.) before and after school for the period of one week per year.
- Student registration days

There will exist exceptional events outside the duty day, either before or after school, that will require additional time from staff members. These will include but are limited to parent-teacher conferences, staff meetings, professional community meetings, and IEPs. While these occasions are mandatory, the Electus Academy will make every effort to minimize these additional demands of staff members.

### HIRING

#### *BACKGROUND CHECKS*

The Electus Academy will conduct work history, educational history and/or reference investigations for all employees, including substitutes, recommended for hiring. This responsibility will be held by the members of the Leadership Council. 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.

#### *PRINCIPAL HIRING*

The school principal will be hired no later than April 1<sup>st</sup> within the Planning Year, and will be contracted starting May 1<sup>st</sup> within the Planning Year. The Governance Council will interview and hire the Electus Academy principal.

#### *STAFF MEMBER HIRING*

The hiring of all staff will begin following the hiring of the school's principal, beginning first with the academic director, dean of students, and department heads. This group will form the school's Leadership Council and will be responsible for the continuous hiring of all staff as enrollment projections take shape. Available positions will be advertised through local media and posted on the school's website. It is the goal, within the Planning Year, to have all staff officially hired by July 1<sup>st</sup>.

#### *TEACHING AND CURRICULAR ASSIGNMENTS*

All employees will be placed in positions for which they have the proper certification. While employees will interview for specific positions, it is up to the discretion of the Leadership Council where an employee may best serve the interests of the Electus Academy, based on individual certification/endorsements, instructional program requirements and grade level or subject experience.

#### *MENTORSHIP*

All teachers new to the educational profession, as designated by state law, 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 III teachers.

#### *VOLUNTEERS*

Parents and community volunteers will provide important contributions to the Electus Academy vision. 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 principal and an employee.

The principal and dean of students will work together, in cooperation with the Leadership Council, to support employees in their efforts to maintain discipline. These individuals are required to respond promptly to employee requests for assistance with discipline problems.

### *ABSENCES*

All employees must notify the principal or administrative executive by, at the very latest, 6:30 AM on the day of an absence. The type of leave must also be declared at this time. Earlier notifications are strongly encouraged. It is the responsibility of the staff member to have plans in place for the assigned substitute teacher.

### *LEAVE*

All staff members will earn leave at the rate of five days per semester. Those staff members on extended contracts will receive additional leave in proportion to the contract length. All absences will fall under the same leave allocations, although specific reasons for leave must be provided prior to the approval of said leave. Leave days not used will accumulate from year to year. For leave that follows an obvious pattern or exceeds three days, the principal is required to obtain written verification explaining the nature of the absence. Additional leave time which exceeds the time allotted for employees will be given without pay.

### *PROFESSIONAL LEAVE*

The principal may grant professional leave when he or she agrees with the requesting employee that the benefits of attending an educational opportunity exceed the educational loss to the students incurred by instruction provided by a substitute.

### *BEREAVEMENT LEAVE*

Employees are entitled to bereavement leave for the loss of a family member, domestic partner or other person with whom they have a close relationship. The principal will review each bereavement request with the employee and determine the reasonable length of leave not to exceed

five days. If longer bereavement leave is requested, the Governance Council must approve. If the employee disagrees with the principal on the length of leave granted, he or she may ask the Governance Council for review of the situation.

#### *FUNERAL LEAVE*

Employees will assume additional responsibilities for each other to enable staff members to leave for up to three hours for funeral service attendance. Additional time will require the use of leave.

#### *PARENTAL LEAVE*

An employee may work as late into her pregnancy as she desires, provided she is in compliance with physician recommendations. A certified employee may request one year leave without pay any time from the beginning of a pregnancy to the birth with a thirty (30) day advance notice. The advance notice will be waived in emergency situations.

In addition, one year's leave without pay may be requested after the adoption of a child.

#### *FAMILY MEDICAL LEAVE ACT*

The Electus Academy will comply with the Family Medical Leave Act (FMLA) enacted in 1993 for all employees who have worked for the school for at least twelve (12) months. An eligible employee is entitled to take up to twelve (12) work weeks during any twelve (12) month period for one or more of the following reasons:

- For the birth or placement of a child for adoption or foster care;
- To care for an immediate family member with a serious health condition; or
- To take medical leave when the employee is unable to work because of a serious health condition.

Any accumulated sick leave can be applied towards the twelve week period.

#### *JURY DUTY/ COURT SUBPOENA*

Leave with pay will be granted to employees required to testify by subpoena or serve on jury duty. Any payment checks they receive for jury duty performed during their work schedule will be signed over to the school.

### *MILITARY*

Staff members who are members of the Armed Forces Reserve or National Guard will receive leave with pay for any time they must be out in accordance with their official orders.

### *PERSONNEL FILES*

All employees will have the right to inspect items in their personnel files with the exception of confidential references. To do so, they must identify a mutually convenient time for the principal to be present. All material in an employee's file must be signed and dated.

### *INSURANCE*

The Electus Academy Governance Council will provide all employees working at least 50% of the hours of a full-time employee with an insurance program through the New Mexico Public Schools Insurance Authority.

Employees have 31 days from the date of employment to enroll in the insurance benefit program. All employees are covered by Workman's Compensation Insurance for on-the-job injuries in accordance with New Mexico Public Schools Insurance Authority requirements.

### *SEXUAL HARASSMENT*

Sexual harassment by anyone associated with the Electus Academy will not be tolerated within the boundaries of the school or at any related function.

This includes but is not limited to:

- The creation of a hostile work environment for an employee who experiences workplace harassment and fears going to work because of an offensive, intimidating, or oppressive atmosphere generated on the basis of sex.
- A quid pro quo situation where sexual favors are asked for or expected in return for employment, improved working conditions or greater pay.

An employee experiencing either of these is required to tell the offending party to stop. If the person does not stop, he or she is required to go the principal. If the situation involves the principal, the employee may take the problem to the president of the Governance Council. No retaliation of any form can be taken against reporting employees.

#### *CONFLICT OF INTEREST*

Pursuant to Section 13-1-190 of the New Mexico State Procurement Code, no school employee shall directly or indirectly sell or be a party to any transaction to sell instructional materials, equipment, insurance, or school supplies or provide services to Electus Academy unless they have been granted a waiver by the Governance Council. No employee of the school will receive any commission or profit from the solicitation or sale of investment securities or insurance to any other employee.

#### *TUTORING BY EMPLOYEES*

The Electus Academy believes that the quality educational program provided, as well as daily access to remediation, will minimize the need of students for tutoring beyond that which is provided. If, however, any family wishes to hire an employee of the Electus Academy to tutor, they must personally make the arrangements. The Electus Academy assumes no responsibility for the results of this tutoring.

#### *REDUCTION IN FORCE*

The Electus Academy will make every effort to avoid a reduction in staff. However, if such a Reduction in Force is necessary, it will be conducted by reverse seniority within the same classification and, where applicable, certification.

#### *RESIGNATION*

All employees must provide thirty (30) days written notice prior to resignation.

#### *RETALIATION*

No employee can be subjected to retaliation in any form in response to any complaints or concerns the employee shares regarding the school.

#### *SALARY REQUIREMENTS*

The Electus Academy will follow the salary requirements as described in Article 10A of the School Personnel Act.

## APPENDIX F

### STUDENT DISCIPLINE POLICY

The Electus Academy will hold the highest standards for student conduct, as responsibility and maturity in conduct are necessary skills for success in college and future occupations.

Within in the state of New Mexico, in regards to public schools, certain activities are deemed *prohibited* while others are deemed *regulated*. The State has determined the following activities prohibited on school campuses or at school-related events:

- ~ Criminal or delinquent acts;
- ~ Gang related activity
- ~ Sexual harassment
- ~ Disruptive conduct
- ~ Refusal to identify self; and
- ~ Refusal to cooperate with school personnel

The following is a list of regulated activities for which the Governance Council can designate its own levels of enforcement, staying within legal limits.

- ~ School attendance
- ~ Use of and access to the public schools, including:
  - Restrictions on vehicular traffic on school property
  - Prohibition of or conditions on the presence of non-school persons on school grounds or in school buildings while school is in session
  - Reasonable standards of conduct for all persons attending school- sponsored activities or other activities on school property
- ~ Students' dress and personal appearance
- ~ Use of controlled substances, alcohol and tobacco in the public schools
- ~ Speech and assembly within the public schools
- ~ Publications distributed in the public schools
- ~ The existence, scope and conditions of availability of student privileges, including extracurricular activities and rules governing participation

Within the above listed parameters, the following discipline matrix will be used by the Electus Academy when behavior or discipline issues arise. The Electus Academy will utilize a point system, with specific infractions corresponding to specific point assessments. The number of points will dictate the applied consequence.

Some forms of discipline that may be utilized are:

- ~ Lunch or room detention
- ~ After school detention
- ~ Clean up detail
- ~ In school suspension
- ~ Out of school suspension
- ~ Loss of school privileges (i.e. events, use of equipment, driving, etc)
- ~ Expulsion
- ~ Loss of grade or right for extra credit (teacher discretion)
- ~ Community service

*Suspensions of any form, that total more than five (5) school days within a given 22-day session, will confer a loss a credit for all five seminars in which the student is enrolled.*

Disciplinary referrals will be utilized to document and communicate infractions to the dean of students, who will be the sole individual responsible for assessing points and applying disciplinary consequences. Having one individual managing the administration of discipline assures staff and students that disciplinary actions will be performed with the utmost consistency. The Leadership Council, of which the dean of students is a part, can further collaborate on disciplinary issues as needed.

Upon receipt of a discipline referral, the dean of students will assess the violation and issue appropriate consequences. If several violations occur from one incident, the dean of students may combine all points from the discipline referral, or refer to the gravest infraction from which to assess points.

The foundation for every discipline referral is a failure to follow instructions. If students continually receive discipline referrals, the Electus Academy will view the student's actions as habitually disruptive or non-compliant. In the case of repeated violations of the same offense, the assessed points will increase with each recurrence of the same infraction.

Within this pattern, when a student has reached, with a single infraction or any combination of repeated infractions, a combined point total of fifteen (15), the student will be considered habitually non-compliant and will be recommended for long-term suspension or expulsion.

Student point totals, from offenses between Levels II and IV, *will carry over from year to year*; points from Level I offenses will be removed from the student's point total at the end of each year.

Student and parents will be notified for every infraction in which points are assessed. Parents further have the option, at any time, to contact the dean of students for current discipline information and/or student disciplinary status. Once a student is assessed over half the points allotted (8), a meeting will be held with the dean of students, and other staff members as required, to review the student's current discipline and explain the future action to be taken if the student does not alter his or her behavior.

The Electus Academy views a student who reaches fifteen (15) points as possessing an innate desire not to comply with school, administrative, or social laws. When a student nears the point limit, or an infraction pushes the student over the fifteen (15) point limit, the dean of students will meet with the student to discuss available options. In the interest of student education, the dean of students may, on a case by case basis, afford the student *one* opportunity to reduce his or her point total, by up to five points, through a specific form of school or community service.

Disciplinary violations exist at three levels of severity: Level I (mild), Level II (moderate), Level III (severe), and Level IV (intolerable). Each level is listed below, along with the point assessments for both the first offense and each recurrence of the same infraction.

DISCIPLINE MATRIX: OFFENSES/POINT ASSESSMENTS

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LEVEL	EXAMPLES OF INCLUDED OFFENSES	POINT(S) ASSESSED
<b>Level I</b>	<ul style="list-style-type: none"> <li>- Dress code</li> <li>- Electronic device</li> <li>- Misuse of technology</li> <li>- Ditching/unexcused absence</li> <li>- Tardy</li> <li>- Parking violation</li> <li>- Non-injurious horseplay</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Offense: 1</li> <li>2<sup>nd</sup> Offense: 2</li> <li>3<sup>rd</sup> Offense: 4</li> <li>4<sup>th</sup> Offense: 8</li> </ul>
<b>Level II</b>	<ul style="list-style-type: none"> <li>- Fight – self defense, some aggression</li> <li>- Mutual assault</li> <li>- Horseplay with injury</li> <li>- Inappropriate material (paraphernalia, pornography, etc.)</li> <li>- PDA</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Offense: 3</li> <li>2<sup>nd</sup> Offense: 5</li> <li>3<sup>rd</sup> Offense: 7</li> </ul>
<b>Level III</b>	<ul style="list-style-type: none"> <li>- Bullying/harassment</li> <li>- Gang activity (dress, recruiting, etc.)</li> <li>- Inappropriate use of motor vehicle/reckless driving</li> <li>- Inappropriate criminal material</li> <li>- Drugs/alcohol</li> <li>- Disrespect, insubordination, defiance of authority</li> <li>- Cheating/plagiarism</li> <li>- Failure to comply with disciplinary consequences</li> <li>- Theft</li> <li>- Misuse/falsifying official documentation</li> <li>- Disruption of school transportation</li> <li>- PDA (sex, touching of privates, etc.)</li> <li>- Under the influence of alcohol/drugs</li> <li>- Habitually disruptive</li> <li>- Vandalism</li> <li>- Possession of weapons (no intent)</li> <li>- Fighting (aggressor)</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Offense: 5</li> <li>2<sup>nd</sup> Offense: 10</li> </ul>
<b>Level IV</b>	<ul style="list-style-type: none"> <li>- Verbal assault</li> <li>- Arson</li> <li>- Physical assault/threats</li> <li>- Bomb threats</li> <li>- Possession of weapons (with intent)</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Offense: 15</li> </ul>

## CONSEQUENCES

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- 1-5 points: After school detention, extra duty, community service, in school suspension, out of school suspension. Suspension of over five (5) days confers loss of credit for the seminars in which the student is current enrolled
- 6-10 points: All of the above and up to ten (10) days suspension.
- 11-15 points: All of the above and expulsion from school

## APPENDIX G

### EMPLOYEE CONFLICT OF INTEREST

All employees of the Electus Academy owe their full attention and their undivided loyalty while on the job to the best interests of The Electus Academy. Various situations can create the potential for interfering with the physical performance of employees' duties, or for bringing employees' personal interest or the interests of some other person, group or entity into conflict with the school's best interests. All Electus Academy employees must use their good judgment and avoid situations or relationships which interfere with their physical ability to perform their duties or which tend to divide their on-the-job loyalties.

### NON-SCHOOL EMPLOYMENT

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The Governance Council recognizes that many school employees find it necessary or desirable to supplement their income through outside employment. Nevertheless, the Governance Council considers that it has given its full-time employees full-time jobs, and expects all Electus Academy employees to give their school responsibilities priority over outside work. The Governance Council does not wish to infringe unduly on any employees' ability to augment his or her income through legal outside activities, such as professional consulting, college teaching, or research and writing; such activities reflect credit upon the Electus Academy and may contribute to an employee's professional growth. However, outside work may legitimately concern the Governance Council if it interferes with the effective performance of an employee's Electus Academy responsibilities, if it tends to compromise or embarrass the Electus Academy, or if it suggests a conflict of interest.

Accordingly, the following rules shall govern employees' non-Electus Academy employment:

- ~ Employees of the Electus Academy shall not perform any duties related to outside employment during regular working hours or during any additional time that is needed to fulfill the responsibilities of the Electus Academy position.

- Employees shall not at any time use the Electus Academy facilities, equipment or materials to assist them in performing non-Electus Academy work.
- No employee of the Electus Academy may solicit or negotiate for, accept employment from, or render any services for, any outside person(s), firm, group, or entity or on the employee's own account if such employment or service:
  - o Physically impairs the proper discharge of the employee's official Electus Academy duties; or
  - o Creates or tends to create a conflict between the interests of the Electus Academy and the employee's personal interests or the interests of the outside person(s), firm, group, or entity.

#### GIFTS AND GRATUITIES

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Employees are prohibited from accepting anything of material value from any other individual, organization, or company which might compromise or reasonably appear to influence the exercise of independent judgment in the performance of official duties for the Electus Academy.

#### EMPLOYEE'S BUSINESS DEALINGS WITH THE ELECTUS ACADEMY

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The Electus Academy exists to educate children in accordance with the highest human ideals. To foster public confidence in the system and to ensure fidelity to the Electus Academy's proper mission, it is essential that no employee of the Electus Academy be permitted to exploit the employment relationship for personal financial gain beyond his or her authorized compensation. Even a suspicion of such exploitation is sufficient to erode public confidence in the school. The Governance Council accordingly adopts the following policies to guard against such eventualities:

- (a) Section 22-21-1, NMSA, broadly prohibits certified employees of a school from profiting, even indirectly, from additional business or contractual dealings with their employing schools beyond the employment relationship. The Governance Council hereby adopts the

statutory prohibitions for non-certified employees as well as certified personnel. Except for authorized special services, as provided below, or for allowable overtime compensation for non-certified personnel, it is the policy of the Governance Council that no employee of the Electus Academy shall, directly or indirectly, receive or seek to receive any monetary gain from business dealings with, or work for, the Electus Academy beyond his or her authorized official compensation.

- (b) Section 22-21-1b, NMSA, exempts from the statute's general prohibitions those cases in which certified school instructors or certified school administrators contract to perform special services with the school with which they are employed during the time periods wherein service is not required under a contract for instruction or administration. The Governance Council, upon a recommendation by the administrator, may occasionally authorize special services contracts when such action seems appropriate to meet a particular need. However, no special services contract shall be authorized in any situation:
- (i) where the additional responsibilities would interfere physically with the proper performance of the employee's primary duties, or
  - (ii) where the additional responsibilities would create a conflict of interest with or tend to influence the employee's exercise of judgment in the performance of his or her primary duties, or where the potential for the appearance of such a conflict or influence reasonably exists.

#### PAID TUTORING OF TEACHER'S ASSIGNED DUTIES

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To assure all students receive reasonable assistance without charge from their own teachers and to avoid the potential for conflicts of interest, no teacher may receive any pay or anything of material value for tutoring any student who is assigned to one of the teacher's classes.

## STAFF-COMMUNITY RELATIONS

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The Governance Council will, upon the recommendation of the administrator, employ personnel who are specialists in the field of education to staff the Electus Academy. The Governance Council advises, however, that the task to be accomplished in the community by the professional school staff is not limited to the classroom. The Governance Council urges staff members to become active participants in community affairs and to set an example of good citizenship.

## PARTICIPATION IN COMMUNITY ACTIVITIES

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The Governance Council will provide opportunities for staff members to be absent during duty hours for participation in community obligations, such absence to be governed by procedures specified by the administrator. For example, staff members may be required to speak regarding their duties. Common sense may also dictate that a staff member attend a civic function during school hours as a representative of the school or serve as an expert on a particular program sponsored by the school. All such leaves to participate in community activities are subject to approval of the administrator.

## POLITICAL ACTIVITIES

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Each Employee:

- (a) May assume full political and citizenship responsibilities, but shall refrain from exploiting the instructional privileges of one's professional position.
- (b) Shall make it clear while engaged in political activity that any statements and actions are his or hers as an individual and that they in no manner represent the views of the Electus Academy or the Governance Council.
- (c) Shall not engage in partisan political activity on school premises during hours of professional assignment.

(d) Shall request a leave of absence from the Governance Council if extended community or political activity interferes with his or her professional duties.

(e) Shall counsel with the administrator, The Governance Council President, and the Council members prior to announcing for a public office in order to determine if any conflicts are apparent between responsibility to the Electus Academy and the position of the public office.

## PUBLIC APPEARANCES

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Staff members appearing before the public or professional groups may not speak for the Governance Council on matters that are solely within the purview of the Council. Specific examples include comments on sensitive political and financial issues, including commentary on school policies, bond issues, levies, facility financing and other matters. This prohibition extends to speaking with journalists and with elected officials. This prohibition may be waived on a case-by-case basis via a written letter of permission from the president of the Governance Council.

The Governance Council encourages staff to discuss and support the extracurricular, curricular, and fundraising activities of the school when speaking before groups, in interviews with the press, and in discussions with elected officials.

## GOVERNANCE COUNCIL CONFLICT OF INTEREST

In the selection of members, the Electus Academy's Governance Council will comply with those statutes that specifically dictate areas with conflicting interest, as indicated in NMSA 1978, 22-8B-5.2 (2011). These specifically state that:

A. A person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and the charter school voidable at the option of the chartering authority, the department or the

governing body. A person who knowingly violates this subsection may be individually liable to the charter school for any financial damage caused by the violation.

B. No member of a governing body or employee, officer or agent of a charter school shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists. A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the charter school is contracting. A violation of this subsection renders the contract voidable.

C. Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered by the chartering authority.

D. As used in this section, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

**SAMPLE CONFLICT OF INTEREST DISCLOSURE STATEMENT**

I, \_\_\_\_\_, a member of the Electus Academy, have received, read and understood the Governance Council’s Conflict of Interest Policy.

\_\_\_\_\_ To the best of my knowledge, I do not have any relationship with any organization/person that is transacting, has transacted or may transact business with the Board.

\_\_\_\_\_ To the best of my knowledge, I have a relationship with organizations/persons that may give rise to a conflict of interest. Please identify below the organization/person, the nature of the relationship and the nature of the transaction. Attach additional sheets if necessary.

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I understand that if a conflict of interest does arise after this disclosure, I will report it to one of the Board officers immediately.

\_\_\_\_\_ Date \_\_\_\_\_

Staff Member Signature

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Printed Name

## APPENDIX I

### NEW MEXICO PUBLIC FACILITIES AUTHORITY APPROVAL

State of New Mexico  
Public School Facilities Authority



Robert A. Gorrell, Director  
Tim Berry, Deputy Director

Santa Fe Office  
2019 Galisteo  
Suite B-1  
Santa Fe, NM 87505  
(505) 988-5989  
(505) 988-5933 (Fax)

Albuquerque Field Office  
1312 Basehart Drive SE  
Suite 200  
Albuquerque, NM 87106  
(505) 843-6272  
(505) 843-9681 (Fax)

June 20, 2012

Mr. Justin Baiardo, Founder/applicant  
Email Address: baiardo@electusacademy.com

Dear: Mr. Baiardo,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for Electus Academy. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan. We also request that you send us the plan in a 3-ring binder and include an electronic version once the PED approves your charter.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- The Albuquerque nor the Rio Rancho Public Schools in which you may be physically located has stated it does not have space in any of its facilities to accommodate your school
- You plan to have a cap of 500 students and consist of 9<sup>th</sup> thru 12<sup>th</sup> grades
- Anticipated number of 17 classrooms/spaces
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

A handwritten signature in black ink that reads "William W. Sprick". The signature is written in a cursive, flowing style.

William W. Sprick,  
Facility Master Planner

## **APPENDIX J**

910B5 State Equalization Guarantee Computation Revenue Estimate Worksheet (attached)

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

Charter Name **Electus Academy - Yr 1**

Charter Number

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11						0.00
Grade 12						0.00
<b>Totals</b>	0.00	0.00	0.00	0.00	250.00	

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	250.00
<b>SUBTOTAL MEM</b>	<b>250.00</b>
<b>TOTAL MEM</b>	<b>250.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

<b>Basic Program (Grade Total)</b>	ECE FTE	COST INDEX	PROGRAM UNITS		
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	125.00	1.25	156.250		
Grade 10 *	125.00	1.25	156.250		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
<i>* Includes Vocational Weighting</i>					
				Basic Program Units	312.500

<b>Special Education</b>	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000

<b>Elementary Fine Arts Program</b>	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000

<b>Bilingual Program</b>	HOURS	MEM	FTE	Factor		
1			0.00			
2			0.00			
3			0.00			
<b>Total Bilingual</b>		0.00	0.00	0.500	Bilingual Units	0.000
<i>(May not total more than the no. of students in grades K-12.)</i>						

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

<i>MEM</i>	[ ]	<i>Factor</i>		Elementary P.E. Units	0.000
		0.060			
<b>TOTAL MEMBERSHIP PROGRAM UNITS</b>					<b>312.500</b>
				T & E Index (Oct 2011)	1.092

**National Board Certified Teachers**

<i>FTE:</i>	[ ]	<i>Factor</i>		<b>ADJUSTED PROGRAM UNITS</b>	<b>341.250</b>
		1.500		National Board Certified Teachers Units:	0.000

**Size Adjustment Units**

	<i>UNITS</i>		District Size Adjustment Units	35.156
Elementary/Mid/Jr. High	0.000		<b>Charter Schools not eligible for District Size</b>	<b>(35.156)</b>
Senior High	150.000		School Size Adjustment Units	150.000
District Size	35.156		Rural Isolation Units	0.000
			New District Adjustment Units	0.000

<b>At-Risk Units</b>	<i>At-risk index</i>	<i>MEM</i>
2012-2013:	[ ]	250.00

**Charter Schools Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		At Risk Units	0.000
			0.100		Growth Units	0.000
				Charter Schools Student Activities Units	0.000	
				<b>(Charters not eligible for CS Student Activities)</b>	<b>0.000</b>	

**Home School Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		Home School Student Activities Units	0.000
			0.100		<b>(Charters not eligible for Home School Student Activities)</b>	<b>0.000</b>

<b>TOTAL PROGRAM UNITS</b>	<b>491.250</b>
Save Harmless Units	0.000

<b>GROWTH &amp; SAVE HARMLESS CALCULATION DATA</b>	
<i>Projected Mem:</i> (Enter the District Mem EXCLUDING Charter Mem)	250.00
<i>Projected Mem:</i> (Enter the District Mem EXCLUDING Charter Mem)	250.00
<i>Projected Mem:</i> (Enter the District Mem EXCLUDING Charter Mem)	[ ]
<b>Save-Harmless Data</b>	
2012-2013 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	[ ]
<b>Growth Data</b>	
2012-13 Operating Budget Calculation	0.000
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

<b>GRAND TOTAL UNITS</b>	<b>491.250</b>
x Unit Value	<b>\$3,668.18</b>

<b>PROGRAM COST</b>	<b>\$1,801,993.43</b>
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**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)	[ ]
Federal Impact Aid (44103)	[ ]
Federal Forest Reserve (44204)	[ ]
<b>Total Non-Cat Rev Credits</b>	<b>\$0.00</b>

<u>Less:</u> 75% of Non-Categorical Revenue Credits	\$0.00
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**Other Credits/Adjustments:**

Cash Balance Credit	[ ]
Energy Efficiency	[ ]
Energy Efficiency Renewable Bonds	[ ]
Other Misc Credits	[ ]
<b>Total Other Credits</b>	<b>\$0.00</b>

<u>Less:</u> Other Credits/Adjustments	\$0.00
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(\$36,039.87)

<b>STATE EQUALIZATION GUARANTEE</b>	<b>\$1,765,953.56</b>
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**SIZE ADJUSTMENT UNITS:**

PED 910B-5

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = UNITS$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				0.000

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = UNITS$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = UNITS$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-10	250.00	150.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				150.000

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$(MEM \text{ for current year}) \times .147 = UNITS$

YES? 0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$(MEM \text{ for prior year} - MEM \text{ for current year}) \times .17 = UNITS$

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

Charter Name **Electus Academy - Yr 2**

Charter Number

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11					125.00	125.00
Grade 12						0.00
<b>Totals</b>	0.00	0.00	0.00	0.00	375.00	

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	375.00
<b>SUBTOTAL MEM</b>	<b>375.00</b>
<b>TOTAL MEM</b>	<b>375.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

<b>Basic Program (Grade Total)</b>					
	ECE FTE	COST INDEX	PROGRAM UNITS		
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	125.00	1.25	156.250		
Grade 10 *	125.00	1.25	156.250		
Grade 11 *	125.00	1.25	156.250		
Grade 12 *	0.00	1.25	0.000		
<i>* Includes Vocational Weighting</i>					
				Basic Program Units	468.750

<b>Special Education</b>					
	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000

<b>Elementary Fine Arts Program</b>					
	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000

<b>Bilingual Program</b>					
HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
<b>Total Bilingual</b>	0.00	0.00	0.500	Bilingual Units	0.000
<i>(May not total more than the no. of students in grades K-12.)</i>					

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

<i>MEM</i>	[ ]	<i>Factor</i>		Elementary P.E. Units	0.000
		0.060			
<b>TOTAL MEMBERSHIP PROGRAM UNITS</b>					<b>468.750</b>
				T & E Index (Oct 2011)	1.092

**National Board Certified Teachers**

<i>FTE:</i>	[ ]	<i>Factor</i>		<b>ADJUSTED PROGRAM UNITS</b>	511.875
		1.500		National Board Certified Teachers Units:	0.000
				District Size Adjustment Units	50.977
				<b>Charter Schools not eligible for District Size</b>	<b>(50.977)</b>

**Size Adjustment Units**

	<i>UNITS</i>		School Size Adjustment Units	37.500
Elementary/Mid/Jr. High	0.000		Rural Isolation Units	0.000
Senior High	37.500		New District Adjustment Units	0.000
District Size	50.977		At Risk Units	0.000

<b>At-Risk Units</b>	<i>At-risk index</i>	<i>MEM</i>
2012-2013:	[ ]	375.00

**Charter Schools Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		Growth Units	244.375
			0.100		Charter Schools Student Activities Units	0.000
					<b>(Charters not eligible for CS Student Activities)</b>	<b>0.000</b>

**Home School Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		Home School Student Activities Units	0.000
			0.100		<b>(Charters not eligible for Home School Student Activities)</b>	<b>0.000</b>

<b>TOTAL PROGRAM UNITS</b>	<b>793.750</b>
Save Harmless Units	0.000

**GROWTH & SAVE HARMLESS CALCULATION DATA**

*Projected Mem:* [ ] 250.00  
(Enter the District Mem EXCLUDING Charter Mem)

*Projected Mem:* [ ] 375.00  
(Enter the District Mem EXCLUDING Charter Mem)

*Projected Mem:* [ ]  
(Enter the District Mem EXCLUDING Charter Mem)

**Save-Harmless Data**  
2012-2013 40th Day TOTAL PROGRAM UNITS [ ]  
(Not Grand Total Program Units)

**Growth Data**  
2012-13 Operating Budget Calculation 244.375  
*Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE*

40th Day Calculation 0.000  
*Takes Prior Year 40th-Day and compares to Current Year 40th-Day*

<b>GRAND TOTAL UNITS</b>	<b>793.750</b>
x Unit Value	<b>\$3,668.18</b>

<b>PROGRAM COST</b>	<b>\$2,911,617.88</b>
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**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)	[ ]	
Federal Impact Aid (44103)		
Federal Forest Reserve (44204)		
<b>Total Non-Cat Rev Credits</b>	<b>\$0.00</b>	
<u>Less:</u> 75% of Non-Categorical Revenue Credits		\$0.00

**Other Credits/Adjustments:**

Cash Balance Credit	[ ]	
Energy Efficiency		
Energy Efficiency Renewable Bonds		
Other Misc Credits		
<b>Total Other Credits</b>	<b>\$0.00</b>	
<u>Less:</u> Other Credits/Adjustments		\$0.00

(\$58,232.36)

<b>STATE EQUALIZATION GUARANTEE</b>	<b>\$2,853,385.52</b>
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**SIZE ADJUSTMENT UNITS:**

PED 910B-5

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = UNITS$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				0.000

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = UNITS$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = UNITS$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-11	375.00	37.500
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				37.500

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

Enter the number of approved senior high schools not eligible for senior high size units:

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$(MEM \text{ for current year}) \times .147 = UNITS$

UNITS  
0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$(MEM \text{ for prior year} - MEM \text{ for current year}) \times .17 = UNITS$

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

Charter Name **Electus Academy - Yr 3**

Charter Number

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11					125.00	125.00
Grade 12					125.00	125.00
<b>Totals</b>	0.00	0.00	0.00	0.00	500.00	

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

ECE FTE	0.00
TOTAL GRADES 1-12	500.00
<b>SUBTOTAL MEM</b>	<b>500.00</b>
<b>TOTAL MEM</b>	<b>500.00</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

<b>Basic Program (Grade Total)</b>	ECE FTE	COST INDEX	PROGRAM UNITS
Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	125.00	1.25	156.250
Grade 10 *	125.00	1.25	156.250
Grade 11 *	125.00	1.25	156.250
Grade 12 *	125.00	1.25	156.250

\* Includes Vocational Weighting

Basic Program Units 625.000

<b>Special Education</b>	MEM	Factor		
C & C-Gifted	0.00	1.00	0.000	
D & D-Gifted	0.00	2.00	0.000	
3 & 4 Yr. DD	0.00	2.00	0.000	
3 & 4 Yr. A/B	0.00	0.70	0.000	
A/B MEM (Reg/Gifted)		0.70	0.000	Special Ed. Units 0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units 0.000
				Total Special Education Units 0.000

<b>Elementary Fine Arts Program</b>	MEM	Factor	
		0.0500	Fine Arts Program Units 0.000

<b>Bilingual Program</b>	HOURS	MEM	FTE	Factor	
1			0.00		
2			0.00		
3			0.00		
<b>Total Bilingual</b>		0.00	0.00	0.500	Bilingual Units 0.000

(May not total more than the no. of students in grades K-12.)

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

<i>MEM</i>	[ ]	<i>Factor</i>		Elementary P.E. Units	0.000
		0.060			
				<b>TOTAL MEMBERSHIP PROGRAM UNITS</b>	625.000
				T & E Index (Oct 2011)	[ ] 1.092

**National Board Certified Teachers**

<i>FTE:</i>	[ ]	<i>Factor</i>		<b>ADJUSTED PROGRAM UNITS</b>	682.500
		1.500		National Board Certified Teachers Units:	0.000

**Size Adjustment Units**

	<i>UNITS</i>		District Size Adjustment Units	65.625	
Elementary/Mid/Jr. High	0.000		<b>Charter Schools not eligible for District Size</b>	(65.625)	
Senior High	0.000		School Size Adjustment Units	0.000	
District Size	65.625		Rural Isolation Units	0.000	
				New District Adjustment Units	0.000

<b>At-Risk Units</b>	<i>At-risk index</i>	<i>MEM</i>
2012-2013:	[ ]	500.00

**Charter Schools Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		At Risk Units	0.000
			0.100		Growth Units	242.500
				Charter Schools Student Activities Units	0.000	
				<b>(Charters not eligible for CS Student Activities)</b>	0.000	

**Home School Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		Home School Student Activities Units	0.000
			0.100		<b>(Charters not eligible for Home School Student Activities)</b>	0.000

<b>TOTAL PROGRAM UNITS</b>	925.000
Save Harmless Units	0.000

**GROWTH & SAVE HARMLESS CALCULATION DATA**

*Projected Mem:* [ ] 375.00  
(Enter the District Mem EXCLUDING Charter Mem)

*Projected Mem:* [ ] 500.00  
(Enter the District Mem EXCLUDING Charter Mem)

*Projected Mem:* [ ]  
(Enter the District Mem EXCLUDING Charter Mem)

**Save-Harmless Data**  
2012-2013 40th Day TOTAL PROGRAM UNITS [ ]  
(Not Grand Total Program Units)

**Growth Data**  
2012-13 Operating Budget Calculation 242.500  
*Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE*

40th Day Calculation 0.000  
*Takes Prior Year 40th-Day and compares to Current Year 40th-Day*

<b>GRAND TOTAL UNITS</b>	925.000
x Unit Value	[ ] \$3,668.18

**PROGRAM COST** \$3,393,066.50

**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)	[ ]	
Federal Impact Aid (44103)		
Federal Forest Reserve (44204)		
<b>Total Non-Cat Rev Credits</b>	\$0.00	
<u>Less:</u> 75% of Non-Categorical Revenue Credits		\$0.00

**Other Credits/Adjustments:**

Cash Balance Credit	[ ]	
Energy Efficiency		
Energy Efficiency Renewable Bonds		
Other Misc Credits		
<b>Total Other Credits</b>	\$0.00	
<u>Less:</u> Other Credits/Adjustments		\$0.00

(\$67,861.33)

**STATE EQUALIZATION GUARANTEE \$3,325,205.17**

**SIZE ADJUSTMENT UNITS:**

PED 910B-5

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				<u>0.000</u>
				0.000

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$  or  $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				<u>0.000</u>
				0.000

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):

Enter the number of approved senior high schools not eligible for senior high size units:

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$(\text{MEM for current year}) \times .147 = \text{UNITS}$

UNITS  
0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

Charter Name **Electus Academy - Yr 4/5**

Charter Number

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11					125.00	125.00
Grade 12					125.00	125.00
<b>Totals</b>	0.00	0.00	0.00	0.00	500.00	

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	500.00
<b>SUBTOTAL MEM</b>	<b>500.00</b>
<b>TOTAL MEM</b>	<b>500.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

<b>Basic Program (Grade Total)</b>	ECE FTE	COST INDEX	PROGRAM UNITS
Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	125.00	1.25	156.250
Grade 10 *	125.00	1.25	156.250
Grade 11 *	125.00	1.25	156.250
Grade 12 *	125.00	1.25	156.250

\* Includes Vocational Weighting

Basic Program Units 625.000

<b>Special Education</b>	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000

<b>Elementary Fine Arts Program</b>	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000

<b>Bilingual Program</b>	HOURS	MEM	FTE	Factor		
1			0.00			
2			0.00			
3			0.00			
<b>Total Bilingual</b>		0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

<i>MEM</i>	[ ]	<i>Factor</i>		Elementary P.E. Units	0.000
		0.060			
				<b>TOTAL MEMBERSHIP PROGRAM UNITS</b>	<b>625.000</b>
				T & E Index (Oct 2011)	[ ] <b>1.092</b>

**National Board Certified Teachers**

<i>FTE:</i>	[ ]	<i>Factor</i>		<b>ADJUSTED PROGRAM UNITS</b>	<b>682.500</b>
		1.500		National Board Certified Teachers Units:	0.000
				District Size Adjustment Units	65.625
				<b>Charter Schools not eligible for District Size</b>	<b>(65.625)</b>

**Size Adjustment Units**

	<i>UNITS</i>		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Rural Isolation Units	0.000
Senior High	0.000		New District Adjustment Units	0.000
District Size	65.625		At Risk Units	0.000

<b>At-Risk Units</b>	<i>At-risk index</i>	<i>MEM</i>
2012-2013:	[ ]	500.00

**Charter Schools Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		Growth Units	0.000
			0.100		Charter Schools Student Activities Units	0.000
					<b>(Charters not eligible for CS Student Activities)</b>	<b>0.000</b>

**Home School Student Activities**

(Districts Only)	<i>MEM</i>	[ ]	<i>Factor</i>		Home School Student Activities Units	0.000
			0.100		<b>(Charters not eligible for Home School Student Activities)</b>	<b>0.000</b>

<b>TOTAL PROGRAM UNITS</b>	<b>682.500</b>
Save Harmless Units	0.000

<b>GROWTH &amp; SAVE HARMLESS CALCULATION DATA</b>	
<i>Projected Mem:</i>	500.00
(Enter the District Mem EXCLUDING Charter Mem)	
<i>Projected Mem:</i>	500.00
(Enter the District Mem EXCLUDING Charter Mem)	
<i>Projected Mem:</i>	[ ]
(Enter the District Mem EXCLUDING Charter Mem)	
<b>Save-Harmless Data</b>	
2012-2013 40th Day TOTAL PROGRAM UNITS	[ ]
(Not Grand Total Program Units)	
<b>Growth Data</b>	
2012-13 Operating Budget Calculation	0.000
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

<b>GRAND TOTAL UNITS</b>	<b>682.500</b>
x Unit Value	<b>\$3,668.18</b>

<b>PROGRAM COST</b>	<b>\$2,503,532.85</b>
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**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)	[ ]
Federal Impact Aid (44103)	[ ]
Federal Forest Reserve (44204)	[ ]
<b>Total Non-Cat Rev Credits</b>	<b>\$0.00</b>

<u>Less:</u> 75% of Non-Categorical Revenue Credits	\$0.00
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**Other Credits/Adjustments:**

Cash Balance Credit	[ ]
Energy Efficiency	[ ]
Energy Efficiency Renewable Bonds	[ ]
Other Misc Credits	[ ]
<b>Total Other Credits</b>	<b>\$0.00</b>

<u>Less:</u> Other Credits/Adjustments	\$0.00
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(\$50,070.66)

<b>STATE EQUALIZATION GUARANTEE</b>	<b>\$2,453,462.19</b>
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**SIZE ADJUSTMENT UNITS:**

PED 910B-5



## **APPENDIX K**

5-Year Budget Plan (attached)

## Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 11000-Operational Revenue								
		Revenue From Local Sources						
11000	0000	41701	Fees Activities					
11000	0000	41702	Fees Educational					
11000	0000	41705	Fees Users					
11000	0000	41706	Fees Summer School					
11000	0000	41920	Contributions and Donations From Private Sources					
		Revenue From State Sources						
11000	0000	43101	State Equalization Guarantee	\$1,765,953.56	\$2,853,385.56	\$3,325,205.17	\$2,453,462.19	\$2,453,462.19
11000		TOTAL: OPERATIONAL		<b>\$1,765,953.56</b>	<b>\$2,853,385.56</b>	<b>\$3,325,205.17</b>	<b>\$2,453,462.19</b>	<b>\$2,453,462.19</b>

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-1000 - Instruction													
	Personnel Services - Compensation													
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$555,000.00	11.00	\$774,000.00	15.00	\$979,000.00	19.00	\$979,000.00	19.00	\$979,000.00	19.00
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$53,000.00	1.00	\$106,000.00	2.00	\$106,000.00	2.00	\$106,000.00	2.00	\$106,000.00	2.00
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.										
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave										
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613	Salaries Expense: Separation Pay										
11000	1000	51100	1618	Salaries Expense: Athletics										
11000	1000	51100	1621	Salaries Expense: Summer School/After School										
11000	1000	51100	1624	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12										
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
				Total: Personnel Services Compensation	\$608,000.00	12.00	\$880,000.00	17.00	\$1,085,000.00	21.00	\$1,085,000.00	21.00	\$1,085,000.00	21.00
	Personnel Services - Employee Benefits													
11000	1000	52111	0000	Educational Retirement	\$182,400.00		\$264,000.00		\$325,500.00		\$325,500.00		\$325,500.00	
11000	1000	52112	0000	ERA - Retiree Health										
11000	1000	52210	0000	FICA Payments										
11000	1000	52220	0000	Medicare Payments										
11000	1000	52311	0000	Health and Medical Premiums										
11000	1000	52312	0000	Life										
11000	1000	52313	0000	Dental										
11000	1000	52314	0000	Vision										
11000	1000	52315	0000	Disability										
11000	1000	52316	0000	Other Insurance										
11000	1000	52500	0000	Unemployment Compensation										
11000	1000	52710	0000	Workers Compensation Premium										
11000	1000	52720	0000	Workers Compensation Employer's Fee										
11000	1000	52730	0000	Workers Compensation (Self Insured)										
11000	1000	52911	0000	Cafeteria Plan Fees										
11000	1000	52912	0000	Employee Assistance Programs										
11000	1000	52913	0000	Workers Compensation Employee Fees										
11000	1000	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services Employee Benefits	\$182,400.00		\$264,000.00		\$325,500.00		\$325,500.00		\$325,500.00	
	Purchased Professional and Technical Services													
11000	1000	53414	0000	Other Professional Services										
11000	1000	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	1000	55813	0000	Employee Travel - Non-Teachers										
11000	1000	55814	0000	Employee Training - Non-Teachers										
11000	1000	55817	0000	Student Travel										
11000	1000	55818	0000	Other Travel - Non-Employees										
11000	1000	55819	0000	Employee Travel - Teachers										
11000	1000	55820	0000	Employee Training - Teachers										
11000	1000	55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Supplies													
11000	1000	56112	0000	Other Textbooks										
11000	1000	56113	0000	Software										
11000	1000	56118	0000	General Supplies and Materials	\$160,359.96		\$293,135.16		\$435,141.17		\$203,398.19		\$203,398.19	
				Total: Supplies	\$160,359.96		\$293,135.16		\$435,141.17		\$203,398.19		\$203,398.19	
	Property													
11000	1000	57331	0000	Fixed Assets (more than \$5,000)										
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
				Total: Property	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	1000	TOTAL: INSTRUCTION			\$960,759.96	12.00	\$1,447,135.16	17.00	\$1,855,641.17	21.00	\$1,623,898.19	21.00	\$1,623,898.19	21.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-2100 - Support Services - Students													
	Personnel Services - Compensation													
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers	\$53,000.00	1.00	\$106,000.00	2.00	\$106,000.00	2.00	\$106,000.00	2.00	\$106,000.00	2.00
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants										
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000	2100	51100	1312	Salaries Expense: Speech Therapist										
11000	2100	51100	1313	Salaries Expense: Occupational Therapist										
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist										
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors										
11000	2100	51100	1316	Salaries Expense: Audiologists										
11000	2100	51100	1317	Salaries Expense: Interpreters										
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$53,000.00	1.00	\$106,000.00	2.00	\$106,000.00	2.00	\$106,000.00	2.00	\$106,000.00	2.00
	Personnel Services - Employee Benefits													
11000	2100	52111	0000	Educational Retirement	\$15,900.00		\$31,800.00		\$31,800.00		\$31,800.00		\$31,800.00	
11000	2100	52112	0000	ERA - Retiree Health										
11000	2100	52210	0000	FICA Payments										
11000	2100	52220	0000	Medicare Payments										
11000	2100	52311	0000	Health and Medical Premiums										
11000	2100	52312	0000	Life										
11000	2100	52313	0000	Dental										
11000	2100	52314	0000	Vision										
11000	2100	52315	0000	Disability										
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation										
11000	2100	52710	0000	Workers Compensation Premium										
11000	2100	52720	0000	Workers Compensation Employer's Fee										
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Cafeteria Plan Fees										
11000	2100	52912	0000	Employee Assistance Programs										
11000	2100	52913	0000	Workers Compensation Employee Fees										
11000	2100	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$15,900.00		\$31,800.00		\$31,800.00		\$31,800.00		\$31,800.00	
	Purchased Professional and Technical Services													
11000	2100	53211	0000	Diagnosticians - Contracted										
11000	2100	53212	0000	Speech Therapists - Contracted										
11000	2100	53213	0000	Occupational Therapists - Contracted										
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53216	0000	Audiologists - Contracted										
11000	2100	53217	0000	Interpreters - Contracted										
11000	2100	53218	0000	Specialists - Contracted										
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted										
11000	2100	53414	0000	Other Professional Services	\$15,470.40		\$20,627.20		\$30,940.80		\$30,940.80		\$30,940.80	
				Total: Purchased Professional and Tech Services	\$15,470.40		\$20,627.20		\$30,940.80		\$30,940.80		\$30,940.80	
	Purchased Professional and Technical Services													
11000	2100	53414	0000	Other Professional Services										
11000	2100	53711	0000	Other Charges										
				Total: Support Services - Students	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	2100	55200	0000	Property/Liability Insurance	\$20,000.00		\$23,000.00		\$26,000.00		\$26,000.00		\$26,000.00	
11000	2100	55813	0000	Employee Travel - Non-Teachers										
11000	2100	55814	0000	Employee Training - Non-Teachers										
11000	2100	55818	0000	Other Travel - Non-Employees										
11000	2100	55914	0000	Contracts - Interagency										
11000	2100	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$20,000.00		\$23,000.00		\$26,000.00		\$26,000.00		\$26,000.00	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Supplies												
11000	2100	56113	0000	Software										
11000	2100	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	TOTAL: SUPPORT SERVICES - STUDENTS			\$104,370.40	1.00	\$181,427.20	2.00	\$194,740.80	2.00	\$194,740.80	2.00	\$194,740.80	2.00
	Function-2200 - Support Services - Instruction													
		Personnel Services - Compensation												
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist										
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants										
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2200	52111	0000	Educational Retirement										
11000	2200	52112	0000	ERA - Retiree Health										
11000	2200	52210	0000	FICA Payments										
11000	2200	52220	0000	Medicare Payments										
11000	2200	52311	0000	Health and Medical Premiums										
11000	2200	52312	0000	Life										
11000	2200	52313	0000	Dental										
11000	2200	52314	0000	Vision										
11000	2200	52315	0000	Disability										
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation										
11000	2200	52710	0000	Workers Compensation Premium										
11000	2200	52720	0000	Workers Compensation Employer's Fee										
11000	2200	52730	0000	Workers Compensation (Self Insured)										
11000	2200	52911	0000	Cafeteria Plan Fees										
11000	2200	52912	0000	Employee Assistance Programs										
11000	2200	52913	0000	Workers Compensation Employee Fees										
11000	2200	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2200	53414	0000	Other Professional Services										
11000	2200	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	2200	55813	0000	Employee Travel - Non-Teachers										
11000	2200	55814	0000	Employee Training - Non-Teachers										
11000	2200	55818	0000	Other Travel - Non-Employees										
11000	2200	55914	0000	Contracts - Interagency										
11000	2200	55915	0000	Other Contract Services	\$8,923.20		\$8,923.20		\$8,923.20		\$8,923.20		\$8,923.20	
				Total: Other Purchased Services	\$8,923.20		\$8,923.20		\$8,923.20		\$8,923.20		\$8,923.20	
		Supplies												
11000	2200	56113	0000	Software										
11000	2200	56114	0000	Library And Audio-Visual										
11000	2200	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2200	57331	0000	Fixed Assets (more than \$5,000)										
11000	2200	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2200	TOTAL: SUPPORT SERVICES - INSTRUCTION			\$8,923.20	0.00	\$8,923.20	0.00	\$8,923.20	0.00	\$8,923.20	0.00	\$8,923.20	0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-2300 - General Administration													
	Personnel Services - Compensation													
11000	2300	51100	1113	Salaries Expense: Administrative Associates	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00
11000	2300	51100	1114	Salaries Expense: Administrative Assistants										
11000	2300	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00
11000	2300	51100	1511	Salaries Expense: Data Processing	\$63,000.00	1.00	\$63,000.00	1.00	\$63,000.00	1.00	\$63,000.00	1.00	\$63,000.00	1.00
	Total: Personnel Services - Compensation				<b>\$143,000.00</b>	<b>3.00</b>								
	Personnel Services - Employee Benefits													
11000	2300	52111	0000	Educational Retirement	\$42,900.00		\$42,900.00		\$42,900.00		\$42,900.00		\$42,900.00	
11000	2300	52112	0000	ERA - Retiree Health										
11000	2300	52210	0000	FICA Payments										
11000	2300	52220	0000	Medicare Payments										
11000	2300	52311	0000	Health and Medical Premiums										
11000	2300	52312	0000	Life										
11000	2300	52313	0000	Dental										
11000	2300	52314	0000	Vision										
11000	2300	52315	0000	Disability										
11000	2300	52316	0000	Other Insurance										
11000	2300	52500	0000	Unemployment Compensation										
11000	2300	52710	0000	Workers Compensation Premium										
11000	2300	52720	0000	Workers Compensation Employer's Fee										
11000	2300	52730	0000	Workers Compensation (Self Insured)										
11000	2300	52911	0000	Cafeteria Plan Fees										
11000	2300	52912	0000	Employee Assistance Programs										
11000	2300	52913	0000	Workers Compensation Employee Fees										
11000	2300	52914	0000	Deferred Sick Leave Reserve										
	Total: Personnel Services - Employee Benefits				<b>\$42,900.00</b>		<b>\$42,900.00</b>		<b>\$42,900.00</b>		<b>\$42,900.00</b>		<b>\$42,900.00</b>	
	Purchased Professional and Technical Services													
11000	2300	53411	0000	Auditing	\$13,000.00		\$13,000.00		\$13,000.00		\$13,000.00		\$13,000.00	
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2300	53414	0000	Other Professional Services										
11000	2300	53711	0000	Other Charges										
	Total: Purchased Professional and Tech Services				<b>\$23,000.00</b>		<b>\$23,000.00</b>		<b>\$23,000.00</b>		<b>\$23,000.00</b>		<b>\$23,000.00</b>	
	Other Purchased Services													
11000	2300	55400	0000	Advertising	\$8,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2300	55811	0000	Board Travel										
11000	2300	55812	0000	Board Training	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2300	55813	0000	Employee Travel - Non-Teachers										
11000	2300	55814	0000	Employee Training - Non-Teachers										
11000	2300	55818	0000	Other Travel - Non-Employees										
11000	2300	55914	0000	Contracts - Interagency										
11000	2300	55915	0000	Other Contract Services										
	Total: Other Purchased Services				<b>\$9,000.00</b>		<b>\$6,000.00</b>		<b>\$6,000.00</b>		<b>\$6,000.00</b>		<b>\$6,000.00</b>	
	Supplies													
11000	2300	56113	0000	Software	\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00	
11000	2300	56115	0000	Board Expenses										
11000	2300	56118	0000	General Supplies and Materials										
	Total: Supplies				<b>\$4,000.00</b>		<b>\$4,000.00</b>		<b>\$4,000.00</b>		<b>\$4,000.00</b>		<b>\$4,000.00</b>	
	Property													
11000	2300	57331	0000	Fixed Assets (more than \$5,000)										
11000	2300	57332	0000	Supply Assets (\$5,000 or less)										
	Total: Property				<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
11000	2300	TOTAL: GENERAL ADMINISTRATION			<b>\$221,900.00</b>	<b>3.00</b>	<b>\$218,900.00</b>	<b>3.00</b>	<b>\$218,900.00</b>	<b>3.00</b>	<b>\$218,900.00</b>	<b>3.00</b>	<b>\$218,900.00</b>	<b>3.00</b>
	Function-2400 - School Administration													
	Personnel Services - Compensation													
11000	2400	51100	1112	Salaries Expense: Principal	\$90,000.00	1.00	\$90,000.00	1.00	\$90,000.00	1.00	\$90,000.00	1.00	\$90,000.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	\$75,000.00	1.00	\$75,000.00	1.00	\$75,000.00	1.00	\$75,000.00	1.00	\$75,000.00	1.00
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2400	51100	1511	Salaries Expense: Data Processing										
	Total: Personnel Services - Compensation				<b>\$165,000.00</b>	<b>2.00</b>								

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Personnel Services - Employee Benefits												
11000	2400	52111	0000	Educational Retirement	\$49,500.00		\$49,500.00		\$49,500.00		\$49,500.00		\$49,500.00	
11000	2400	52112	0000	ERA - Retiree Health										
11000	2400	52210	0000	FICA Payments										
11000	2400	52220	0000	Medicare Payments										
11000	2400	52311	0000	Health and Medical Premiums										
11000	2400	52312	0000	Life										
11000	2400	52313	0000	Dental										
11000	2400	52314	0000	Vision										
11000	2400	52315	0000	Disability										
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation										
11000	2400	52710	0000	Workers Compensation Premium										
11000	2400	52720	0000	Workers Compensation Employer's Fee										
11000	2400	52730	0000	Workers Compensation (Self Insured)										
11000	2400	52911	0000	Cafeteria Plan Fees										
11000	2400	52912	0000	Employee Assistance Programs										
11000	2400	52913	0000	Workers Compensation Employee Fees										
11000	2400	52914	0000	Deferred Sick Leave Reserve										
		Total: Personnel Services - Employee Benefits			\$49,500.00		\$49,500.00		\$49,500.00		\$49,500.00		\$49,500.00	
		Purchased Professional and Technical Services												
11000	2400	53414	0000	Other Professional Services										
11000	2400	53711	0000	Other Charges										
		Total: Purchased Professional and Technical Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	2400	55813	0000	Employee Travel - Non-Teachers										
11000	2400	55814	0000	Employee Training - Non-Teachers										
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services										
		Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2400	56113	0000	Software										
11000	2400	56118	0000	General Supplies and Materials	\$10,000.00		\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
		Total: Supplies			\$10,000.00		\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
		Property												
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
		Total: Property			\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2400	TOTAL: SCHOOL ADMINISTRATION			\$229,500.00	2.00	\$239,500.00	2.00	\$239,500.00	2.00	\$239,500.00	2.00	\$239,500.00	2.00
		Function-2500 - Central Services												
		Personnel Services - Compensation												
11000	2500	51100	1113	Salaries Expense: Administrative Associates										
11000	2500	51100	1114	Salaries Expense: Administrative Assistants										
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager	\$50,000.00		\$50,000.00		\$50,000.00		\$50,000.00		\$50,000.00	
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2500	51100	1220	Salaries Expense: Business Office Support										
11000	2500	51100	1511	Salaries Expense: Data Processing										
		Total: Personnel Services - Compensation			\$50,000.00	0.00	\$50,000.00	0.00	\$50,000.00	0.00	\$50,000.00	0.00	\$50,000.00	0.00
		Personnel Services - Employee Benefits												
11000	2500	52111	0000	Educational Retirement										
11000	2500	52112	0000	ERA - Retiree Health										
11000	2500	52210	0000	FICA Payments										
11000	2500	52220	0000	Medicare Payments										
11000	2500	52311	0000	Health and Medical Premiums										
11000	2500	52312	0000	Life										
11000	2500	52313	0000	Dental										
11000	2500	52314	0000	Vision										
11000	2500	52315	0000	Disability										
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation										
11000	2500	52710	0000	Workers Compensation Premium										
11000	2500	52720	0000	Workers Compensation Employer's Fee										
11000	2500	52730	0000	Workers Compensation (Self Insured)										
11000	2500	52911	0000	Cafeteria Plan Fees										
11000	2500	52912	0000	Employee Assistance Programs										
11000	2500	52913	0000	Workers Compensation Employee Fees										
11000	2500	52914	0000	Deferred Sick Leave Reserve										
		Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Purchased Professional and Technical Services												
11000	2500	53414	0000	Other Professional Services										
11000	2500	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	2500	55400	0000	Advertising										
11000	2500	55813	0000	Employee Travel - Non-Teachers										
11000	2500	55814	0000	Employee Training - Non-Teachers										
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2500	56113	0000	Software										
11000	2500	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2500	57331	0000	Fixed Assets (more than \$5,000)										
11000	2500	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	TOTAL: CENTRAL SERVICES			\$50,000.00	0.00	\$50,000.00	0.00	\$50,000.00	0.00	\$50,000.00	0.00	\$50,000.00	0.00
		Function-2600 - Operation and Maintenance of Plant												
		Personnel Services - Compensation												
11000	2600	51100	1113	Salaries Expense: Administrative Associates										
11000	2600	51100	1114	Salaries Expense: Administrative Assistants										
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2600	51100	1219	Salaries Expense: Duty Personnel										
11000	2600	51100	1614	Salaries Expense: Maintenance	\$25,000.00	1.00	\$25,000.00	1.00	\$25,000.00	1.00	\$25,000.00	1.00	\$25,000.00	1.00
11000	2600	51100	1615	Salaries Expense: Custodial										
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards										
				Total: Personnel Services - Compensation	\$25,000.00	1.00	\$25,000.00	1.00	\$25,000.00	1.00	\$25,000.00	1.00	\$25,000.00	1.00
		Personnel Services - Employee Benefits												
11000	2600	52111	0000	Educational Retirement	\$7,500.00		\$7,500.00		\$7,500.00		\$7,500.00		\$7,500.00	
11000	2600	52112	0000	ERA - Retiree Health										
11000	2600	52210	0000	FICA Payments										
11000	2600	52220	0000	Medicare Payments										
11000	2600	52311	0000	Health and Medical Premiums										
11000	2600	52312	0000	Life										
11000	2600	52313	0000	Dental										
11000	2600	52314	0000	Vision										
11000	2600	52315	0000	Disability										
11000	2600	52316	0000	Other Insurance										
11000	2600	52500	0000	Unemployment Compensation										
11000	2600	52710	0000	Workers Compensation Premium										
11000	2600	52720	0000	Workers Compensation Employer's Fee										
11000	2600	52730	0000	Workers Compensation (Self Insured)										
11000	2600	52911	0000	Cafeteria Plan Fees										
11000	2600	52912	0000	Employee Assistance Programs										
11000	2600	52913	0000	Workers Compensation Employee Fees										
11000	2600	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$7,500.00		\$7,500.00		\$7,500.00		\$7,500.00		\$7,500.00	
		Purchased Professional and Technical Services												
11000	2600	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Property Services												
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment	\$8,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$12,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
11000	2600	54313	0000	Maintenance & Repair - Vehicles										
11000	2600	54411	0000	Electricity	\$10,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
11000	2600	54412	0000	Natural Gas (Buildings)	\$15,000.00		\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
11000	2600	54413	0000	Propane/Butane (Buildings)										
11000	2600	54414	0000	Other Energy (Buildings)										
11000	2600	54415	0000	Water/Sewage	\$8,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2600	54416	0000	Communication Services	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2600	54610	0000	Rental - Land and Buildings	\$100,000.00		\$600,000.00		\$650,000.00		\$10,000.00		\$10,000.00	
11000	2600	54620	0000	Rental - Equipment and Vehicles										
11000	2600	54630	0000	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$158,000.00		\$675,000.00		\$725,000.00		\$85,000.00		\$85,000.00	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
				Other Purchased Services										
11000	2600	55200	0000	Property/Liability Insurance										
11000	2600	55813	0000	Employee Travel - Non-Teachers										
11000	2600	55814	0000	Employee Training - Non-Teachers										
11000	2600	55914	0000	Contracts - Interagency										
11000	2600	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies										
11000	2600	56113	0000	Software										
11000	2600	56118	0000	General Supplies and Materials										
11000	2600	56210	0000	Natural Gas (Vehicles)										
11000	2600	56211	0000	Gasoline										
11000	2600	56212	0000	Diesel Fuel										
11000	2600	56213	0000	Propane (Vehicles)										
11000	2600	56214	0000	Lubricants/Anti-Freeze										
11000	2600	56215	0000	Tires/Tubes										
11000	2600	56216	0000	Maintenance Supplies/Parts										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property										
11000	2600	57331	0000	Fixed Assets (more than \$5,000)										
11000	2600	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	TOTAL: OPERATION AND MAINTENANCE OF PLANT			\$190,500.00	1.00	\$707,500.00	1.00	\$757,500.00	1.00	\$117,500.00	1.00	\$117,500.00	1.00
	Function-2700 - Student Transportation													
				Personnel Services - Compensation										
11000	2700	51100	1113	Salaries Expense: Administrative Associates										
11000	2700	51100	1114	Salaries Expense: Administrative Assistants										
11000	2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				Personnel Services - Employee Benefits										
11000	2700	52111	0000	Educational Retirement										
11000	2700	52112	0000	ERA - Retiree Health										
11000	2700	52210	0000	FICA Payments										
11000	2700	52220	0000	Medicare Payments										
11000	2700	52311	0000	Health and Medical Premiums										
11000	2700	52312	0000	Life										
11000	2700	52313	0000	Dental										
11000	2700	52314	0000	Vision										
11000	2700	52315	0000	Disability										
11000	2700	52316	0000	Other Insurance										
11000	2700	52500	0000	Unemployment Compensation										
11000	2700	52710	0000	Workers Compensation Premium										
11000	2700	52720	0000	Workers Compensation Employer's Fee										
11000	2700	52730	0000	Workers Compensation (Self Insured)										
11000	2700	52911	0000	Cafeteria Plan Fees										
11000	2700	52912	0000	Employee Assistance Programs										
11000	2700	52913	0000	Workers Compensation Employee Fees										
11000	2700	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased Professional and Technical Services										
11000	2700	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased Property Services										
11000	2700	55111	0000	Transportation Per-Capita Feeders										
11000	2700	55112	0000	Transportation Contractors										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	TOTAL: STUDENT TRANSPORTATION			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	2000	TOTAL: SUPPORT SERVICES			\$805,193.60	7.00	\$1,406,250.40	8.00	\$1,469,564.00	8.00	\$829,564.00	8.00	\$829,564.00	8.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-3100 - Food Service Operations													
	Personnel Services - Compensation													
11000	3100	51100	1113	Salaries Expense: Administrative Associates										
11000	3100	51100	1114	Salaries Expense: Administrative Assistants										
11000	3100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	3100	51100	1617	Salaries Expense: Food Service										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Personnel Services - Employee Benefits													
11000	3100	52111	0000	Educational Retirement										
11000	3100	52112	0000	ERA - Retiree Health										
11000	3100	52210	0000	FICA Payments										
11000	3100	52220	0000	Medicare Payments										
11000	3100	52311	0000	Health and Medical Premiums										
11000	3100	52312	0000	Life										
11000	3100	52313	0000	Dental										
11000	3100	52314	0000	Vision										
11000	3100	52315	0000	Disability										
11000	3100	52316	0000	Other Insurance										
11000	3100	52500	0000	Unemployment Compensation										
11000	3100	52710	0000	Workers Compensation Premium										
11000	3100	52720	0000	Workers Compensation Employer's Fee										
11000	3100	52730	0000	Workers Compensation (Self Insured)										
11000	3100	52911	0000	Cafeteria Plan Fees										
11000	3100	52912	0000	Employee Assistance Programs										
11000	3100	52913	0000	Workers Compensation Employee Fees										
11000	3100	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Function-3100 - Food Service Operations													
	Purchased Professional and Technical Services													
11000	3100	53411	0000	Auditing										
11000	3100	53413	0000	Legal										
11000	3100	53414	0000	Other Professional Services										
11000	3100	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Purchased Property Services													
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds										
11000	3100	54313	0000	Maintenance & Repair - Vehicles										
11000	3100	54411	0000	Electricity										
11000	3100	54412	0000	Natural Gas (Buildings)										
11000	3100	54413	0000	Propane/Butane (Buildings)										
11000	3100	54414	0000	Other Energy (Buildings)										
11000	3100	54415	0000	Water/Sewage										
11000	3100	54416	0000	Communication Services										
11000	3100	54610	0000	Rental - Land and Buildings										
11000	3100	54620	0000	Rental - Equipment and Vehicles										
11000	3100	54630	0000	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	3100	55813	0000	Employee Travel - Non-Teachers										
11000	3100	55814	0000	Employee Training - Non-Teachers										
11000	3100	55914	0000	Contracts - Interagency										
11000	3100	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Supplies													
11000	3100	56113	0000	Software										
11000	3100	56116	0000	Food										
11000	3100	56117	0000	Non-Food										
11000	3100	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Property													
11000	3100	57331	0000	Fixed Assets (more than \$5,000)										
11000	3100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100			TOTAL: FOOD SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-3300 - Community Services Operations													
	Personnel Services - Compensation													
11000	3300	51100	1619	Salaries Expense: Adult Education										
11000	3300	51100	1620	Salaries Expense: Recreation										
11000	3300	51100	1621	Salaries Expense: Summer School/After School										
11000	3300	51100	1622	Salaries Expense: Bus Drivers										
11000	3300	51100	1625	Salaries Expense: Extended Services to Students										
	Total: Personnel Services - Compensation				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Personnel Services - Employee Benefits													
11000	3300	52111	0000	Educational Retirement										
11000	3300	52112	0000	ERA - Retiree Health										
11000	3300	52210	0000	FICA Payments										
11000	3300	52220	0000	Medicare Payments										
11000	3300	52311	0000	Health and Medical Premiums										
11000	3300	52312	0000	Life										
11000	3300	52313	0000	Dental										
11000	3300	52314	0000	Vision										
11000	3300	52315	0000	Disability										
11000	3300	52316	0000	Other Insurance										
11000	3300	52500	0000	Unemployment Compensation										
11000	3300	52710	0000	Workers Compensation Premium										
11000	3300	52720	0000	Workers Compensation Employer's Fee										
11000	3300	52730	0000	Workers Compensation (Self Insured)										
11000	3300	52911	0000	Cafeteria Plan Fees										
11000	3300	52912	0000	Employee Assistance Programs										
11000	3300	52913	0000	Workers Compensation Employee Fees										
11000	3300	52914	0000	Deferred Sick Leave Reserve										
	Total: Personnel Services - Employee Benefits				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	3300	55200	0000	Property/Liability Insurance										
11000	3300	55813	0000	Employee Travel - Non-Teachers										
11000	3300	55814	0000	Employee Training - Non-Teachers										
11000	3300	55817	0000	Student Travel										
11000	3300	55818	0000	Other Travel - Non-Employees										
11000	3300	55914	0000	Contracts - Interagency										
11000	3300	55915	0000	Other Contract Services										
	Total: Other Purchased Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Supplies													
11000	3300	56118	0000	General Supplies and Materials										
	Total: Supplies				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	3000			TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000				TOTAL: OPERATIONAL FUND	\$1,765,953.56	19.00	\$2,853,385.56	25.00	\$3,325,205.17	29.00	\$2,453,462.19	29.00	\$2,453,462.19	29.00
					\$1,765,953.56		\$2,853,385.56		\$3,325,205.17		\$2,453,462.19		\$2,453,462.19	
					\$1,765,953.56		\$2,853,385.56		\$3,325,205.17		\$2,453,462.19		\$2,453,462.19	
				DIFFERENCE	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

## APPENDIX L

### EMPLOYEE SALARY SCHEDULES

#### PROPOSED SALARY SCHEDULE – LICENSED INSTRUCTIONAL STAFF – LEVEL I

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YRS	BA	BA+15	BA+45	MA+15	MA+45/PhD
0	\$32,176	\$33,143	\$33,412	\$34,438	\$36,357
1	\$32,821	\$33,807	\$34,081	\$35,128	\$37,085
2	\$33,804	\$34,137	\$35,416	\$36,668	\$38,848
3	\$34,136	\$34,252	\$35,485	\$37,213	\$39,482
4	\$34,252	\$34,366	\$35,574	\$37,757	\$40,048
5	\$34,366	\$34,480	\$36,113	\$38,301	\$40,614
6	\$34,480	\$34,595	\$36,653	\$38,847	\$41,181
7	\$34,595	\$34,710	\$37,192	\$39,391	\$41,748
8	\$34,710	\$34,824	\$38,117	\$39,936	\$42,316
9	\$34,824	\$35,105	\$38,659	\$40,483	\$42,884
10	\$34,938	\$35,633	\$39,199	\$41,030	\$43,450
11	\$35,105	\$36,158	\$39,740	\$41,575	\$44,019
12	\$35,633	\$36,685	\$40,283	\$42,119	\$44,587
13	\$36,158	\$37,211	\$40,823	\$42,666	\$45,154
14	\$37,211	\$38,265	\$41,908	\$43,762	\$46,294
15	\$38,265	\$39,319	\$42,990	\$44,857	\$47,430
16	\$39,319	\$40,372	\$44,075	\$45,952	\$48,567
17	\$40,372	\$41,424	\$45,158	\$47,044	\$49,704
18	\$41,424	\$42,477	\$46,243	\$48,140	\$50,844
19	\$42,477	\$43,531	\$47,328	\$49,232	\$51,978
20	\$42,637	\$44,582	\$48,413	\$50,327	\$53,117
21	\$42,797	\$45,637	\$49,493	\$51,419	\$54,253
22	\$42,957	\$46,688	\$50,577	\$52,514	\$55,391
23	\$43,114	\$46,848	\$51,662	\$53,607	\$56,529
24	\$43,276	\$47,009	\$52,747	\$54,702	\$57,667
25	\$43,434	\$47,167	\$53,829	\$55,796	\$58,806
26	\$43,594	\$47,329	\$54,915	\$56,891	\$59,942

184-day/7.25 hours per day contract  
 Up to 10 years out-of-district experience will be granted.  
 Only university credits will be applied for salary credit.

PROPOSED SALARY SCHEDULE – LICENSED INSTRUCTIONAL STAFF – LEVEL II

---

YRS	BA	BA+15	BA+45	MA+15	MA+45/PhD
0	\$42,231	\$42,611	\$43,463	\$44,322	\$45,219
1	\$43,077	\$43,464	\$44,333	\$45,220	\$46,124
2	\$44,368	\$44,778	\$45,660	\$46,091	\$46,521
3	\$44,478	\$44,910	\$45,751	\$46,197	\$46,637
4	\$44,589	\$45,011	\$45,843	\$46,303	\$46,755
5	\$44,702	\$45,115	\$45,935	\$46,409	\$46,871
6	\$44,813	\$45,205	\$46,026	\$46,516	\$46,988
7	\$44,925	\$45,298	\$46,118	\$46,623	\$47,106
8	\$45,037	\$45,412	\$46,210	\$46,730	\$47,224
9	\$45,150	\$45,585	\$46,303	\$46,837	\$47,341
10	\$45,263	\$45,678	\$46,396	\$46,946	\$47,460
11	\$45,376	\$45,873	\$46,489	\$47,054	\$47,579
12	\$45,489	\$45,965	\$46,581	\$47,162	\$47,697
13	\$45,603	\$46,050	\$46,674	\$47,270	\$47,817
14	\$45,717	\$46,152	\$46,768	\$47,379	\$47,936
15	\$45,832	\$46,247	\$47,067	\$48,097	\$48,056
16	\$45,946	\$46,443	\$47,263	\$48,462	\$48,177
17	\$46,061	\$46,535	\$47,495	\$48,930	\$48,297
18	\$46,176	\$46,630	\$47,841	\$49,348	\$49,745
19	\$46,292	\$46,712	\$47,943	\$49,796	\$51,610
20	\$46,407	\$46,978	\$48,824	\$50,327	\$51,751
21	\$46,523	\$47,134	\$49,493	\$51,420	\$53,751
22	\$46,640	\$47,193	\$50,578	\$52,515	\$54,879
23	\$46,756	\$47,355	\$51,662	\$53,607	\$56,006
24	\$46,873	\$47,414	\$52,746	\$54,702	\$57,133
25	\$46,990	\$47,574	\$53,829	\$55,796	\$58,261
26	\$47,108	\$47,633	\$54,915	\$56,891	\$59,387

184-day/7.25 hours per day contract  
 Up to 10 years out-of-district experience will be granted.  
 Only university credits will be applied for salary credit.

PROPOSED SALARY SCHEDULE – LICENSED INSTRUCTIONAL STAFF – LEVEL III

---

YRS	MA/NBC	MA+15	MA+45PhD
0	\$50,275	\$50,275	\$50,275
1	\$51,282	\$51,283	\$51,284
2	\$51,283	\$51,284	\$51,285
3	\$51,284	\$51,285	\$51,286
4	\$51,285	\$51,286	\$51,287
5	\$51,286	\$51,287	\$51,288
6	\$51,287	\$51,288	\$51,289
7	\$51,288	\$51,289	\$51,290
8	\$51,289	\$51,290	\$51,291
9	\$51,290	\$51,291	\$51,292
10	\$51,291	\$51,292	\$51,293
11	\$51,292	\$51,293	\$51,294
12	\$51,293	\$51,294	\$51,295
13	\$51,294	\$51,295	\$51,296
14	\$51,295	\$51,296	\$51,297
15	\$51,296	\$51,297	\$51,298
16	\$51,297	\$51,298	\$51,299
17	\$51,298	\$51,299	\$51,300
18	\$51,299	\$51,300	\$51,301
19	\$51,300	\$51,301	\$51,498
20	\$51,301	\$51,302	\$52,625
21	\$51,302	\$51,419	\$53,751
22	\$51,303	\$52,563	\$54,879
23	\$51,662	\$53,608	\$56,058
24	\$52,747	\$54,702	\$57,186
25	\$53,829	\$55,796	\$58,260
26	\$54,915	\$56,891	\$59,387

184-day/7.25 hours per day contract  
Up to 10 years out-of-district experience will be granted.  
Only university credits will be applied for salary credit.

## APPENDIX M

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## APPENDIX N

### STANDARDS ALIGNMENT WITH THE SCIENCE CURRICULUM

The table below demonstrates how the science standards have been divided into their appropriate seminars.

NEW MEXICO STATE STANDARDS, GRADES 9-12 (SCIENCE)	SEMINAR
<p><b>I-I-III.</b></p> <p>1. CREATE MULTIPLE DISPLAYS OF DATA TO ANALYZE AND EXPLAIN THE RELATIONSHIPS IN SCIENTIFIC INVESTIGATIONS.</p> <p>2. USE MATHEMATICAL MODELS TO DESCRIBE, EXPLAIN, AND PREDICT NATURAL PHENOMENA.</p> <p>3. USE TECHNOLOGIES TO QUANTIFY RELATIONSHIPS IN SCIENTIFIC HYPOTHESES (E.G., CALCULATORS, COMPUTER SPREADSHEETS AND DATABASES, GRAPHING SOFTWARE, SIMULATIONS, MODELING).</p> <p>4. IDENTIFY AND APPLY MEASUREMENT TECHNIQUES AND CONSIDER POSSIBLE EFFECTS OF MEASUREMENT ERRORS.</p> <p>5. USE MATHEMATICS TO EXPRESS AND ESTABLISH SCIENTIFIC RELATIONSHIPS (E.G., SCIENTIFIC NOTATION, VECTORS, DIMENSIONAL ANALYSIS).</p>	<p>NO SPECIFIC SEMINAR</p> <p>WILL BE COVERED REPEATEDLY THROUGHOUT ALL SCIENCE SEMINARS</p>
<p><b>I-I-I.</b></p> <p><b>SCIENTIFIC THINKING AND PRACTICE</b></p> <p>1. DESCRIBE THE ESSENTIAL COMPONENTS OF AN INVESTIGATION, INCLUDING APPROPRIATE METHODOLOGIES, PROPER EQUIPMENT, AND SAFETY PRECAUTIONS.</p> <p>2. DESIGN AND CONDUCT SCIENTIFIC INVESTIGATIONS THAT INCLUDE:</p> <ul style="list-style-type: none"> <li>• TESTABLE HYPOTHESES</li> <li>• CONTROLS AND VARIABLES</li> <li>• METHODS TO COLLECT, ANALYZE, AND INTERPRET DATA</li> <li>• RESULTS THAT ADDRESS HYPOTHESES BEING INVESTIGATED</li> <li>• PREDICTIONS BASED ON RESULTS</li> <li>• RE-EVALUATION OF HYPOTHESES AND ADDITIONAL EXPERIMENTATION AS NECESSARY</li> </ul>	<p>SCIENTIFIC METHOD</p> <p>(WILL ADDITIONALLY BE COVERED REPEATEDLY THROUGHOUT ALL SCIENCE SEMINARS)</p>

- ERROR ANALYSIS.

3. USE APPROPRIATE TECHNOLOGIES TO COLLECT, ANALYZE, AND COMMUNICATE SCIENTIFIC DATA (E.G., COMPUTERS, CALCULATORS, BALANCES, MICROSCOPES).

4. CONVEY RESULTS OF INVESTIGATIONS USING SCIENTIFIC CONCEPTS, METHODOLOGIES, AND EXPRESSIONS, INCLUDING:

- SCIENTIFIC LANGUAGE AND SYMBOLS
- DIAGRAMS, CHARTS, AND OTHER DATA DISPLAYS
- MATHEMATICAL EXPRESSIONS AND PROCESSES (E.G., MEAN, MEDIAN, SLOPE, PROPORTIONALITY)
- CLEAR, LOGICAL, AND CONCISE COMMUNICATION
- REASONED ARGUMENTS.

5. UNDERSTAND HOW SCIENTIFIC THEORIES ARE USED TO EXPLAIN AND PREDICT NATURAL PHENOMENA (E.G., PLATE TECTONICS, OCEAN CURRENTS, STRUCTURE OF ATOM).

I-I-II.

#### **SCIENTIFIC THINKING AND PRACTICE**

1. UNDERSTAND HOW SCIENTIFIC PROCESSES PRODUCE VALID, RELIABLE RESULTS, INCLUDING:

- CONSISTENCY OF EXPLANATIONS WITH DATA AND OBSERVATIONS
- OPENNESS TO PEER REVIEW
- FULL DISCLOSURE AND EXAMINATION OF ASSUMPTIONS
- TESTABILITY OF HYPOTHESES
- REPEATABILITY OF EXPERIMENTS AND REPRODUCIBILITY OF RESULTS.

2. USE SCIENTIFIC REASONING AND VALID LOGIC TO RECOGNIZE:

- FAULTY LOGIC
- CAUSE AND EFFECT
- THE DIFFERENCE BETWEEN OBSERVATION AND UNSUBSTANTIATED INFERENCES AND CONCLUSIONS
- POTENTIAL BIAS.

3. UNDERSTAND HOW NEW DATA AND OBSERVATIONS CAN RESULT IN NEW SCIENTIFIC KNOWLEDGE.

4. CRITICALLY ANALYZE AN ACCEPTED EXPLANATION BY REVIEWING CURRENT SCIENTIFIC KNOWLEDGE.

5. EXAMINE INVESTIGATIONS OF CURRENT INTEREST IN SCIENCE (E.G., SUPERCONDUCTIVITY, MOLECULAR MACHINES, AGE OF THE UNIVERSE).

6. EXAMINE THE SCIENTIFIC PROCESSES AND LOGIC USED IN INVESTIGATIONS OF PAST EVENTS (E.G., USING DATA FROM CRIME SCENES, FOSSILS), INVESTIGATIONS THAT CAN BE PLANNED IN ADVANCE BUT ARE ONLY DONE ONCE (E.G., EXPENSIVE OR TIME-CONSUMING EXPERIMENTS SUCH AS MEDICAL CLINICAL TRIALS), AND INVESTIGATIONS OF PHENOMENA THAT CAN BE REPEATED EASILY AND FREQUENTLY.

**II-I-I.**

**PROPERTIES OF MATTER**

1. CLASSIFY MATTER IN A VARIETY OF WAYS (E.G., ELEMENT, COMPOUND, MIXTURE; SOLID, LIQUID, GAS; ACIDIC, BASIC, NEUTRAL).
2. IDENTIFY, MEASURE, AND USE A VARIETY OF PHYSICAL AND CHEMICAL PROPERTIES (E.G., ELECTRICAL CONDUCTIVITY, DENSITY, VISCOSITY, CHEMICAL REACTIVITY, PH, MELTING POINT).
3. KNOW HOW TO USE PROPERTIES TO SEPARATE MIXTURES INTO PURE SUBSTANCES (E.G., DISTILLATION, CHROMATOGRAPHY, SOLUBILITY).
4. DESCRIBE TRENDS IN PROPERTIES (E.G., IONIZATION ENERGY OR REACTIVITY AS A FUNCTION OF LOCATION ON THE PERIODIC TABLE, BOILING POINT OF ORGANIC LIQUIDS AS A FUNCTION OF MOLECULAR WEIGHT).

**II-I-I.**

**STRUCTURE OF MATTER**

5. UNDERSTAND THAT MATTER IS MADE OF ATOMS AND THAT ATOMS ARE MADE OF SUBATOMIC PARTICLES.
6. UNDERSTAND ATOMIC STRUCTURE, INCLUDING:
  - MOST SPACE OCCUPIED BY ELECTRONS
  - NUCLEUS MADE OF PROTONS AND NEUTRONS
  - ISOTOPES OF AN ELEMENT
  - MASSES OF PROTON AND NEUTRON 2000 TIMES GREATER THAN MASS OF ELECTRON
  - ATOM HELD TOGETHER BY PROTON-ELECTRON ELECTRICAL FORCES.
7. EXPLAIN HOW ELECTRONS DETERMINE THE PROPERTIES OF SUBSTANCES BY:
  - INTERACTIONS BETWEEN ATOMS THROUGH TRANSFERRING OR SHARING VALENCE ELECTRONS
  - IONIC AND COVALENT BONDS
  - THE ABILITY OF CARBON TO FORM A DIVERSE ARRAY OF ORGANIC STRUCTURES.
8. MAKE PREDICTIONS ABOUT ELEMENTS USING THE PERIODIC TABLE (E.G., NUMBER OF VALENCE ELECTRONS, METALLIC CHARACTER, REACTIVITY, CONDUCTIVITY, TYPE OF BOND BETWEEN ELEMENTS).
9. UNDERSTAND HOW THE TYPE AND ARRANGEMENT OF ATOMS AND THEIR BONDS DETERMINE MACROSCOPIC PROPERTIES (E.G., BOILING POINT, ELECTRICAL CONDUCTIVITY, HARDNESS OF MINERALS).
10. KNOW THAT STATES OF MATTER (I.E., SOLID, LIQUID, GAS) DEPEND ON THE ARRANGEMENT OF ATOMS AND MOLECULES AND ON THEIR FREEDOM OF MOTION.

CHEMICAL  
PROPERTIES

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<p><b>II-I-I.</b></p> <p><b>CHEMICAL REACTIONS</b></p> <p>12. KNOW THAT CHEMICAL REACTIONS INVOLVE THE REARRANGEMENT OF ATOMS, AND THAT THEY OCCUR ON MANY TIMESCALES (E.G., PICOSECONDS TO MILLENNIA).</p> <p>14. KNOW HOW TO EXPRESS CHEMICAL REACTIONS WITH BALANCED EQUATIONS THAT SHOW:</p> <ul style="list-style-type: none"> <li>• CONSERVATION OF MASS</li> <li>• PRODUCTS OF COMMON REACTIONS.</li> </ul>	<p>CHEMICAL REACTIONS</p>
<p><b>II-I-I.</b></p> <p><b>CHEMICAL REACTIONS</b></p> <p>13. UNDERSTAND TYPES OF CHEMICAL REACTIONS (E.G., SYNTHESIS, DECOMPOSITION, COMBUSTION, REDOX, NEUTRALIZATION) AND IDENTIFY THEM AS EXOTHERMIC OR ENDOTHERMIC.</p>	<p>CHEMICAL REACTIONS II</p>
<p><b>II-I-I.</b></p> <p><b>CHEMICAL REACTION</b></p> <p>15. DESCRIBE HOW THE RATE OF CHEMICAL REACTIONS DEPENDS ON MANY FACTORS THAT INCLUDE TEMPERATURE, CONCENTRATION, AND THE PRESENCE OF CATALYSTS.</p>	<p>SOLUTIONS</p>
<p><b>II-I-I.</b></p> <p><b>STRUCTURE OF MATTER</b></p> <p>11. KNOW THAT SOME ATOMIC NUCLEI CAN CHANGE, INCLUDING:</p> <ul style="list-style-type: none"> <li>• SPONTANEOUS DECAY</li> <li>• HALF-LIFE OF ISOTOPES</li> <li>• FISSION • FUSION (E.G., THE SUN)</li> <li>• ALPHA, BETA, AND GAMMA RADIATION.</li> </ul>	<p>NUCLEAR CHEMISTRY</p>

<p><b>II-I-II.</b></p> <p><b>ENERGY TRANSFORMATION AND TRANSFER</b></p> <p>1. IDENTIFY DIFFERENT FORMS OF ENERGY, INCLUDING KINETIC, GRAVITATIONAL (POTENTIAL), CHEMICAL, THERMAL, NUCLEAR, AND ELECTROMAGNETIC.</p> <p>2. EXPLAIN HOW THERMAL ENERGY (HEAT) CONSISTS OF THE RANDOM MOTION AND VIBRATIONS OF ATOMS AND MOLECULES AND IS MEASURED BY TEMPERATURE.</p> <p>3. UNDERSTAND THAT ENERGY CAN CHANGE FROM ONE FORM TO ANOTHER (E.G., CHANGES IN KINETIC AND POTENTIAL ENERGY IN A GRAVITATIONAL FIELD, HEATS OF REACTION, HYDROELECTRIC DAMS) AND KNOW THAT ENERGY IS CONSERVED IN THESE CHANGES.</p> <p>4. UNDERSTAND HOW HEAT CAN BE TRANSFERRED BY CONDUCTION, CONVECTION, AND RADIATION, AND HOW HEAT CONDUCTION DIFFERS IN CONDUCTORS AND INSULATORS.</p> <p>5. EXPLAIN HOW HEAT FLOWS IN TERMS OF THE TRANSFER OF VIBRATIONAL MOTION OF ATOMS AND MOLECULES FROM HOTTER TO COLDER REGIONS.</p> <p>6. UNDERSTAND THAT THE ABILITY OF ENERGY TO DO SOMETHING USEFUL (WORK) TENDS TO DECREASE (AND NEVER INCREASES) AS ENERGY IS CONVERTED FROM ONE FORM TO ANOTHER.</p>	<p>THERMODYNAMICS</p>
<p><b>II-I-III.</b></p> <p><b>FORCES</b></p> <p>1. KNOW THAT THERE ARE FOUR FUNDAMENTAL FORCES IN NATURE: GRAVITATION, ELECTROMAGNETISM, WEAK NUCLEAR FORCE, AND STRONG NUCLEAR FORCE.</p> <p>2. KNOW THAT EVERY OBJECT EXERTS GRAVITATIONAL FORCE ON EVERY OTHER OBJECT, AND HOW THIS FORCE DEPENDS ON THE MASSES OF THE OBJECTS AND THE DISTANCE BETWEEN THEM.</p> <p>4. UNDERSTAND THE RELATIONSHIP BETWEEN FORCE AND PRESSURE, AND HOW THE PRESSURE OF A VOLUME OF GAS DEPENDS ON THE TEMPERATURE AND THE AMOUNT OF GAS.</p> <p>6. REPRESENT THE MAGNITUDE AND DIRECTION OF FORCES BY VECTOR DIAGRAMS.</p> <p>7. KNOW THAT WHEN ONE OBJECT EXERTS A FORCE ON A SECOND OBJECT, THE SECOND OBJECT EXERTS A FORCE OF EQUAL MAGNITUDE AND IN THE OPPOSITE DIRECTION ON THE FIRST OBJECT (I.E., NEWTON'S THIRD LAW).</p>	<p>FORCES</p>

<p><b>II-I-III.</b></p> <p><b>MOTION</b></p> <p>8. APPLY NEWTON'S LAWS TO DESCRIBE AND ANALYZE THE BEHAVIOR OF MOVING OBJECTS, INCLUDING:</p> <ul style="list-style-type: none"> <li>• DISPLACEMENT, VELOCITY, AND ACCELERATION OF A MOVING OBJECT</li> <li>• NEWTON'S SECOND LAW, <math>F = MA</math> (E.G., MOMENTUM AND ITS CONSERVATION, THE MOTION OF AN OBJECT FALLING UNDER GRAVITY, THE INDEPENDENCE OF A FALLING OBJECT'S MOTION ON MASS)</li> </ul> <p>9. DESCRIBE RELATIVE MOTION USING FRAMES OF REFERENCE.</p>	<p>MOTION</p>
<p><b>II-I-III.</b></p> <p><b>MOTION</b></p> <ul style="list-style-type: none"> <li>• CIRCULAR MOTION AND CENTRIPETAL FORCE.</li> </ul>	<p>CIRCULAR FORCES AND MOTION</p>
<p><b>II-I-III.</b></p> <p>10. DESCRIBE WAVE PROPAGATION USING AMPLITUDE, WAVELENGTH, FREQUENCY, AND SPEED.</p> <p>11. EXPLAIN HOW THE INTERACTIONS OF WAVES CAN RESULT IN INTERFERENCE, REFLECTION, AND REFRACTION.</p> <p>12. DESCRIBE HOW WAVES ARE USED FOR PRACTICAL PURPOSES (E.G., SEISMIC DATA, ACOUSTIC EFFECTS, DOPPLER EFFECT).</p>	<p>WAVES-OPTICS</p>
<p><b>II-I-III.</b></p> <p>3. KNOW THAT MATERIALS CONTAINING EQUAL AMOUNTS OF POSITIVE AND NEGATIVE CHARGES ARE ELECTRICALLY NEUTRAL, BUT THAT A SMALL EXCESS OR DEFICIT OF NEGATIVE CHARGES PRODUCES SIGNIFICANT ELECTRICAL FORCES.</p> <p>5. EXPLAIN HOW ELECTRIC CURRENTS CAUSE MAGNETISM AND HOW CHANGING MAGNETIC FIELDS PRODUCE ELECTRICITY (E.G., ELECTRIC MOTORS, GENERATORS).</p> <p><b>II-I-II.</b></p> <p><b>INTERACTIONS OF ENERGY AND MATTER</b></p> <p>7. UNDERSTAND THAT ELECTROMAGNETIC WAVES CARRY ENERGY THAT CAN BE TRANSFERRED WHEN THEY INTERACT WITH MATTER.</p>	<p>ELECTRICITY AND MAGNETISM</p>

<p>8. DESCRIBE THE CHARACTERISTICS OF ELECTROMAGNETIC WAVES (E.G., VISIBLE LIGHT, RADIO, MICROWAVE, X-RAY, ULTRAVIOLET, GAMMA) AND OTHER WAVES (E.G., SOUND, SEISMIC WAVES, WATER WAVES), INCLUDING:</p> <ul style="list-style-type: none"> <li>• ORIGIN AND POTENTIAL HAZARDS OF VARIOUS FORMS OF ELECTROMAGNETIC RADIATION</li> <li>• ENERGY OF ELECTROMAGNETIC WAVES CARRIED IN DISCRETE ENERGY PACKETS (PHOTONS) WHOSE ENERGY IS INVERSELY PROPORTIONAL TO WAVELENGTH.</li> </ul> <p>9. KNOW THAT EACH KIND OF ATOM OR MOLECULE CAN GAIN OR LOSE ENERGY ONLY IN DISCRETE AMOUNTS.</p> <p>10. EXPLAIN HOW WAVELENGTHS OF ELECTROMAGNETIC RADIATION CAN BE USED TO IDENTIFY ATOMS, MOLECULES, AND THE COMPOSITION OF STARS.</p> <p>11. UNDERSTAND THE CONCEPT OF EQUILIBRIUM (I.E., THERMAL, MECHANICAL, AND CHEMICAL).</p>	
<p><b>II-II-I.</b></p> <p><b>ECOSYSTEMS</b></p> <p>1. KNOW THAT AN ECOSYSTEM IS COMPLEX AND MAY EXHIBIT FLUCTUATIONS AROUND A STEADY STATE OR MAY EVOLVE OVER TIME.</p> <p>2. DESCRIBE HOW ORGANISMS COOPERATE AND COMPETE IN ECOSYSTEMS (E.G., PRODUCERS, DECOMPOSERS, HERBIVORES, CARNIVORES, OMNIVORES, PREDATOR-PREY, SYMBIOSIS, MUTUALISM).</p> <p>3. UNDERSTAND AND DESCRIBE HOW AVAILABLE RESOURCES LIMIT THE AMOUNT OF LIFE AN ECOSYSTEM CAN SUPPORT (E.G., ENERGY, WATER, OXYGEN, NUTRIENTS).</p> <p>4. CRITICALLY ANALYZE HOW HUMANS MODIFY AND CHANGE ECOSYSTEMS (E.G., HARVESTING, POLLUTION, POPULATION GROWTH, TECHNOLOGY).</p> <p><b>ENERGY FLOW IN THE ENVIRONMENT</b></p> <p>5. EXPLAIN HOW MATTER AND ENERGY FLOW THROUGH BIOLOGICAL SYSTEMS (E.G., ORGANISMS, COMMUNITIES, ECOSYSTEMS), AND HOW THE TOTAL AMOUNT OF MATTER AND ENERGY IS CONSERVED BUT SOME ENERGY IS ALWAYS RELEASED AS HEAT TO THE ENVIRONMENT.</p> <p>6. DESCRIBE HOW ENERGY FLOWS FROM THE SUN THROUGH PLANTS TO HERBIVORES TO CARNIVORES AND DECOMPOSERS.</p> <p>7. UNDERSTAND AND EXPLAIN THE PRINCIPLES OF PHOTOSYNTHESIS (I.E., CHLOROPLASTS IN PLANTS CONVERT LIGHT ENERGY, CARBON DIOXIDE, AND WATER INTO CHEMICAL ENERGY).</p>	<p>ECOLOGY</p>

<p><b>II-II-I.</b></p> <p><b>BIODIVERSITY</b></p> <p>8. UNDERSTAND AND EXPLAIN THE HIERARCHICAL CLASSIFICATION SCHEME (I.E., DOMAIN, KINGDOM, PHYLUM, CLASS, ORDER, FAMILY, GENUS, SPECIES), INCLUDING:</p> <ul style="list-style-type: none"> <li>• CLASSIFICATION OF AN ORGANISM INTO A CATEGORY</li> <li>• SIMILARITY INFERRED FROM MOLECULAR STRUCTURE (DNA) CLOSELY MATCHING CLASSIFICATION BASED ON ANATOMICAL SIMILARITIES</li> <li>• SIMILARITIES OF ORGANISMS REFLECTING EVOLUTIONARY RELATIONSHIPS.</li> </ul> <p>9. UNDERSTAND VARIATION WITHIN AND AMONG SPECIES, INCLUDING:</p> <ul style="list-style-type: none"> <li>• MUTATIONS AND GENETIC DRIFT</li> <li>• FACTORS AFFECTING THE SURVIVAL OF AN ORGANISM</li> <li>• NATURAL SELECTION.</li> </ul> <p><b>II-II-II. BIOLOGICAL EVOLUTION</b></p> <p>8. DESCRIBE THE EVIDENCE FOR THE FIRST APPEARANCE OF LIFE ON EARTH AS ONE-CELLED ORGANISMS, OVER 3.5 BILLION YEARS AGO, AND FOR THE LATER APPEARANCE OF A DIVERSITY OF MULTICELLULAR ORGANISMS OVER MILLIONS OF YEARS.</p> <p>9. CRITICALLY ANALYZE THE DATA AND OBSERVATIONS SUPPORTING THE CONCLUSION THAT THE SPECIES LIVING ON EARTH TODAY ARE RELATED BY DESCENT FROM THE ANCESTRAL ONE-CELLED ORGANISMS.</p> <p>10. UNDERSTAND THE DATA, OBSERVATIONS, AND LOGIC SUPPORTING THE CONCLUSION THAT SPECIES TODAY EVOLVED FROM EARLIER, DISTINCTLY DIFFERENT SPECIES, ORIGINATING FROM THE ANCESTRAL ONE-CELLED ORGANISMS.</p> <p>11. UNDERSTAND THAT EVOLUTION IS A CONSEQUENCE OF MANY FACTORS, INCLUDING THE ABILITY OF ORGANISMS TO REPRODUCE, GENETIC VARIABILITY, THE EFFECT OF LIMITED RESOURCES, AND NATURAL SELECTION.</p> <p>12. EXPLAIN HOW NATURAL SELECTION FAVORS INDIVIDUALS WHO ARE BETTER ABLE TO SURVIVE, REPRODUCE, AND LEAVE OFFSPRING.</p> <p>13. ANALYZE HOW EVOLUTION BY NATURAL SELECTION AND OTHER MECHANISMS EXPLAINS MANY PHENOMENA INCLUDING THE FOSSIL RECORD OF ANCIENT LIFE FORMS AND SIMILARITIES (BOTH PHYSICAL AND MOLECULAR) AMONG DIFFERENT SPECIES.</p>	<p>EVOLUTION</p>
<p><b>II-II-II.</b></p> <p><b>GENETICS</b></p> <p>2. USE APPROPRIATE VOCABULARY TO DESCRIBE INHERITABLE TRAITS (I.E., GENOTYPE, PHENOTYPE).</p> <p>3. EXPLAIN THE CONCEPTS OF SEGREGATION, INDEPENDENT ASSORTMENT, AND</p>	<p>GENETIC INHERITANCE</p>

<p>DOMINANT/RECESSIVE ALLELES.</p> <p>4. IDENTIFY TRAITS THAT CAN AND CANNOT BE INHERITED.</p> <p>5. KNOW HOW GENETIC VARIABILITY RESULTS FROM THE RECOMBINATION AND MUTATION OF GENES, INCLUDING:</p> <ul style="list-style-type: none"> <li>• SORTING AND RECOMBINATION OF GENES IN SEXUAL REPRODUCTION RESULT IN A CHANGE IN DNA THAT IS PASSED ON TO OFFSPRING</li> <li>• RADIATION OR CHEMICAL SUBSTANCES CAN CAUSE MUTATIONS IN CELLS, RESULTING IN A PERMANENT CHANGE IN DNA.</li> </ul> <p>6. UNDERSTAND THE PRINCIPLES OF SEXUAL AND ASEXUAL REPRODUCTION, INCLUDING MEIOSIS AND MITOSIS.</p> <p>7. KNOW THAT MOST CELLS IN THE HUMAN BODY CONTAIN 23 PAIRS OF CHROMOSOMES INCLUDING ONE PAIR THAT DETERMINES SEX, AND THAT HUMAN FEMALES HAVE TWO X CHROMOSOMES AND HUMAN MALES HAVE AN X AND A Y CHROMOSOME.</p>	
<p><b>II-II-II.</b></p> <p><b>GENETICS</b></p> <p>1. KNOW HOW DNA CARRIES ALL GENETIC INFORMATION IN THE UNITS OF HEREDITY CALLED GENES, INCLUDING:</p> <ul style="list-style-type: none"> <li>• THE STRUCTURE OF DNA (E.G., SUBUNITS A, G, C, T)</li> <li>• INFORMATION-PRESERVING REPLICATION OF DNA</li> <li>• ALTERATION OF GENES BY INSERTING, DELETING, OR SUBSTITUTING PARTS OF DNA.</li> </ul>	DNA
<p><b>II-II-III.</b></p> <p><b>STRUCTURE AND FUNCTION</b></p> <p>5. EXPLAIN HOW CELLS DIFFERENTIATE AND SPECIALIZE DURING THE GROWTH OF AN ORGANISM, INCLUDING:</p> <ul style="list-style-type: none"> <li>• DIFFERENTIATION, REGULATED THROUGH THE SELECTED EXPRESSION OF DIFFERENT GENES</li> <li>• SPECIALIZED CELLS, RESPONSE TO STIMULI (E.G., NERVE CELLS, SENSE ORGANS).</li> </ul> <p>6. KNOW THAT DNA DIRECTS PROTEIN BUILDING (E.G., ROLE OF RNA).</p>	MOLECULAR GENETICS
<p><b>II-II-III.</b></p> <p><b>STRUCTURE AND FUNCTION</b></p> <p>1. KNOW THAT CELLS ARE MADE OF PROTEINS COMPOSED OF COMBINATIONS OF AMINO ACIDS.</p>	CELL BIOLOGY

<p>2. KNOW THAT SPECIALIZED STRUCTURES INSIDE CELLS IN MOST ORGANISMS CARRY OUT DIFFERENT FUNCTIONS, INCLUDING:</p> <ul style="list-style-type: none"> <li>• PARTS OF A CELL AND THEIR FUNCTIONS (E.G., NUCLEUS, CHROMOSOMES, PLASMA, AND MITOCHONDRIA)</li> <li>• STORAGE OF GENETIC MATERIAL IN DNA</li> <li>• SIMILARITIES AND DIFFERENCES BETWEEN PLANT AND ANIMAL CELLS</li> <li>• PROKARYOTIC AND EUKARYOTIC CELLS.</li> </ul> <p>3. DESCRIBE THE MECHANISMS FOR CELLULAR PROCESSES (E.G., ENERGY PRODUCTION AND STORAGE, TRANSPORT OF MOLECULES, WASTE DISPOSAL, SYNTHESIS OF NEW MOLECULES).</p> <p>4. KNOW HOW THE CELL MEMBRANE CONTROLS WHICH IONS AND MOLECULES ENTER AND LEAVE THE CELL</p>	
<p><b>II-II-III.</b></p> <p><b>BIOCHEMICAL MECHANISMS</b></p> <p>7. DESCRIBE HOW MOST CELL FUNCTIONS INVOLVE CHEMICAL REACTIONS, INCLUDING:</p> <ul style="list-style-type: none"> <li>• PROMOTION OR INHIBITION OF BIOCHEMICAL REACTIONS BY ENZYMES</li> <li>• PROCESSES OF RESPIRATION (E.G., ENERGY PRODUCTION, ATP)</li> <li>• COMMUNICATION FROM CELL TO CELL BY SECRETION OF A VARIETY OF CHEMICALS (E.G., HORMONES).</li> </ul>	<p>CELL METABOLISM</p>
<p><b>II-III-II.</b></p> <p><b>CHARACTERISTICS AND EVOLUTION OF EARTH</b></p> <p>1. DESCRIBE THE CHARACTERISTICS AND THE EVOLUTION OF EARTH IN TERMS OF THE GEOSPHERE, THE HYDROSPHERE, THE ATMOSPHERE, AND THE BIOSPHERE.</p> <p>2. RECOGNIZE THAT RADIOMETRIC DATA INDICATE THAT EARTH IS AT LEAST 4 BILLION YEARS OLD AND THAT EARTH HAS CHANGED DURING THAT PERIOD.</p> <p>3. DESCRIBE THE INTERNAL STRUCTURE OF EARTH (E.G., CORE, MANTLE, CRUST) AND THE STRUCTURE OF EARTH'S PLATES.</p> <p>4. UNDERSTAND THE CHANGES IN EARTH'S PAST AND THE INVESTIGATIVE METHODS USED TO DETERMINE GEOLOGIC TIME, INCLUDING:</p> <ul style="list-style-type: none"> <li>• ROCK SEQUENCES, RELATIVE DATING, FOSSIL CORRELATION, AND RADIOMETRIC DATING</li> <li>• GEOLOGIC TIME SCALES, HISTORIC CHANGES IN LIFE FORMS, AND THE EVIDENCE FOR ABSOLUTE AGES (E.G., RADIOMETRIC METHODS, TREE RINGS, PALEOMAGNETISM).</li> </ul> <p>5. EXPLAIN PLATE TECTONIC THEORY AND UNDERSTAND THE EVIDENCE THAT SUPPORTS IT.</p>	<p>GEOLOGY I</p>

<p><b>ENERGY IN EARTH'S SYSTEM</b></p> <p>6. KNOW THAT EARTH'S SYSTEMS ARE DRIVEN BY INTERNAL (I.E., RADIOACTIVE DECAY AND GRAVITATIONAL ENERGY) AND EXTERNAL (I.E., THE SUN) SOURCES OF ENERGY.</p> <p>7. DESCRIBE CONVECTION AS THE MECHANISM FOR MOVING HEAT ENERGY FROM DEEP WITHIN EARTH TO THE SURFACE AND DISCUSS HOW THIS PROCESS RESULTS IN PLATE TECTONICS, INCLUDING:</p> <ul style="list-style-type: none"> <li>• GEOLOGICAL MANIFESTATIONS (E.G., EARTHQUAKES, VOLCANOES, MOUNTAIN BUILDING) THAT OCCUR AT PLATE BOUNDARIES</li> <li>• IMPACT OF PLATE MOTIONS ON SOCIETIES AND THE ENVIRONMENT (E.G., EARTHQUAKES, VOLCANOES).</li> </ul> <p>8. DESCRIBE THE PATTERNS AND RELATIONSHIPS IN THE CIRCULATION OF AIR AND WATER DRIVEN BY THE SUN'S RADIANT ENERGY, INCLUDING:</p> <ul style="list-style-type: none"> <li>• PATTERNS IN WEATHER SYSTEMS RELATED TO THE TRANSFER OF ENERGY</li> <li>• DIFFERENCES BETWEEN CLIMATE AND WEATHER</li> <li>• GLOBAL CLIMATE, GLOBAL WARMING, AND THE GREENHOUSE EFFECT</li> <li>• EL NIÑO, LA NIÑA, AND OTHER CLIMATIC TRENDS.</li> </ul>	
<p><b>II-III-II.</b></p> <p><b>GEOCHEMICAL CYCLES</b></p> <p>9. KNOW THAT EARTH'S SYSTEM CONTAINS A FIXED AMOUNT OF NATURAL RESOURCES THAT CYCLE AMONG LAND, WATER, THE ATMOSPHERE, AND LIVING THINGS (E.G., CARBON AND NITROGEN CYCLES, ROCK CYCLE, WATER CYCLE, GROUND WATER, AQUIFERS).</p> <p>10. DESCRIBE THE COMPOSITION AND STRUCTURE OF EARTH'S MATERIALS, INCLUDING:</p> <ul style="list-style-type: none"> <li>• THE MAJOR ROCK TYPES (I.E., SEDIMENTARY, IGNEOUS, METAMORPHIC) AND THEIR FORMATION</li> <li>• NATURAL RESOURCES (E.G., MINERALS, PETROLEUM) AND THEIR FORMATION.</li> </ul> <p>11. EXPLAIN HOW LAYERS OF THE ATMOSPHERE (E.G., OZONE, IONOSPHERE) CHANGE NATURALLY AND ARTIFICIALLY.</p> <p>12. EXPLAIN HOW THE AVAILABILITY OF GROUND WATER THROUGH AQUIFERS CAN FLUCTUATE BASED ON MULTIPLE FACTORS (I.E., RATE OF USE, RATE OF REPLENISHMENT, SURFACE CHANGES, AND CHANGES IN TEMPERATURE).</p>	<p>GEOLOGY II</p>
<p><b>II-III-I.</b></p> <p>1. UNDERSTAND THE SCALE AND CONTENTS OF THE UNIVERSE, INCLUDING:</p> <ul style="list-style-type: none"> <li>• RANGE OF STRUCTURES FROM ATOMS THROUGH ASTRONOMICAL OBJECTS TO THE UNIVERSE</li> <li>• OBJECTS IN THE UNIVERSE SUCH AS PLANETS, STARS, GALAXIES, AND NEBULAE.</li> </ul> <p>2. PREDICT CHANGES IN THE POSITIONS AND APPEARANCES OF OBJECTS IN THE SKY</p>	<p>ASTRONOMY</p>

(E.G., MOON, SUN) BASED ON KNOWLEDGE OF CURRENT POSITIONS AND PATTERNS OF MOVEMENTS (E.G., LUNAR CYCLES, SEASONS).

3. UNDERSTAND HOW KNOWLEDGE ABOUT THE UNIVERSE COMES FROM EVIDENCE COLLECTED FROM ADVANCED TECHNOLOGY (E.G., TELESCOPES, SATELLITES, IMAGES, COMPUTER MODELS).

4. DESCRIBE THE KEY OBSERVATIONS THAT LED TO THE ACCEPTANCE OF THE BIG BANG THEORY AND THAT THE AGE OF THE UNIVERSE IS OVER 10 BILLION YEARS.

5. EXPLAIN HOW OBJECTS IN THE UNIVERSE EMIT DIFFERENT ELECTROMAGNETIC RADIATION AND HOW THIS INFORMATION IS USED.

6. DESCRIBE HOW STARS ARE POWERED BY NUCLEAR FUSION, HOW LUMINOSITY AND TEMPERATURE INDICATE THEIR AGE, AND HOW STELLAR PROCESSES CREATE HEAVIER AND STABLE ELEMENTS THAT ARE FOUND THROUGHOUT THE UNIVERSE.

7. EXAMINE THE ROLE THAT NEW MEXICO RESEARCH FACILITIES PLAY IN CURRENT SPACE EXPLORATION (E.G., VERY LARGE ARRAY, GODDARD SPACE CENTER).