



New Mexico Public Education Commission

2019 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School: ACES Technical Charter School

School Address (if known): Albuquerque, New Mexico

School Location (City/Town): Albuquerque, New Mexico

School District within which the proposed school will be located: Albuquerque Public Schools

Grades to be served: 6-12

Requested Enrollment Cap: 875 students

Contact Information:

Primary Contact Person: Jeron T. Campbell, Ed.L.D.

Address: 300 Menaul Blvd. Suite A #444

City: Albuquerque State: New Mexico Zip: 87107

Daytime Tel: 313-506-3677 Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: jtc274@mail.harvard.edu

Secondary Contact Person: Finnie D. Coleman, Ph.D.

Address: 6109 Sierra Linda Ave. NW

City: Albuquerque State: New Mexico Zip: 87120

Daytime Tel: 505-918-0510 Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: coleman@unm.edu

Founder (if different from above): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [Click here to enter text.](#)

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [Click here to enter text.](#)

Founder (if different from above): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [Click here to enter text.](#)

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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated. **Use the rubrics following each of the prompts to guide your responses.**

Please note: The Public Education Commission (PEC) has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics on this page govern **general scoring practices**. ***Please be sure that each response completely addresses the bulleted points in the rubrics for each individual prompt as well.***

Meets the Criteria 100% of total points	<ul style="list-style-type: none"> • All required elements present • Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development • The proposal is reasonable and realistic • Fully consistent with other sections, including budget and mission • Fully consistent with all requirements of law • Coherent and easily understood
Approaches the Criteria 50% of total points	<ul style="list-style-type: none"> • Does not clearly meet all criteria identified above to be rated “Meets the Criteria” • The majority of required elements are present, but not all • Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept • Minor inconsistencies with other sections • May raise questions about legal compliance, but does not demonstrate non-compliance • May raise questions about reasonableness or viability of the proposal
Falls Far Below the Criteria 0 points	<ul style="list-style-type: none"> • None or less than a majority of the required elements are present • Contradicts other sections, or substantially inconsistent with other sections • Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> ○ Copying responses from a prior applicant’s application ○ Copying statutory, regulatory, or policy/guidance language ○ Plagiarizing information from other publicly available material • Includes statements that violate or conflict with the requirements of law • Incoherent or cannot be understood • The proposal is patently unreasonable or unrealistic • Does not clearly meet criteria identified above to be rated “Approaches the Criteria”

Minimum Scoring Expectations:

- No response is evaluated as “Falls Far Below the Criteria”;
- No more than three responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn at least 80 percent (80%) of the available points in order for a positive recommendation by independent reviewers.

I. Academic Framework

A. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the Performance Framework.

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE:

Vision and Mission

Vision Statement: Every student a responsible, contributing citizen in a diverse and constantly evolving world.

Mission Statement: ACES Technical Charter School will provide students with a challenging and exciting education and graduate students exceptionally prepared for any college and career of their choice.

Student Outcomes:

ACES Technical Charter School (ACES Tech) is being proposed in order to create a school that will produce science, engineering, and healthcare leaders for tomorrow. New Mexico is a state that has a rich technological past, present, and future. However, its education systems are not producing the workforce of skilled and qualified professionals required to meet the state's current, or projected, employment demands. ACES Tech will help to fill this void by offering a challenging and exciting Science, Technology, Engineering, and Math (STEM) focused educational experience to students in Albuquerque. Students will receive a standards aligned and research based academic program, participate in project based learning, and receive mentoring through our partnerships with local professionals and businesses. Students will also have the opportunity to participate in dual credit college courses and pursue internships and apprenticeship preparation programs. ACES Tech will significantly increase the current language and math proficiency rates achieved at schools in our target area ZIP codes, by using data to inform our decisions and being responsive to the personal and educational needs of all students.

ACES Tech will achieve the following student outcomes, which are directly tied to the vision and mission of the school:

1) Students will exhibit increased academic achievement in all core subject areas every year, including performing at or above grade level proficiency in English language arts (ELA), math, and science. Evidence of increased student academic achievement will be attained through the formative interim assessments administered throughout the school year. Core subject proficiency in ELA and math will be measured via the summative assessments administered by the state of New Mexico. Data from these assessments will be continually used to monitor progress and to inform decisions regarding classroom instruction, academic and non-academic interventions, and overall resource allocation.

2) All graduating students will achieve acceptance to post-secondary opportunities, and will have a personalized post-secondary education plan to aid in the successful transition to their next program or opportunity. Evidence of post-secondary acceptance will consist of letters from entities such as four year colleges, trade schools, and apprenticeship programs. Evidence of post-secondary planning will consist of next step plans (NSPs), which are personalized post-secondary plans completed annually by each student with their counselor. Additionally, ACES Tech staff will monitor the post graduate program enrollment, persistence, and graduation rates of our alumni by utilizing resources such as the National Student Clearinghouse database.

Achieving Our Goals with Inputs: Core Beliefs

ACES Tech will be a premiere school of choice within the Albuquerque community. We will accomplish our vision and mission through the disciplined and determined implementation of research based strategies and by maintaining focus on our core beliefs. Our students will receive excellent and relevant instruction from our highly qualified and motivated team of teachers. We will provide a safe and inspirational educational environment where the entire community will be welcomed and engaged. ACES Tech will teach a well-rounded curriculum where each student will be challenged to develop a variety of their personal intelligences. Our master schedule will include built-in time for teachers to work collaboratively to improve instruction and students to work together on hands-on projects. Additionally, we will develop partnerships with individuals, companies, and community institutions to foster mentoring, out of school experiences, college credit, and employment opportunities for our students. These steps represent examples of the many purposeful actions that will be implemented towards achieving the ACES Tech vision and mission. In our effort to create and maintain a culture of ambition, commitment, excellence, and scholarship for all, our actions will be guided by the following core beliefs.

Core Belief 1 - Every Child has Gifts

Every child has great learning potential, and all children have unique talents and abilities. The staff at ACES Technical will work to implement a well-rounded educational program which seeks to identify and nurture each students' abilities and gifts. Our program will be delivered utilizing a variety of methods in order to accommodate the multiple learning styles of students. In addition to rigorous instruction in the core academic areas such as math, science, the humanities, and computer science, there will be opportunities to explore music, fine and visual arts, and athletic pursuits. Students will be encouraged and expected to complete complex individual and team projects as well. Throughout the delivery of this mix of approaches and opportunities, staff will always be looking to identify and encourage the development of both the innate and the interest-based talents that students display along their educational journey.

Core Belief 2 – High Expectations for ALL Students

For decades now, maintaining high expectations for all students has been defined as a precursor for student success. Having and maintaining high expectations is evidence that staff and teachers believe in the unlimited potential of their students and desire to motivate those students to meet and exceed college ready standards. In one study on student achievement entitled The Opportunity Myth, teacher expectations for student success “demonstrated the strongest relationship to student growth” among the key factors that they identified.¹ ACES Tech will recruit and hire only staff and teachers who can express their high expectations for all students. This requirement is necessary given the range of student achievement levels that we believe will exist in our school. Our goal will be to increase every student's achievement level to the point of exceeding grade level expectations in all academic areas.

Core Belief 3 – Data Must Drive Decisions and Instruction

In order to solve a problem or improve a situation, it is important to first gain a level of understanding about that problem or situation. ACES Tech will obtain and analyze a variety of data which will inform our decisions for operating the school and providing resources to our students. Data regarding enrollment and demographics, academic achievement levels, attendance, and disciplinary concerns are all collected per state compliance requirements. ACES Tech staff and teachers will develop custom internal reports for these data indicators, and others such as culture and climate, as a means of monitoring student progress and outcomes on a recurring basis. Data literacy training and professional learning community (PLC) effectiveness will be a focus of professional development so that all staff members are comfortable with and capable of contributing to the data driven culture of the school.

Core Belief 4 – Healthy People and Relationships are Keys to Success

ACES Tech will strive to be an educational environment where staff, students, and community feel welcome, safe, and inspired each and every day. We will place a concerted effort on providing services and supports to all students and their families. This will include health and wellness activities and programs, excellent nutrition options, and social emotional growth and support initiatives. Parents will be invited and encouraged to provide support and leadership in partnership with the school. The ACES Tech discipline policy will minimize the punitive and, instead, maximize the restorative practices available to resolve conflict and maintain school civility. Proactive approaches such as practicing mindfulness to promote self-control and positive decision making will be important components for building healthy relationships and a great school culture.

Core Belief 5 – Every Scholar Needs a Skill

New Mexico is a state with increasing opportunities in areas such as technology, energy, and healthcare. Thus, there is a need for New Mexican students to gain the technical education and skills needed to be prepared for these opportunities. ACES Tech will recruit a Professional Advisory Committee made up of community professionals who have agreed to support the school and its students. The Advisory Committee will assist in creating real world projects aligned to the curriculum, provide mentoring to students with interests in various professional areas, and propose and implement out of school experiences for students. ACES Tech will seek partnerships with two year and four year colleges to offer dual enrollment courses. We will also seek out local businesses that can offer internships, certificate programs, and apprenticeship opportunities for our students. The goal of these efforts is to ensure that our students leave high school having obtained at least one career and technical skill to complement their scholarly preparedness.

Achieving Our Goals with Programs: Educational Models**Well Rounded Curriculum**

ACES Technical will offer a curriculum which offers students breadth across many disciplines while providing the depth needed to prepare for challenging post-secondary programs. The overall curriculum will have a STEM focus – preparing students for programs and careers in engineering, science, and healthcare. Students will be expected to take many math and science courses, including electives and AP level courses. There will also be an emphasis on cross curricular and hands-on projects throughout their years at ACES Tech. In addition to math and science, students will have opportunities to participate in music, fine and visual arts, and athletics. Students have many different motivations and offering these opportunities may help them to be more excited to participate in school activities overall and attend school more regularly. The arts also provide the chance for students to demonstrate their creativity, a skill that we want them to utilize in all of their coursework. We believe that offering a well-rounded educational program is a key enabler for helping students to discover their talents, keeping them

interested in school, and ultimately achieving our mission of preparing all students for college and career.

Mandatory Tutoring during Tech Time

The ACES Tech founding team has reviewed achievement data for the schools in our target ZIP codes: 87106, 87108, and 87123. As there are no K-5 schools in which 50% or more of the students achieved proficiency in either English language arts or math, we anticipate that our overall student body will arrive with varying degrees of readiness for sixth grade. Academic supports will be a constant part of our everyday schedule, and we will begin providing those supports starting at the beginning of the first semester. The model that we have decided to use involves scheduling a special time period in the middle of each school day that we call Tech Time. During this time, any student who is struggling in their coursework will receive tutoring from teachers and/or community partners and volunteers. The purpose of this effort is to ensure that students receive the support they need early and often. We want students to get on track and stay on track throughout the school year, before they risk failing exams or entire courses.

Parent and Community Involvement Efforts

The ACES Tech staff will build and maintain a strong relationship with our parents and community. We will invite parents and partners in to support the school, our programs, and our students. We will have meet and greet sessions where we can share information with the parents and community. Parents will have access to their student's data through our student information system, so that they can observe academic progress and communicate with teachers when needed. Parents will also be asked to provide feedback regarding their experiences with the school staff and teachers. Community partners will be invited to support the school through our tutoring and mentoring programs and also to advise our staff on ways that we can improve our programs and better prepare our students for the world after high school. Creating an atmosphere of community inclusion and involvement is another way that ACES Tech will accomplish its achievement goals for all students.

Innovation and Uniqueness

Innovative Characteristic 1 – Tech Time

The ACES Tech master schedule is designed to be both balanced and adaptable in support of our curriculum plan. One of its key features is that we combined our 30 minute common student lunch period with a unique and flexible use 30 minute period that we call Tech Time. The Tech Time period will be used to offer both instructor-driven supports for students and student-driven activities and projects. On the support and intervention side, students who are struggling academically will receive tutoring, in any subject needed, during the school day. In addition, we will use the time to provide individual or small group supports to our special populations. On the creativity and growth side, students will be given broad autonomy to invent and pursue activities and projects which represent their own interests. Each Tech Time activity will have a teacher sponsor who will act as a resource while the students lead the activities. We believe that having this time each day will lead to amazing overall growth in our students. This will not be a "free" period for hanging out on Instagram or watching random YouTube videos. Students will be challenged to establish expected outcomes, as well as subjective and objective interim goals, for their projects. They will also be expected to develop meaningful 21st century skills such as effective teamwork and communication. We anticipate that this degree of creative freedom will be new to many students, thus the teaching team will be tasked with establishing a few initial project ideas, based upon their own strengths and interests. As time passes, students will be able to create new 'startup' activities, projects, and interest clubs with a teacher sponsor. One paper, which studied the factors associated with becoming an inventor, stated that there are many "lost Einsteins" – individuals

who would have had highly impactful inventions had they been exposed to innovation in childhood – especially among women, minorities, and children from low-income families.² ACES Tech will provide the environment and resources necessary to find and nurture many of the innate gifts and interests already present in our amazing future students.

Innovative Characteristic 2 – Focus on Imagination and Creativity

All people have the innate ability to be imaginative and creative. These characteristics do not need to be taught, but intentionally fostered throughout the curriculum.³ Throughout their years of study at ACES Tech, students will be encouraged to use their imagination and creativity continually. Whether during independent assignments or group projects, students will need to practice innovative thinking by considering multiple possibilities, considering alternate outcomes, and pondering open questions. Students will be encouraged to create original solutions and to consider out of the box, even seemingly foolish, options while working through tasks as this is often an approach that leads to new discoveries. To support our emphasis on creativity, ACES Tech staff will create a course in which students will be exposed to a series of exploratory modules which utilize a variety of core and elective concepts. Psychologist Scott Barry Kaufman says that openness to new experience is the strongest personality trait for predicting creative achievement.⁴ The exploratory modules course will be intended to bring real world activities, such as 3D modeling and printing, building a cell phone, or designing a prosthetic hand, into the classroom and challenging our students to enjoy the creative process together. This course will present many opportunities for students to show their collective imagination and creativity while also developing mastery of knowledge and skills from their core coursework.

Innovative Characteristic 3 – Culturally Competent Educational Environment

ACES Tech will be a school where diversity is respected and valued, both in policy and in practice. The student population that we expect to enroll in our school will be one that reflects Albuquerque's racially and ethnically diverse community. Thus, it will be imperative for our team to ensure that the teaching and learning model is made relevant and meaningful to students of various cultures.⁵ Two initiatives in particular will facilitate the opportunity to grow the cultural and individual strengths of all students. First, our staff and teachers will participate in professional development which emphasizes cultural competency and effective instruction in diverse classrooms. Among the strategies we will use is ensuring that all students are exposed to a diverse range of standards aligned literature, historical figures, and imagery throughout their educational experience. Secondly, students will have the opportunity to collectively create activities and project teams based upon interest during our daily Tech Time period. We are hopeful that students will learn to value and respect the complementary skills and talents that their peers bring to these teams, rather than focusing on difference factors such as race or gender. Both of these important initiatives are meant to make all students feel welcome and to provide multiple opportunities for them to discover and develop both individual and collective interests through productive engagement with their peers.

Innovative Characteristic 4 – Character Education and Mindfulness

As a means of addressing the social emotional learning needs of all students, ACES Tech will incorporate character education and mindfulness as key parts of our instructional model. Our lead founder observed these practices at Breakthrough Magnet, an urban school in Hartford, CT that was able to reduce its suspensions to zero through successful implementation. The US Department of Education defines character education as “a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.”⁶ Character education is a building wide effort. The adult staff in the building will be trained on how to exemplify and incorporate character

education into the culture of the school. Parents and community partners will also be made aware of the effort, in order to increase the chances of students receiving consistent messages in and out of school. Practicing mindfulness will be an enabler for improved day to day behavior and culture in the school. Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.⁷ It targets areas such as self-awareness, self-management, relationship skills, and responsible decision making.⁸ Working on these areas lends itself to our core belief of maintaining healthy people and relationships. Helping our students to develop positive, respectful traits and community will help our school achieve its mission of preparing our students for college and career. The school leader, founding board, and teaching team will work together to develop and refine a character education and mindfulness model for our school during our planning year.

Innovative Characteristic 5 – Industry Certificate Program Integration

When anyone describes a picture of an ACES Tech graduate, ideally that student will have earned a workforce readiness or training certificate in addition to their high school diploma. Towards this end, ACES Tech will develop opportunities for students to attain industry recognized certificates before graduating high school. In today's job market, there are many jobs that do not require a college degree. Upon obtaining a certificate, students will have the option to work in that field full time upon graduation, use the certificate as a stepping stone to higher certifications, or use the current certificate to work in the field, gaining valuable experience, as they complete their college degree. Students can begin taking courses, such as the Red Cross babysitting course, at the middle school level. After completing that course students can get certified in first aid and cardiopulmonary resuscitation (CPR)/ automated external defibrillator (AED). For our high school students, we will explore certification options such as medical assistant, health assistant, and dental assistant. In the technology area, there are computer certifications such as CompTIA A+, Network+, and Google IT. There may also be students interested in skilled trade certificates in areas such as Electrical, Plumbing, and Machine Maintenance. Completing these types of certificates will give students more confidence in their abilities, help them gain valuable skills and experience, and give them a potential advantage in the job market.

¹ *The Opportunity Myth - Tntp.org*. TNTP, 2018, tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf.

²: Bell, A. M., Chetty, R., Jaravel, X., Petkova, N., & Van Reenen, J. (2017). Who Becomes an Inventor in America? The Importance of Exposure to Innovation (Working paper No. 24062). Cambridge, MA: National Bureau of Economic Research. doi:10.3386/w24062

³ Keogh, Erin. "Creativity and Imagination in Education (Moovly)." *YouTube*, YouTube, 13 Apr. 2014, www.youtube.com/watch?v=Dlo7MGrlmA.

⁴ Kaufman, S. B. (2013). Opening up Openness to Experience: A Four-Factor Model and Relations to Creative Achievement in the Arts and Sciences. *The Journal of Creative Behavior*, 47(4), 233-255. doi:10.1002/jocb.33

⁵ Klotz, Mary Beth. *Culturally Competent Schools: Guidelines for Secondary School Leaders*. [www.nasponline.org/Documents/Resources and Publications/Handouts/Families and Educators/Culturally Competent Schools NASSP.pdf](http://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Culturally%20Competent%20Schools%20NASSP.pdf).

⁶ Character Education...Our Shared Responsibility. (2005, December 20). Retrieved February 26, 2019, from <https://www2.ed.gov/admins/lead/character/brochure.html>

⁷ What is Mindfulness? (2019, January 08). Retrieved from <https://www.mindful.org/what-is-mindfulness/>

⁸ Mindfulness. (n.d.). Retrieved February 26, 2019, from https://www.breakthroughmagnetschool.org/apps/pages/index.jsp?uREC_ID=303364&type=d

Total Points Available	Expectations
16	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the student <u>outcomes</u> the proposed school seeks to accomplish; • Described how it will achieve the identified student outcomes (inputs/program); and • Identify the proposed outcomes and how they will be achieved is innovative and unique.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

B. Goal(s) Related to the Proposed School's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific goals **MUST BE** provided within the application. If the application is approved, these goals will be used as the initial draft during the negotiations with the Authorizer.

For the purposes of this application, the goals will show the capacity of the applicant to identify appropriate goals aligned with the mission of the proposed school. During the later contracting process after approval, the goals may be negotiated and put into the Performance Framework to allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis.

Mission-specific goals put into the application should

- (1) demonstrate the proposed school's ability to implement the proposed school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific goal that measures student progress and performance in this special area.

Again, please note that **these goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning/implementation year.**

Please note: The criteria for the SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

B.(1) Mission-Specific goals

Identify and provide at least one mission-specific goal in the following section. Include the following key elements:

- First, ensure that the annual goal provided shows the implementation of the proposed school's mission.
- Second, for each goal provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your goal should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goal. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards,” and what it means to “fall far below standards.” NOTE: **Please see examples in the glossary or in Part A of this application.**

**APPLICANT
RESPONSE:***Goal related to School's Mission:*

Our goal for every ACES Technical Charter School (ACES Tech) student is that he or she will graduate ready for the college and career of their choice. To ensure that each student is making the necessary progress towards that goal, growth targets will be developed and monitored each quarter of the school year. In addition to being mandated by the federal and state governments, demonstrating academic proficiency via assessments is a strong indicator of student learning for all school staff. ACES Tech will utilize internal formative assessments developed by teachers, and we will analyze the results from the expected official summative assessments that the state public education department directs all schools to use now that the PARCC is no longer used in New Mexico.

The percentage of ACES Tech students who meet or exceed grade level proficiency on the annual New Mexico assessments will grow as each cohort proceeds through our school. We anticipate that most of our students will come from Albuquerque Public (APS) elementary schools. The percentage of APS elementary students that achieved grade level proficiency on the 2018 PARCC test was 30% in English language arts (ELA) and 21% in math. Among the twelve APS elementary schools in our target ZIP codes which end at grade 5, the percentage of students who achieved proficiency in 2018 was 23% in ELA and 24% in math. The data for the K-5 elementary schools is displayed in Figure 1. Among the four APS grades 6-8 middle schools in our target ZIP codes, the percentage of students who achieved proficiency in 2018 was 18% in ELA and 11.25% in math. These data provide our team with solid predictive indicators regarding the achievement level of our anticipated students upon enrolling into our initial 6th grade cohort. Despite the current state of achievement, we have decided to set aggressive targets for our students as we move them rapidly toward grade level proficiency and above.

Figure 1 – K-5 Elementary School English and Math Proficiency in SE Albuquerque

PARCC Academic Performance 2018 Proficient and Above	ZIP Code	Type	Config	PED Grade	ELA	Math
Monte Vista Elementary	87106	APS	K-5	B	43%	38%
Bandelier Elementary	87106	APS	K-5	B	36%	46%
Manzano Mesa Elementary	87123	APS	P-5	B	34%	42%
Zia Elementary	87108	APS	K-5	F	31%	26%
Tomasita Elementary	87123	APS	K-5	B	31%	33%
All Albuquerque - APS District		APS	PK-12		30%	21%
Apache Elementary	87123	APS	P-5	F	21%	16%
Whittier Elementary	87108	APS	K-5	F	16%	11%
Montezuma Elementary	87106	APS	K-5	F	15%	12%
Emerson Elementary	87108	APS	P-5	D	13%	15%
Lowell Elementary	87106	APS	K-5	F	11%	11%
La Mesa Elementary	87108	APS	K-5	D	11%	16%
Hawthorne Elementary	87123	APS	P-5	C	11%	16%
Average Proficiency Rates					23%	24%

Color Key

Over 50% of Students are Proficient

40 - 49% of Students are Proficient

The Mission Specific Indicator/Goal

The ACES Tech mission states that all students will graduate prepared for the college and career of their choice. Demonstrating proficiency in the areas of English and math, at every grade level, is a strong indicator of college and career preparedness. Based upon the data that we have for Albuquerque as a city and our target area specifically, the vast majority of students do not demonstrate proficiency on the annual New Mexico state assessments. Our school's ultimate goal is that 100% of our students will demonstrate proficiency every year and in all subjects. For the mission specific indicator/goal required in this proposal, we have set year to year targets for our grade level student cohorts. Each target represents significant achievement growth compared to both the overall city and our target area.

Goal Statement

ACES Tech's stated goal is for each grade level cohort of students to improve their collective proficiency each year, in reading and math, and to exceed their yearly targets. Our achievement goal for the 6th grade student cohort is that 40% will meet or exceed grade level proficiency on the annual New Mexico English language arts and math state assessments. Our achievement goal for each 7th grade student cohort is that 50% will meet or exceed grade level proficiency on the annual New Mexico English language arts and math state assessments. Our achievement goal for each 8th grade student cohort is that 65% will meet or exceed grade level proficiency on the annual New Mexico English language arts and math state assessments. Finally, our goal for all high school grade level cohorts is that at least 80% will meet or exceed grade level proficiency on the annual New Mexico English language arts and math state assessments. Figure 2 displays our student achievement goals.

Figure 2 - Rating Categories for the Mission Specific Indicator/Goal

Yearly Achievement Levels	6th grade cohorts at ACES TECH	7th grade cohorts at ACES TECH	8th grade cohorts at ACES TECH	9-12th grade cohorts at ACES TECH
Exceeds Standards	50% or more students earning proficient scores	65% or more students earning proficient scores	80% or more students earning proficient scores	90% or more students earning proficient scores
Meets Standards	40% to 49% or more students earning proficient scores	50% to 64% of students earning proficient scores	65% to 79% of students earning proficient scores	80% to 89% of students earning proficient scores
Does Not Meet Standards	30% to 39% or more students earning proficient scores	40% to 49% or more students earning proficient scores	50% to 64% of students earning proficient scores	65% to 79% of students earning proficient scores
Fall Far Below Standards	Less than 30% of students earning proficient scores	Less than 40% of students earning proficient scores	Less than 50% of students earning proficient scores	Less than 65% of students earning proficient scores

Specific

The indicator goals that we have developed for ACES Tech students are directly tied to our schools mission of graduating college and career ready students. Achieving proficiency in English language arts and math is necessary to meet the requirements for graduation, college admission, persisting through college level courses, and succeeding in 21st century careers. The student achievement goals we have outlined represent our commitment to ensuring that all of our students make significant strides towards meeting and exceeding grade level proficiency at the middle grade levels and that they maintain, and grow, those higher proficiency rates through graduation.

Measurable

The indicator goals for ACES Tech students will be directly tied to the annual New Mexico state assessments for English language arts and math. The New Mexico Public Education Department administers the assessments, which are fully aligned to state adopted New Mexico Common Core Standards (NMCCS). Our entire school team will be eager to demonstrate, and accountable to ensuring, that each grade level cohort of students achieves and exceeds its stated proficiency goal. In the 6th grade cohort, at least 40% of students must meet or exceed standards on the state assessment. In the 7th grade cohort, at least 50% of students must meet or exceed standards on the state assessment. In the 8th grade cohort, at least 65% of students must meet or exceed standards on the state assessment. In the 9th-12th grade cohorts, at least 80% of students must reach or exceed standards on the state assessment. In addition to defining the overall proficiency goal, we have indicated outcome ranges, displayed in Figure 2, for each of the four levels requested in the charter application rubric: Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards.

Attainable

The student achievement goals that ACES Tech has developed are quite ambitious considering the current achievement data of schools in our target ZIP codes. Nonetheless, we feel that the goals reflect our uncompromising belief in the capabilities of the young people in Albuquerque. There are several middle schools in our target ZIP codes where 40% or more of the students are achieving at proficient levels in English language arts (ELA) and math. At the Media Arts Community Collaborative School, 49% of students achieved proficiency in ELA, while 88% of students met proficiency in ELA at College and Career High. At Albuquerque Institute of Math and Science, a charter school which also has a STEM area focus, 87% of students achieved proficiency in ELA and 82% did so in math. These schools have demonstrated that higher levels of achievement can be attained by Albuquerque students. We believe that our comprehensive academic program, with its high expectations, strong instruction, and clear focus on finding and nurturing individual talents, will help our students to achieve our school's mission specific goal.

In addition to setting a high performance culture, ACES Tech will also create processes to support the attainment of our student achievement goals. Every student will work with a teacher or counselor to develop and maintain their unique next step plans (NSPs). Teachers will receive continuing professional development around topics such as high quality instruction, classroom management, data use, and student engagement. Our master schedule will include time for teachers to collaborate in professional learning communities (PLCs) and for students to receive in school tutoring as well as social emotional supports. Another important element is ensuring that all of our students with special needs and English language learners receive their required, personalized supports consistently. These and other embedded processes will be in place to ensure that students are doing well and progressing towards meeting and exceeding our school's overall achievement goals.

Rigorous

The mission specific indicator goal that ACES Tech is proposing is rigorous in that it far exceeds the comparable outcome that schools throughout Albuquerque and New Mexico are currently producing. Of the 845 New Mexico schools that administered the 2018 PARCC ELA test, in only 391 of them (46% of schools) did 40% or more of students demonstrate proficiency. Among those schools, only 14 of them (equivalent to 1.7% of schools in the state) had 80% or more of students demonstrate proficiency. Of the 821 New Mexico schools that administered the 2018 PARCC math test, only 113 of them (13.8% of schools) had 40% or more of students demonstrate proficiency. Among those schools, only 4 of them (0.5% of schools in the state) had 80% or more of students demonstrate proficiency. Within our target ZIP codes in Albuquerque, 87106, 87108, and 87121, only 4 schools had 40% or more of students demonstrate proficiency on PARCC ELA test and only 3 schools had 40% or more students demonstrate proficiency on the PARCC math test. Among the target area schools, only 2 of them had 80% of students demonstrate proficiency on the PARCC ELA test and only 1 had 80% of students demonstrate proficiency on the PARCC math test.

The recent student proficiency data for schools in the state of New Mexico and in our local Albuquerque target enrollment area clearly indicate the academic challenges that schools and students are facing. There are examples of schools in the community who are finding ways to help students achieve academic gains, and we have visited those schools. Achieving the school-wide goal of a 40% student proficiency rate, and then increasing that to an 80% proficiency rate, will require a huge amount of effort on the part of the ACES Tech team. It will take the collective effort of staff, students, community, and partners. Knowing

	<p>this, our founding team is confident in our abilities to create and lead a school that will accomplish our student achievement goals.</p> <p>Timebound</p> <p>The extent to which ACES Tech is successful will be directly tied to the achievement of our students each quarter and year. To that end, we have established yearly academic proficiency based targets for each grade level cohort in the school. Progress towards these ACES Tech student proficiency rate targets will be determined by comparing the results of the annual New Mexico state ELA and math assessments to those targets. We will also administer quarterly internal assessments as a means of collecting more frequent data and providing supports for students who are struggling with their progress. The ACES Tech staff must provide the necessary instruction and supports to all students, throughout the year, in order to ensure that students are ready to demonstrate mastery of the state standards when the annual assessments are given. We believe that our student cohorts' success in meeting and exceeding their annual collective proficiency goals is a strong indication of their year to year college and career preparedness.</p>
	<p><i>Other Mission-Specific Goals, if appropriate</i></p>

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Include one mission-specific goal; • Align to the student outcomes identified in the mission response (A.1.); • Include all elements of the SMART format: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Rigorous ○ Time bound; • Include the following rating categories—Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards; • Include measures and metrics, including percentages for each rating category; • Explain why the established goals are rigorous; and • Explain why the established goals are attainable.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

C. Bilingual Multicultural Indian Education and Hispanic Education

C. (1) Provide a description of the proposed school's curriculum will ensure equal education opportunities for students in New Mexico through cognitive and affective development of the students by:

- (a) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (b) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
- (c) teaching students to appreciate the value and beauty of different languages and cultures.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission.

APPLICANT RESPONSE:

In alignment with its mission, ACES Technical Charter School (ACES Tech) will provide a high quality, comprehensive, exciting, and rigorous curriculum towards preparing ALL students for colleges and careers. We will do so with a purposeful respect and regard for the diverse cultural backgrounds and gifts that each student brings. This will be reflected in our curriculum, our instruction, and in the supports to be made available to our students. The founding team has reviewed the findings of the Yazzie Martinez case, and its mandate that students of color, those from low socio-economic backgrounds, and students with disabilities receive an education that is culturally and linguistically relevant and prepares them for colleges and careers. The evidence for needing to address the persistent issue of low achievement for some sub-groups of students lies in the disaggregated data made readily accessible each year by the New Mexico Public Education Department (NMPED). The achievement gap begins early and widens through high school graduation and beyond, translating to increased socioeconomic disparities. This section restates the purpose(s) of the Bilingual Multicultural, Indian, and Hispanic Education Acts, reviews achievement data for New Mexico, Albuquerque Public Schools, and our target area schools, and then discusses our specific approaches towards improved educational opportunities and achievement for ACES Tech students.

New Mexico Bilingual Multicultural, Indian, and Hispanic Education Acts

The New Mexico Public Education Department website contains information regarding the Bilingual Multicultural Education Act (NMSA 22-23-1). The Act states that it will ensure equal education opportunities for students in New Mexico and that cognitive and affective development of the students is encouraged by:

- (1) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (2) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
- (3) teaching students to appreciate the value and beauty of different languages and cultures.

The Hispanic Education Act Bureau page of the New Mexico Public Education Department website lists the three purposes of the Act (NMSA Section 22-23B-6) :

- A. Provide for the study, development, and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates;
- B. encourage and foster parental involvement in the education of their children; and
- C. provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.

The Indian Education Bureau page of the New Mexico Public Education Department website lists the mission the Bureau:

To increase American Indian student academic and cultural achievement through culturally-relevant pedagogy, native language, and collaborative partnerships.

There are 11 purpose statements in the Indian Education Act (NMSA 22-23A-1 to 22-23A-8) and the first is quoted as:

- A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;

The ACES Tech founding team is committed to providing the curriculum, instruction, professional development and resources necessary for our students to achieve at or above grade level. Our proposed educational program and model creates a learning environment where all students, irrespective of race, ethnicity, or economic background, have the opportunity to excel and succeed.

Closing the Achievement Gaps in Albuquerque

The New Mexico Public Education Department collects assessment data for every student in the state, each year, per Federal and State requirements. There are a range of assessments administered by districts throughout the school year, in reading, math, and science. Particular assessments are given to various grade levels in the general education population, as well as to students identified as having special needs and who are English language learners. The data for several of the state assessments is provided on the NMPED website.

Grade 3 Achievement Gaps in New Mexico, APS, and the Southeast Side

The ACES Tech team has reviewed assessment data for the state of New Mexico, Albuquerque Public Schools, and specifically for schools in our three target ZIP codes. One trend that persists through all of the data are the glaring achievement gaps that exist among student subgroups, such as races, students with disabilities, and English language learners. There is also a significant gap between schools in the various city neighborhoods. One group that we are particularly interested in are the current grade four students in Albuquerque, as those are the students who will be eligible to apply for our 2020 enrollment lottery process. Figure 3 displays the percentage of current grade four students that achieved proficiency, when tested in grade three, on the 2018 New Mexico state assessments in reading and math. The figure displays that data for gender and racial groups, color coding the achievement levels in yellow (representing overall proficiency rates of 20% to 39%) and red (representing overall proficiency rates of 0% to 19%). When 40% or more of the students in a given group or subgroup are proficient, there is no color shading added. The

data are fairly aligned for the state and Albuquerque district. The female third graders performed better than the males overall, particularly in reading. However the African American, Hispanic, and American Indian students performed significantly worse than their Caucasian peers. Figure 4 displays data indicating that students with disabilities and English language learners performed very poorly. The fact that there are such low rates of proficiency, and significant gaps, in these core content areas informs us that we must be prepared to address sizeable cross-curricular academic deficits from the very first day of school.

Figure 3 – % Proficiency on New Mexico State Assessments, with Gaps among Race Groups (2018)

% Proficient in 3rd Grade Reading	Female Students	Male Students	Caucasian Students	African American Students	Hispanic Students	Asian Students	American Indian Students
New Mexico	34	25	42	27	26	56	18
Albuquerque Public Schools	31	22	43	26	21	51	17
% Proficient in 3rd Grade Math	Female Students	Male Students	Caucasian Students	African American Students	Hispanic Students	Asian Students	American Indian Students
New Mexico	33	32	47	25	28	66	20
Albuquerque Public Schools	31	32	52	20	25	65	21

Figure 4 – % Proficiency on New Mexico State Assessments, with Gaps among Subgroups (2018)

% Proficient in 3rd Grade Reading	All Students	Female Students	Male Students	Economically Disadvantaged Students	Students with Disabilities	English Language Learners
New Mexico	30	34	25	25	11	19
Albuquerque Public Schools	27	31	22	19	6	13
% Proficient in 3rd Grade Math	All Students	Female Students	Male Students	Economically Disadvantaged Students	Students with Disabilities	English Language Learners
New Mexico	32	33	32	27	11	19
Albuquerque Public Schools	31	31	32	22	6	16

Color Key:

20% - 39% Proficiency Rate

0% - 19% Proficiency Rate

Source: New Mexico PED website.

In addition to statewide and Albuquerque wide data, the ACES Tech team has reviewed the data for students currently enrolled in the twelve K-5 schools in our target area ZIP codes. Again, we focused on third grade results from 2017-18 as these are the students who will potentially enter our school as the first cohort of sixth graders in the fall of 2020. The data sets are ranked by the percentage of all students who achieved proficiency at the schools, from highest to lowest. Due to enrollment levels, there is consistent data for Hispanic students but not for American Indian students. This does not mean that there are no American Indian students at the schools; the state redacts the data if the sample size used for the particular data point is less than 10 students.

The data indicates that there is significant low achievement among ALL student groups. Not one school has 40% or more of its Hispanic, American Indian, economically disadvantaged, or English language learners groups achieving at grade level proficiency in reading. One school had 54% of its Hispanic students achieve proficiency in math, and another had 44%. None the other ten schools had 40% or more of its Hispanic, American Indian, economically disadvantaged, or English language learners groups achieving at grade level proficiency in math. This data is particularly troubling because these students were only in the

third grade. The fact that more than half of the students were already not achieving at grade level implies that they will lack a solid foundation in core skills when they are promoted to the sixth grade. The grade three data is displayed in Figures 5 and 6.

Figure 5 – Grade 3 Reading Proficiency in SE Albuquerque, with Gaps among Subgroups (2018)

New Mexico State Assessments 3rd Grade Reading Proficiencies	All Students	Female	Male	Hispanic	America n Indian	Econ. Disadvantage d	English Lang Learners
Bandelier Elementary School	47	57	39	38	-	14	≤ 20
Monte Vista Elementary School	41	51	29	22	-	14	-
New Mexico	30	34	25	26	18	25	19
Tomasita Elementary School	30	37	22	28	-	29	≤ 20
Manzano Mesa Elementary School	29	33	24	31	-	20	14
Albuquerque Public Schools	27	31	22	21	17	19	13
Hawthorne Elementary School	24	26	21	27	-	24	34
La Mesa Elementary School	24	30	18	27	-	23	30
Emerson Elementary School	23	30	17	26	-	23	26
Zia Elementary School	23	26	20	19	-	≤ 10	≤ 20
Apache Elementary School	21	≤ 20	22	12	-	21	-
Montezuma Elementary School	14	17	13	12	-	14	≤ 10
Whittier Elementary School	13	13	≤ 20	11	-	13	≤ 20
Lowell Elementary School	7	11	≤ 10	7	-	7	≤ 10

Figure 6 – Grade 3 Math Proficiency in SE Albuquerque, with Gaps among Subgroups (2018)

New Mexico State Assessments 3rd Grade Math Proficiencies	All Students	Female	Male	Hispanic	America n Indian	Econ. Disadvantage d	English Lang Learners
Bandelier Elementary School	56	58	54	54	-	30	30
Monte Vista Elementary School	46	45	47	37	-	31	-
Manzano Mesa Elementary School	42	43	42	44	-	36	29
Tomasita Elementary School	36	33	39	34	-	35	29
New Mexico	32	33	32	28	20	27	19
Albuquerque Public Schools	31	31	32	25	21	22	16
Zia Elementary School	30	32	28	19	-	≤ 10	≤ 20
Emerson Elementary School	28	25	31	31	-	28	24
La Mesa Elementary School	24	27	21	25	-	23	22
Apache Elementary School	23	≤ 20	26	20	-	23	-
Hawthorne Elementary School	22	23	21	24	-	22	≤ 10
Lowell Elementary School	14	21	≤ 10	15	-	14	13
Montezuma Elementary School	14	17	12	9	-	14	≤ 10
Whittier Elementary School	11	≤ 10	≤ 20	≤ 10	-	12	≤ 20

Color Key:

20% - 39% Proficiency Rate

0% - 19% Proficiency Rate

Grade 9-12 College Readiness Gaps in Albuquerque

In addition to identifying the grade level proficiency gaps seen at the elementary level, the ACES Tech team has also reviewed 2018 college readiness data for the Albuquerque high schools. The ACT has a set of defined college readiness benchmarks for students. These benchmarks represent the minimum score that a student must receive, in each of the ACT's tested areas, to indicate that they have a 50% chance of earning a B or higher or about a 75% chance of obtaining a C or higher in a correlating college level course. The ACT college benchmark scores are: English = 18, Mathematics = 22, Reading = 22, Science = 23. The ACT reports the percentage of students in each state, district, and school who accomplish these scores. Figure 7 displays the percentage of students, by racial group and gender, who achieved ALL FOUR of the ACT college readiness benchmark scores. The schools are ranked by the ALL column, and a blank cell means there was no data available.

The only student subgroup in which 40% or more of students citywide achieved all four college readiness benchmarks is white student subgroup, and there is a double digit gap between them and every other group. Black students have low percentages in general, but Volcano Vista at 50% is a notable exception. There were no instances, in any of the high schools, where more than 40% of Hispanic, American Indian, or Asian students achieved all four college readiness benchmarks. Additionally, the data clearly shows that the academic achievement and college readiness of Albuquerque students falls along socio-economic lines. Although there is room for improving outcomes at all Albuquerque high schools, students attending high schools in the northeast and northwest of the city are achieving at much higher rates than students in the southeast and southwest. Our three target ZIP codes are in the southeast part of the city, and many of our anticipated students are currently zoned to Highland, Albuquerque, and Manzano High schools. All three of those high schools fall below the Albuquerque average for achieving college readiness in all four ACT subject areas.

Figure 7 – Gaps among Race Groups Achieving All Four ACT College Readiness Benchmarks

% Meeting All Four ACT College Ready Benchmarks	ALL	Asian	Black	Latino	Native	White	Males	Females
La Cueva High	39%	36%	0%	30%	0%	49%	39%	39%
Eldorado High	36%	11%	0%	34%	20%	39%	39%	33%
Sandia High	27%	38%	0%	16%	14%	46%	33%	23%
Volcano Vista High	26%	25%	50%	18%	20%	35%	27%	25%
Cibola High	22%	18%	0%	23%	22%	27%	25%	18%
Albuquerque Public Schools	20%	25%	8%	13%	12%	40%	24%	17%
Albuquerque High	19%	33%	14%	13%	29%	51%	28%	13%
Manzano High	19%	22%	0%	16%	0%	38%	18%	19%
New Mexico	17%	33%	11%	12%	3%	34%	20%	15%
Del Norte High	10%	0%	0%	6%	0%	27%	12%	7%
Valley High	8%		0%	7%	0%	38%	10%	7%
Highland High	5%	14%	0%	1%	0%	30%	4%	6%
Rio Grande High	4%	0%		2%	0%	17%	4%	3%
Atrisco Heritage High	3%	0%	0%	3%	0%	0%	6%	1%
West Mesa High	3%	0%	0%	3%	0%	29%	3%	4%

Color Key:

20% - 39% Proficiency Rate

0% - 19% Proficiency Rate

Using the Cultural and Linguistic Backgrounds of the Students

Students bring a diverse set of cultural experiences, languages, and linguistic forms with them to schools. The linguistic form that each student brings is intimately connected with their loved ones, community, and personal identity. For anyone to suggest that what students bring is wrong is to suggest that something is wrong with the student, their family, and/or their community.¹² The ACES Tech target student recruitment area is among the most diverse areas in Albuquerque. Thus we anticipate that our students will bring a wealth of cultural experiences and linguistic forms to our school. The teachers and staff at ACES Tech will continually research and implement best practices for ensuring that we remain culturally responsive in all that we do with and for our students. The goal will be to use our students' knowledge, language, and talents as an educational resource throughout the learning process.

Instructional Practices

There are a number of practical instructional methods that ACES Tech teachers will be encouraged to use in the classroom to promote acceptance, participation, and learning in a multicultural classroom. No two students, or classes of students, are exactly the same in terms of make up or current achievement level. The effective use of these, and other, methods will depend upon the particular student group and subject areas being taught. Our teachers will be able to utilize time during their professional learning communities to research and discuss the teaching methods that are working best across classrooms and grade levels.

- Practice inclusion: Teachers should make all students feel welcome in the classroom. One initial step is to ensure that students' names are pronounced correctly. During occasional classes, teachers can hold open discussions where students have space to talk about their cultures and experiences. They may also actively integrate relevant cultural examples into lessons which reflect the students in the class.
- Get to know the students: In order to learn individual thoughts and ambitions, teachers can hand out questionnaires asking students about their interests. They should also hold discussions where students can speak about positive experiences in past classes. In order to serve all students well, it will be necessary to take note of their learning styles, strengths, and needs as soon as one can.
- Use contextual learning strategies: Contextual approach is a concept which helps teachers to learn and to associate the content-studied with the real-world situations of students. Teachers should encourage students to make connections between the knowledge learned by its application in their lives as members of families and communities. One study found that this approach, used in mathematics instruction with middle schoolers, stimulated students to think creatively and improved their communication skills, responsibility, and self-confidence.¹³

Expanding Students Conceptual and Linguistic Abilities and Potentials

ACES Tech hopes to enroll a student body that is racially and culturally diverse. Our students will bring a variety of experiences, languages and linguistic forms with them. Our teachers will need to help all students to access our curriculum and successfully complete all requirements, starting from where they are when they arrive. Our teachers will need to be equipped to teach students the knowledge that they need to succeed in their classes, while respectfully helping students to maintain the knowledge that they continue to gain in their personal communities.

- World languages: ACES Tech will offer world language instruction to our middle and high school aged students. We anticipate that English and Spanish will be the most widely spoken languages, and thus will receive much of the instructional focus. However, we will also consider other language instructional opportunities to offer students. In the case that a student desires instruction in a language not offered by the school, such as an American Indian language, we will

research potential resources such as online courseware and local tutors. In all cases where a student intends to pursue language credit, we will ensure that the materials are research based and align with the New Mexico Modern, Classical, and Native Languages Content Standards, and the World Readiness Standards for Learning Languages.

- **Tech Time:** ACES Tech students will be encouraged to propose ideas for projects and activities that they can pursue during our daily Tech Time period. We anticipate that in some cases students will request to do projects which align with their own language or culture. The utilization of this time for personally relevant and meaningful activities will be a powerful opportunity for students to expand their conceptual and linguistic abilities and potentials. We will encourage students to incorporate elements of their cultural and linguistic heritage into their projects.
- **Community Support:** Adequately serving the needs of a diverse student body requires tapping into the many resources available in the community. ACES Tech has begun talking with two individuals in particular who have strong backgrounds in providing student supports. Dr. Stephanie McIver, Counseling Director at the University of New Mexico Student Health and Counseling (SHAC) and a proposed ACES Tech governing board member, has years of clinical psychology experience. She will be instrumental in helping to create the social emotional learning components of our school, as well as helping to identify services which fit our students' needs. Ms. Rosario Roman, President and CEO of Bilingual Multicultural Services Inc., is an Albuquerque based educator who specializes in serving Hispanic and Native American students. Her company helps schools create multicultural programs for students, as well as offers services such as diagnostic evaluations and speech/language therapy for general education, special education, and English language learner students. These are just two of the resources that ACES Tech will utilize to ensure that we cover a broad range of student supports based upon need.

Appreciating the Value and Beauty of Different Languages and Cultures

ACES Tech currently plans to implement at least three strategies which will provide opportunities to expose students to a diverse range of people and experiences.

- **Curriculum:** ACES Tech will research and adopt curriculum for each of our core subject areas. The New Mexico Public Education Department Instructional Materials Bureau vets curriculum in a number of academic areas and maintains a list of recommended materials. We will select materials which have been reviewed for cultural relevance and are recommended by the State of New Mexico. Irrespective of the extent of cultural relevance present in the material itself, teachers will receive training in the use of culturally relevant instructional strategies to augment the adopted curriculum.
- **Guest speakers:** Bringing the community into the classroom is a great way to help students make connections between the classroom and the real world. Speakers provide a direct perspective about their lives and their work. The ACES Tech team has already begun recruiting individuals from the community who may serve as guest speakers. We will continue to expand this roster to include people in the community who reflect our future student population, including Hispanic and American Indian students.
- **Multimedia:** Teachers will be encouraged to use media, such as videos, books, and movies that positively depict a range of cultures and are relevant to their course syllabi. The use of various forms of media can also serve to help teachers accommodate the multiple learning styles in their classrooms, e.g. supporting visual and/or linguistic learners.
- **Parental Involvement:** Parents and guardians are every child's first and primary teachers, and we will need their involvement in order to successfully accomplish our mission. Having parents at the school to visit or volunteer can help promote increased student attendance, better behavior,

and improved academic outcomes. ACES Tech will utilize many methods and best practices to encourage and sustain active parental involvement, including reaching out to Hispanic and Native parents. We will hold workshops for parents and invite them to be involved in school functions and events. Additionally, we plan to purchase a student information system that allows parents real time access to current instruction topics, student progress, and grades. Parents will have the opportunity to contact teachers at any time, and the student information system will ideally have the capability of displaying content in multiple languages so that more parents can comfortably access the information.

Professional Development

With respect to the type of purposeful effort required to provide quality multicultural pedagogy to students, one study states that “teachers with a culturally relevant pedagogical stance grapple with instructional and classroom management choices when working with diverse learners. The rigor of culturally relevant teaching requires that teachers make deliberate instructional decisions based on student need, connected to their lived experiences, and grounded in high expectations for all students. In other words, culturally relevant work is hard work.” (Johnson & Gonzalez, 2014)¹⁴

ACES Tech teachers will be expected to create classroom environments where students are challenged academically and have the opportunity to grow. To aid in this work, teachers will receive professional development on effective practices for teaching diverse learners. This will include how to begin using proven instructional methods, as well as how to engage meaningfully and respectfully with diverse parents and families. Erasing the achievement gap that exists in our community will not be easy. Doing so with a very diverse set of students, many of whom need additional supports, adds another layer of complexity to the work. We will ensure that our teachers are up to the challenge and we will also provide them with the training, tools, and resources needed to be successful.

Timelines

Each January and February, ACES Tech will adopt new curriculum for the incoming grade level. Included in that adoption process will be consideration for the extent of cultural relevance present in each curriculum option. In the month of May, unit and lesson plans will be developed and the School Leader, Academic Coordinator, and teachers will have the opportunity to infuse culturally and linguistically relevant material into daily instruction. During the annual summer professional development days of July and August, culturally competent curriculum and instruction methods will be at the forefront of topics and discussions. Teachers will also be encouraged to pursue out of school professional development opportunities related to teaching diverse students and building relationships with diverse families and communities.

⁹: Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

¹⁰: Ekowati, C. K., Darwis, M., Upa, H. M., & Tahmir, S. (2015). The Application of Contextual Approach in Learning Mathematics to Improve Students Motivation At SMPN 1 Kupang. *International Education Studies*, 8(8). doi:10.5539/ies.v8n8p81

¹¹: Johnson, Latrise P. and Gonzalez, Joy (2014) "Culturally Relevant Practices and Management of an ELA Teacher: A Tale of Two Classrooms" *e-Journal of Balanced Reading Instruction* 2(1), article 5. Available at <http://digitalcommons.lsu.edu/jblri/vol2/iss1>

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the proposed school’s curriculum; • Identify information that demonstrates the curriculum is research-based; • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school’s mission. ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester’s curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

D. Curriculum, Educational Program, Student Performance Standards.

D. (1) Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:**Overall Educational Approach**

ACES Technical Charter School (ACES Tech) will offer a comprehensive, research based, and New Mexico standards aligned curriculum which prepares all students for success in any college or career they may choose. The curriculum will focus on science, technology, engineering, and math (STEM) areas and is a central component of an ACES Tech educational experience which provides meaningful opportunities for students to discover and grow their individual, and collective, skills and talents. Learning will be at the center of all that we do, and students will have the opportunity to pursue a focus in engineering or healthcare based upon their interests. Our well qualified teachers will be provided the training, resources, tools, and support that they need to be successful. In turn, they will create classrooms where students experience rigor, engagement, and joy.

Rigor

ACES Tech will expect every student to master the rigorous curriculum content required for their core classes and their career focus area. It is imperative that students rise to, and maintain, proficient and above proficient academic levels in order to stay on the path of college and career readiness. Our school team will be laser focused on the progress of each and every student, collecting and analyzing their academic and social-emotional progress data as they advance through the curriculum. We anticipate that the curriculum standards for STEM coursework, from core math and science to computer coding and robotics, will be quite challenging for many of our students. However all students will be expected to stay on pace, and will be provided with the supports that they need to help them along the way.

Engagement

The ACES Tech team will strive to create and sustain a school environment where students are actively engaged with both the curriculum and their peers. We expect that establishing this culture of a high level engagement will take time to build, and that the adults will need to lead by example to facilitate the process. The level of authentic student engagement that we hope to achieve will require trust. We will build this trust by showing genuine concern for our students' health and well-being, and by cultivating a safe learning environment where it is okay to be wrong as topics and issues are discussed. At ACES Tech, students will wrestle with challenging content while concurrently building their critical thinking, communication, social-emotional, and teamwork skills. Students will have opportunities to lead small group classroom discussions, present their work to their peers, and use exciting technology-based programs and tools for both core and supplemental learning. The intent of the focus on high engagement is that it will increase our students' desire to attend school regularly and participate fully.

Joy

It has often been written that as children progress through their years of K-12 education, they tend to lose their passion and excitement for learning. By the time students reach middle school, many of them have checked out from sheer boredom or begun to demonstrate discipline concerns due to their anxiety. Brain research has shown that as students become uncomfortable in class, it can affect information transmission and memory storage.¹⁵ These negative effects could hurt our chances of achieving our school's mission or meeting our school's goals, no matter how strong our curriculum. At ACES Tech, we will work to make our curriculum and lessons relevant to our students, respecting their diverse identities and cultures. Teachers will be encouraged to integrate games and friendly competition into their instruction. We will also schedule a Tech Time period each regular school day for students to enjoy working on self-directed, team based, projects and activities. The ACES founding team expects that this purposeful effort to make learning a joyful experience will be an essential component of our school's success.

Curriculum Choices

ACES Tech will adopt and utilize externally created curriculum resources for all grade levels. To support the adoption process for the first full set of curriculum materials, the School Leader and Curriculum Lead (implementation year teacher) will utilize multiple sources which review and rate curriculum. One source is the New Mexico Public Education Department (NMPED) Instructional Materials Bureau. The mission of the Instructional Materials Bureau is "to vet instructional materials through a rigorous review process, conducted by New Mexico educators, to determine alignment with New Mexico Content Standards and Benchmarks and to inform local agencies of the efficacy of the process and provide them access to high quality instructional material."¹⁶ The Instructional Materials Bureau reviews many curriculum options each year according to its instructional material adoption cycle, with each subject area reviewed every 6 years. Materials that are evaluated to have 90% or higher alignment to New Mexico standards are categorized as core basal (CB) and materials with less than 90% alignment are categorized as supplemental (SU). Utilizing this thorough level of review by the NMPED will help ensure that ACES Tech's instructional materials are in alignment to New Mexico standards.

Another source that ACES Tech will use to help determine the quality of available curriculum options is edreports.org. This site reviews many curriculum options using review rubrics developed by educators. Each curriculum option is given ratings for three areas: 1) Text Complexity and Quality, 2) Building Knowledge with Texts, Vocabulary, and Tasks, and 3) Instructional Supports and Usability.¹⁷ Figure 8 displays the ratings for high scoring ELA options for grades 6-8. Edreports uses many criterion to review available curricula, including alignment to standards, rigor, and the extent to which the text supports students becoming more independent readers and better writers. The detailed reviews provided will be a valuable component of our team's total curriculum materials analysis and decision. Upon reaching out to the NMPED, it was mentioned that the Instructional Materials Bureau has consulted with edreports.org as they have refined the NMPED's review process. This fact was validation that the edreports information is sufficiently rigorous and useful in the New Mexico context. ACES Tech will utilize both resources, as the NMPED Instructional Materials Bureau does take the additional step of evaluating materials for cultural relevance. This extra step is valuable in that we expect to serve a diverse set of students and want all students to relate to the materials which are used in our classrooms.

Figure 8 - ELA Curriculum Options for Grades 6-8, with Review Scores from edreports.org

Curriculum Options	Grade Levels	Text Complexity and Quality	Building Knowledge with Texts, Vocabulary, and Tasks	Instructional Supports and Usability
MyPerspectives (Pearson)	6	36/36	32/32	34/34
MyPerspectives (Pearson)	7	36/36	32/32	34/34
MyPerspectives (Pearson)	8	36/36	32/32	34/34
Wit and Wisdom (Great Minds)	6	36/36	32/32	34/34
Wit and Wisdom (Great Minds)	7	36/36	32/32	30/34
Wit and Wisdom (Great Minds)	8	36/36	32/32	34/34
StudySync (McGraw-Hill)	6	36/36	30/32	34/34
StudySync (McGraw-Hill)	7	36/36	30/32	34/34
StudySync (McGraw-Hill)	8	36/36	32/32	34/34

The Humanities**English Language Arts (ELA)**

ACES Tech will adopt and develop English Language Arts curriculum that is researched based, reasonable, and aligned to New Mexico Common Core Standards, New Mexico Content Standards, and the ACES Tech mission. ACES Tech will enroll students beginning in the 6th grade, thus the grades 6-12 Common Core State Standards for English Language Arts, the College and Career Readiness standards, and any additional New Mexico specific standards will be referenced for alignment when selecting and creating our curriculum. In order to ensure that our students are college and career ready, our curriculum will provide students with the opportunity for learn and think critically about a broad range of works across genres, cultures, and history. These works, along with high quality instruction, will provide our students with the life examples and insights needed to develop and grow their own thinking and writing.

For our grades 6-8 curriculum, the ACES Tech team will select materials which provide opportunities for thoughtful engagement with meaningful texts, including novels, short fiction, nonfiction, and poetry. Our students will be expected to engage in rich discussions regarding the characters and situations within the texts. They will also be expected to express their ideas clearly and authentically in creative, informative, and argumentative writing.¹⁸ Each day, our students will attend a 50 minute English class, consisting of English literature and writing studies. Instruction will consist of a blend of direct instruction, small group instruction, independent and group led work, and technology

focused instruction. Figures 9 and 10 list our proposed English Language Arts courses for grades 6-8 and 9-12, respectively.

Figure 9 – ACES Tech English Language Arts Courses for Grades 6-8

Grade Levels	Title
6	English Language Arts 6
7	English Language Arts 7
8	English Language Arts 8

Figure 10 – ACES Tech English Language Arts Courses for Grades 9-12

Grade Levels	Title
9	English Language Arts 9
10	English Language Arts 10
11	AP English Language and Composition
12	English Language Arts 12

Literature

The ACES Tech team considers it a priority to establish and maintain a school where the curriculum encourages and develops avid, skilled readers. Our students will be immersed in exciting and thought provoking works of fiction, poetry, and literary non-fiction that represent authentic cultural and ethnic diversity, strong voices, and a range of perspectives. Teachers will be expected to guide students through rigorous analysis and interpretation of texts, helping them to develop their critical thinking, cross-curriculum connection, and reflection skills. Our classrooms and library resource areas will be supplied with a strong selection of vetted works from a number of national and New Mexico authors recommended by educators and the community. We will seek vendors who support technology accessible materials so that students will have access to electronic copies of our curricular material. Lastly, we will encourage students to utilize the vast reading resources available on child-friendly websites throughout the internet, and to visit Albuquerque's excellent local libraries as well.

The process for selecting grade level texts will involve factors such as the reading levels of our students, the quality of the books, and ensuring that students are exposed to a spectrum of literary styles, characters, and viewpoints. ACES Tech students will be expected to analyze fiction and non-fiction works by authors who are of Black, White, Native American, Asian, and Hispanic/Latino heritage. Figures 11 and 13 display a number of books by diverse authors for middle and high school students. Literary texts are an important part of the reading that students will encounter, but they will also be expected to do a significant amount of informative reading from current articles, research papers, and websites like Newsela and the Google News Archive. Additionally, students will be given opportunities to select their own readings, and will write essays and papers of increasingly demanding quality as they progress towards graduation. To promote school unity and cross curricular learning opportunities, each year one book will be selected for the whole school to read and discuss. Potential whole school books are displayed in Figure 12. After year three of operation, beginning in grade 9, the annual all-school book assigned for grades 9-12 will be different than the all-school book assigned for grades 6-8.

Figure 11 – ACES Tech Book Lists for Grades 6-8 (Illustrative Sample)

Grade Levels	Title	Author	Guided Reading	Lexile	Type
6	The Watsons Go to Birmingham – 1963	Christopher Paul Curtis	U	920L	Fiction
6	Claudette Colvin: Twice Toward Justice	Phillip Hoose	Z	1000L	Non-Fiction
6	Diary of a Young Girl	Anne Frank	Y	1080L	Non-Fiction
7	Fahrenheit 451	Ray Bradbury	Z	GN510L	Fiction
7	The Absolutely True Diary of a Part-Time Indian	Ellen Forney, Sherman Alexie	Z+	600L	Fiction
7	I Am Malala	Malala Yousafzai, Patrick McCormick	Z	830L	Non-Fiction
8	To Kill a Mockingbird	Harper Lee	Z	870L	Fiction
8	The Autobiography of Malcolm X	Malcolm X	N/A	1120L	Non-Fiction
8	Animal Farm	George Orwell	Z	1170L	Fiction

Figure 12 – ACES Tech All-School Book List, Grades 6-8 (Illustrative Sample)

Grade Levels	Title	Author	Guided Reading	Lexile	Type
All	Ghost	Jason Reynolds	Y	730L	Fiction
All	Counting by 7s	Holly Goldberg Sloan	Y	770L	Fiction
All	Wonder	Raquel J. Palacio	V	790L	Fiction
All	Gifted Hands	Ben Carson	N/A	950L	Non-Fiction
All	Lebron's Dream Team: How Five Friends Made History	LeBron James, H.G. Bissinger	N/A	N/A	Non-Fiction

Figure 13 – ACES Tech Book Lists for Grades 9-12 (Illustrative Sample)

Grade Levels	Title	Author	Type
9	Freakonomics	Stephen Dubner and Steven Levitt	Non-Fiction
9	Brown Girl Dreaming	Jacqueline Woodson	Non-Fiction
9	1984	George Orwell	Fiction
10	Bless Me, Ultima	Rudolfo Anaya	Fiction
10	The Innovators	Walter Isaacson	Non-Fiction
10	How the Garcia Girls Lost Their Accents	Julia Alvarez	Fiction

11	Bury My Heart at Wounded Knee	Dee Brown	Fiction
11	The Catcher in the Rye	J. D. Salinger	Fiction
11	House Made of Dawn	N. Scott Momaday	Fiction
12	Flowers for Algernon	Daniel Keyes	Fiction
12	The Joy Luck Club	Amy Tan	Fiction
12	For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf	Ntozake Shange	Fiction

History

At ACES Tech, the study of history will be a cornerstone of the curriculum. The French critic, Jean-Baptiste Alphonse Karr, is credited with the epigram “the more things change, the more they stay the same” (*Les Guêpes*, January 1849).¹⁹ Based upon the economic data from our target ZIP codes, we anticipate that many or most of our students will come from families who wish to improve their societal condition. Thus we will strive to push our students to stretch their thinking in ways that will ensure a better future. History instruction will not be limited to rote memorization of facts and figures past and present, but will revolve around significant themes and cultural interactions. Teachers will be expected to lead students in investigating the historical contexts which have collectively influenced the world that we live in today. Students will be expected to think critically about historical lessons, and to seek out evidence rather than to blindly endorse the often biased perspectives they will encounter. Students will experience history instruction at every grade level, either as a full year or half year course. Figures 14 and 15 list the History courses for grades 6-8 and 9-12, respectively.

The School Leader and Curriculum Lead will select the ELA, literature, and history curriculum materials, core basal and supplementary, for the first year of the school. They will also complete the scope and sequence and unit plans for our year one 6th grade class before the end of April of the planning year. The School Leader and Curriculum Lead will ensure that the materials are research based and align with the New Mexico State Standards and the College and Career Readiness standards. The School Leader, Academic Coordinator, and teachers will complete the materials selection and scope and sequence for each subsequent school year, during the year prior to the students advancing to the next grade. For instance, the scope and sequence for year two of the school, the first year for 7th grade, will be completed during year one. Every attempt will be made to select curriculum materials that have been reviewed and recommended by the New Mexico PED Instructional Materials department. Many of the core basal curriculum resources that have been vetted by the New Mexico PED have online versions of the curriculum texts. Obtaining these versions will help students to access the curriculum anytime, anywhere where they have a computer and internet access.

Figure 14 – ACES Tech History Courses for Grades 6-8

Grade Levels	Title
6	Early World History
7	World Cultures and Geography
8	US History / New Mexico History

Figure 15 – ACES Tech History Courses for Grades 9-12

Grade Levels	Title
9	Modern World History
10	US History and Geography
11	US Government/Economics
12	AP World History

Science, Technology, Engineering, and Math (STEM)

The primary focus of ACES Tech will be preparing students for futures in the STEM fields such as engineering, medicine, and the physical sciences. With the world advancing at a tremendous pace in all of these areas, there is a boundless amount of opportunity awaiting students who are well-prepared for the future. ACES Tech will be an environment where students will not just learn the mechanics of using facts and formulae to solve math and science problems, but will be exposed to the everyday people and organizations that are using those concepts to achieve exciting real world results. Our students will need cutting edge knowledge, critical thinking, imagination, and communication skills in order to make strong contributions towards solving the challenging problems of today and tomorrow. In accordance to our mission, our goal is to ensure that the students who graduate from ACES Tech will have those skills.

Mathematics

A strong foundation in math is necessary to succeed and advance in engineering and the physical science disciplines. For students who do not enter STEM fields, the deep thinking and problem solving that mathematics promotes is beneficial for any area that they may pursue. At ACES Tech, we will help our students to develop confidence and higher level thinking as they progress through our math courses. Mathematics topics build upon each other in a spiral like fashion; the completion of a high level problem requires the use of lower level concepts. As such, our teachers will be expected to encourage the mastery of each concept that they teach. This will involve teaching the requisite vocabulary as they introduce topics, in addition to modeling the operations and processes for solving problems. Teachers will ensure that a sufficient amount of practice and feedback occurs with the students before moving on to the next topic. This will help students to feel more comfortable with the math and curb the anxiety that some students may bring due to any math experiences in previous schools.

The students in our target ZIP codes have not performed well on the state's mathematics assessments in the recent past. Thus the ACES Tech team anticipates that many of our students may arrive with anywhere from moderate to significant difficulties with learning math. ACES Tech will provide a strategic set of instructional processes and supports with the goal of serving all and removing barriers that prevent our students from achieving. Students will be evaluated for overall math proficiency and understanding of particular grade level concepts. We will use that information to provide a progressive math readiness plan for each student, meeting them at their current level as opposed of where the curriculum expects them to be. Throughout the grade 6 math course of study, the teaching team will be expected to help each student to raise his or her mathematics confidence and mastery until they meet or exceed the grade 7 pre-algebra level. In addition to regular class instruction, tutoring will be made available to students during the daily Tech Time period. One form of support for mastery will be to focus on repetitive practice. Practice is a cornerstone of mathematics mastery, and students will receive opportunities to practice both in class and at home through homework and project based assignments.

Students will experience mathematics instruction at every grade level, in both full year and half year courses. Figures 16 and 17 list the mathematics courses for grades 6-8 and 9-12, respectively. The

School Leader and Curriculum Lead will select the mathematics curriculum materials, core basal and supplementary, for the first year of the school. They will also complete the scope and sequence and unit plans for our year one 6th grade class before the end of April of the planning year. The School Leader and Curriculum Lead will ensure that the materials are research based and align with the New Mexico State Standards for mathematics and the College and Career Readiness standards. The School Leader, Academic Coordinator, and teachers will complete the materials selection and scope and sequence for each subsequent school year, during the year prior to the students advancing to the next grade. For instance, the scope and sequence for year two of the school, the first year for 7th grade, will be completed during year one. Every attempt will be made to select curriculum materials that have been reviewed and recommended by the New Mexico PED Instructional Materials department. The next New Mexico PED adoption cycle review for mathematics materials will take place during the summer of 2019, just after this proposal is due but in well enough time to use the results as part of the ACES Tech math materials adoption.

Figure 16 – ACES Tech Mathematics Courses for Grades 6-8

Grade Levels	Title
6	Mathematics 6
7	Pre-Algebra
8	Algebra 1

Figure 17 – ACES Tech Mathematics Courses for Grades 9-12

Grade Levels	Title
9	Geometry
10	Algebra 2 / Trigonometry
11	Pre-Calculus or AP Calculus AB
12	AP Calculus AB or AP Calculus BC

Science

The ACES Tech science curriculum will expound upon the elementary concepts that our entering students have learned and advance them through to the in-depth concepts required to be college ready at high school graduation. We want our students to experience the excitement of scientific discovery, and to develop further understanding and appreciation for the earth and all living things. The curriculum will engage students through problem solving, experiments, and group discussions around any obtained results. Teachers will be provided with an assortment of science modeling materials to be used for science based hands-on activities. Depending upon the facilities available to the school in our first year, students will have the opportunity to complete laboratory experiments. Students will also utilize technology to learn science concepts, such as through videos and other science software tools.

ACES Tech students will experience science instruction at every grade level. Figures 18 and 19 list the science courses for grades 6-8 and 9-12, respectively. Science curriculum for grades 6-8 can either be taught from an integrated approach or in domain specific Life, Earth, and Physical Science courses. The New Mexico Public Education Department provides standards for both course pathways. The School Leader and Curriculum Lead will select the curriculum materials, core basal and supplementary, for the first year of the school. They will also complete the scope and sequence and unit plans for our year one 6th grade class before the end of April of the planning year. The School Lead and Curriculum Lead will

ensure that the materials are research based and align with the New Mexico State STEM Ready Science Standards, the Next Generation Science Standards (NGSS), and the College and Career Readiness standards. The School Leader, Academic Coordinator, and teachers will complete the materials selection and scope and sequence for each subsequent school year, during the year prior to the students advancing to the next grade. For instance, the scope and sequence for year two of the school, the first year for 7th grade, will be completed during year one. Every attempt will be made to select curriculum materials that have been reviewed and recommended by the New Mexico PED Instructional Materials department. Many of the core basal science curriculum resources that have been vetted by the New Mexico PED have online versions of the curriculum texts. This will help students to access the curriculum anytime, anyplace where they have a computer and internet access.

Figure 18 – ACES Tech Science Courses for Grades 6-8

Grade Levels	Title
6	Earth and Space Science
7	Life Science
8	Physical Science

Figure 19 – ACES Tech Science Courses for Grades 9-12

Grade Levels	Title
9	AP Environmental Science
10	Biology or AP Biology
11	Chemistry or AP Chemistry
12	Physics or AP Physics

World Languages

According to US census data, about 70% of the population, age 5 and up, in the Albuquerque area only speak English at home. Approximately 25% of the population speak Spanish at home, and another 2.6% speak a Native American language at home.²⁰ As the use of languages other than English continues to increase, both in homes and in the world of work, learning a world language can be a valuable asset to students. World languages can be taught in the school by a teacher, or we can offer one of many quality computer based programs that are being utilized for world language instruction. The ACES Tech team will evaluate the available options with the hope of offering a world language to our students in grades 6 to 8. This opportunity will give our non-bilingual students a boost prior to taking language courses at grade 9. In grades 9 to 12, all students will be expected to take two full years of world language. While this will not be added as a graduation requirement, except when used as a state approved elective, completing the two years of language will be strongly encouraged.

World language instruction will be available to interested students as an elective for at least one full year between grades 6 and 8, and for at least 2 full years from grades 9 to 12. The School Leader and Curriculum Lead will select the curriculum materials, core basal and supplementary, to be made available for grades 6 to 8 during the first 3 years after the opening of school. They will also complete the scope and sequence and unit plans for our year one 6th grade class before the end of April of the planning year. The School Leader and Curriculum Lead will ensure that the materials are research based and align with the New Mexico Modern, Classical, and Native Languages Content Standards, and the World Readiness Standards for Learning Languages. The School Leader, Academic Coordinator, and

teachers will complete the materials selection and scope and sequence for each subsequent school year, during the year prior to the students advancing to the next grade. For instance, the scope and sequence for year two of the school, first year of 7th grade, will be completed during year one. Every attempt will be made to select curriculum materials that have been reviewed and recommended by the New Mexico PED Instructional Materials department. The New Mexico PED Instructional Materials department list of reviewed materials indicates that world language materials for grades 6 to 8 were reviewed in 2015 and those recommendations will help guide the initial ACES Tech world language materials adoption.

Advanced Placement (AP)

ACES Tech students in grades 9 to 12 will be offered the option to take several Advanced Placement (AP) courses. The expectations for AP courses are designed to be as challenging as introductory college level courses. Offering a range of AP courses to our students will support our mission of producing college and career ready graduates. The initial focus for the AP courses will be in the primary STEM disciplines of science and math, but we will also add AP courses in the humanities.

Students will be offered AP level courses at every grade level from 9 to 12, either as full year or half year courses depending upon the subject area. The School Leader, Academic Coordinator, and teachers will select the AP curriculum materials, core basal and supplementary, beginning in the third year of school operations. At that time, they will also complete the scope and sequence and unit plans for our grade 9 AP offerings. The School Leader, Academic Coordinator, and teachers will ensure that the materials are research based and align with the appropriate New Mexico State Standards and College and Career Readiness standards. The School Leader, Academic Coordinator, and teachers will complete the materials selection and scope and sequence for each subsequent AP course offering, during the year prior to the selected AP offering. Every AP course will successfully meet or exceed the requirements of the College Board's AP Course Audit, prior to being offered to students. Figure 20 displays list of potential AP course offerings at ACES Tech.

Figure 20 – Advanced Placement Courses in Humanities and STEM

Humanities AP Courses (Potential ACES Tech Offerings)	STEM AP Courses (Potential ACES Tech Offerings)
AP English Language & Composition	AP Calculus (AB / BC)
AP English Literature and Composition	AP Biology
AP Spanish Language and Culture	AP Chemistry
AP US History	AP Physics C (Electricity & Magnetism)
AP World History	AP Physics C (Mechanics)
AP Government	AP Computer Science (A / CSP)

Physical Education and Health

Our initial plan for the state required health course is to offer it to students during grade 8. The course will be developed by the School Leader and Academic Coordinator during year two of the school, when the first student cohort is in grade 7. The health class will be age appropriate and the School Leader and Academic Coordinator will ensure that the instructional materials are research based and align with the New Mexico Health Education Standards for grades 5 to 8. The required physical education unit will be offered to students in grades 9 to 12, and the requirement may be met with a course or with interscholastic sports participation. The course will be developed by the School Leader and Academic Coordinator during year three of the school, when the first student cohort is in grade 8. The School Leader and Academic Coordinator will ensure that the instructional materials are research based and align with the New Mexico Physical Education Standards for grades 9 to 12.

Interscholastic Athletics

The ACES Tech team anticipates that we will offer opportunities for our students to participate in interscholastic athletics. During the planning year, the School Leader will reach out to community programs that offer athletic opportunities to students after school. During the first full year of school operations, the School Leader will select a school year and semester for formally beginning interscholastic athletics involvement. The School Leader will contact the New Mexico Activities Association (NMAA) to learn more about their processes and expectations. Any interscholastic athletic activities will be sanctioned by the NMAA prior to any level of student participation.

Tech Time: Our Daily Support and Interest Period

The ACES Tech master schedule will include a 30 minute common lunch period every day, immediately followed by a 30 minute Tech Time period. During this time period, students will be expected to spend 30 minutes eating their meal and the other 30 minutes participating in one of several activities. Students who have been identified as requiring extra support in one of more classes will be required to spend the 30 minute Tech Time receiving academic support such as math tutoring. Identifying students for required academic supports will be done using academic and nonacademic indicators, such as assessment and attendance data. Students who are not identified as needing academic support will be given flexibility to utilize the lunch and Tech Time periods as they choose, under the guidance of a teacher sponsor. Students will be encouraged to form interest based clubs, activity groups, and special project teams. The ACES Tech founding team expects that students will create any range of activities, and the goal will be that the students have the freedom to pursue their interests. Students who are required to attend extra support will have a minimum of one day per week when they too can participate in the interest led activity of their choice. We anticipate that the desire to participate in more activities during Tech Time will motivate students to study harder and to demonstrate consistent proficiency in all of their subjects.

Curriculum Development

ACES Tech will adopt a complete curriculum for each subject area. We will utilize the recommended list created by the New Mexico Public Education Department Instructional Materials Bureau and the edreports website to inform our curriculum selections. The State recommended curriculum materials are all reviewed to ensure alignment to the New Mexico Common Core Standards, New Mexico Content Standards, and the Next Generation Science Standards.

The School Leader and Curriculum Lead will lead the adoption of the initial sixth grade curriculum, the creation of the scope and sequence and unit plans, and the reviewing of the semester one unit assessments. When the Curriculum Lead is hired, they will review any plans drafted by the School Leader. The Curriculum Lead will then assist in finalizing the semester one unit plans, lesson plans, and project plans by April 2020, well before June 1, 2020. Throughout the lesson plan development cycle, the School Leader and Curriculum Lead will assess the cultural relevance of the curriculum and ensure that it fits the needs of our anticipated student population. In subsequent years, the Academic Coordinator will ensure that the lesson plans are reviewed to update any cultural references for continued relevance.

Beginning in Year 2 of operations, the Academic Coordinator will take over the curriculum development duties, under the supervision of the School Leader. The Academic Coordinator will stay current on curriculum updates and instructional best practices. They will work with the teacher professional learning community (PLC) teams to adopt, review and create curriculum each year according to the school timeline. The Academic Coordinator will ensure that the curriculum has the excitement and rigor components required per the ACES Tech mission. They will also ensure that the

interim, and other, assessments are appropriate for accurately measuring student academic progress and college readiness.

The general process, responsible parties, and timelines that ACES Tech will follow to develop our curriculum for our first 5 years is displayed in Figures 21-25. The primary people responsible will be the School Leader and Academic Coordinator. Teachers will assist both individually and as part of their PLC team work. Each year, we will begin by adopting curriculum in January and February. We will then review and create scope and sequence in the early spring. In late spring we will review the unit assessments provided by the curriculum vendor. Before each school year ends, we will create and review unit plans, lesson plans, and project plans for each grade. Interim assessments will be reviewed and developed, primarily by the teacher PLC teams, in the month prior to each assessment.

Figure 21: Curriculum Development - Implementation Year and Year 1

ACES Tech Implementation Year and Year 1 (2020-2021)		
Curriculum Action Steps	Responsible Staff	Timeline
Adopt curriculum (Grade 6)	School Leader	September 2019 - December 2019
Scope and Sequence	School Leader	December 2019 - January 2020
Review Unit Assessments	School Leader	January 2020 - February 2020
Semester 1 Unit Plans, Lesson Plans, and Project Plans (Grade 6)	School Leader Curriculum Lead	February 2020 - April 2020
Semester 1 Interim Assessments	School Leader Subject Area Teachers (PLCs)	September and November 2020
Semester 2 Unit Plans, Lesson Plans, and Project Plans (Grade 6)	School Leader Subject Area Teachers (PLCs)	October 2020 - November 2020
Semester 2 Interim Assessments	School Leader Subject Area Teachers (PLCs)	February and April 2021

Figure 22: Curriculum Development - Year 2

ACES Tech Year 2 (2021-2022)		
Curriculum Action Steps	Responsible Staff	Timeline
Adopt curriculum (Grade 7)	School Leader Subject Area Teachers (PLCs)	January 2021 - February 2021
Review and Update Scope and Sequence (Grade 6) Create Scope and Sequence (Grade 7)	School Leader Subject Area Teachers (PLCs)	March 2021 - April 2021
Review Unit Assessments	School Leader Subject Area Teachers (PLCs)	April 2021
Review Semester 1 Unit Plans, Lesson Plans, and Project Plans (Grade 6) Create Semester 1 Plans for Grade 7	School Leader Subject Area Teachers (PLCs)	May 2021
Review Semester 1 Interim Assessments (Grade 6) Semester 1 Assessments for Grade 7	School Leader Academic Coordinator Subject Area Teachers (PLCs)	September and November 2021
Review Semester 2 Unit Plans, Lesson Plans, and Project Plans (Grade 6) Create Semester 2 Plans for Grade 7	School Leader Academic Coordinator Subject Area Teachers (PLCs)	October 2021 - November 2021

Review Semester 2 Interim Assessments (Grade 6) Semester 2 Assessments for Grade 7	School Leader Academic Coordinator Subject Area Teachers (PLCs)	February and April 2022
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Figure 23: Curriculum Development - Year 3

ACES Tech Year 3 (2022-2023)		
Curriculum Action Steps	Responsible Staff	Timeline
Adopt curriculum (Grade 8)	School Leader Academic Coordinator Subject Area Teachers (PLCs)	January 2022 - February 2022
Review and Update Scope and Sequence (Grade 6-7) Create Scope and Sequence (Grade 8)	School Leader Academic Coordinator Subject Area Teachers (PLCs)	March 2022 - April 2022
Review Unit Assessments	School Leader Academic Coordinator Subject Area Teachers (PLCs)	April 2022
Review Semester 1 Unit Plans, Lesson Plans, and Project Plans (Grade 6-7) Create Semester 1 Plans for Grade 8	School Leader Academic Coordinator Subject Area Teachers (PLCs)	May 2022
Review Semester 1 Interim Assessments (Grade 6-7) Semester 1 Assessments for Grade 8	School Leader Academic Coordinator Subject Area Teachers (PLCs)	September and November 2022
Review Semester 2 Unit Plans, Lesson Plans, and Project Plans (Grade 6-7) Create Semester 2 Plans for Grade 8	School Leader Academic Coordinator Subject Area Teachers (PLCs)	October 2022 - November 2022
Review Semester 2 Interim Assessments (Grade 6-7) Semester 2 Assessments for Grade 8	School Leader Academic Coordinator Subject Area Teachers (PLCs)	February and April 2023

Figure 24: Curriculum Development - Year 4

ACES Tech Year 4 (2023-2024)		
Curriculum Action Steps	Responsible Staff	Timeline
Adopt curriculum (Grade 9)	School Leader Academic Coordinator Subject Area Teachers (PLCs)	January 2023 - February 2023
Review and Update Scope and Sequence (Grade 6-8) Create Scope and Sequence (Grade 9)	School Leader Academic Coordinator Subject Area Teachers (PLCs)	March 2023 - April 2023
Review Unit Assessments	School Leader Academic Coordinator Subject Area Teachers (PLCs)	April 2023
Review Semester 1 Unit Plans, Lesson Plans, and Project Plans (Grade 6-8) Create Semester 1 Plans for Grade 9	School Leader Academic Coordinator Subject Area Teachers (PLCs)	May 2023
Review Semester 1 Interim Assessments (Grade 6-8) Semester 1 Assessments for Grade 9	School Leader Academic Coordinator Subject Area Teachers (PLCs)	September and November 2023

Review Semester 2 Unit Plans, Lesson Plans, and Project Plans (Grade 6-8) Create Semester 2 Plans for Grade 9	School Leader Academic Coordinator Subject Area Teachers (PLCs)	October 2023 - November 2023
Review Semester 2 Interim Assessments (Grade 6-8) Semester 2 Assessments for Grade 9	School Leader Academic Coordinator Subject Area Teachers (PLCs)	February and April 2024

Figure 25: Curriculum Development - Year 5

ACES Tech Year 5 (2024-2025)		
Curriculum Action Steps	Responsible Staff	Timeline
Adopt curriculum (Grade 10)	School Leader Academic Coordinator Subject Area Teachers (PLCs)	January 2024 - February 2024
Review and Update Scope and Sequence (Grade 6-9) Create Scope and Sequence (Grade 10)	School Leader Academic Coordinator Subject Area Teachers (PLCs)	March 2024 - April 2024
Review Unit Assessments	School Leader Academic Coordinator Subject Area Teachers (PLCs)	April 2024
Review Semester 1 Unit Plans, Lesson Plans, and Project Plans (Grade 6-9) Create Semester 1 Plans for Grade 10	School Leader Academic Coordinator Subject Area Teachers (PLCs)	May 2024
Review Semester 1 Interim Assessments (Grade 6-9) Semester 1 Assessments for Grade 10	School Leader Academic Coordinator Subject Area Teachers (PLCs)	September and November 2024
Review Semester 2 Unit Plans, Lesson Plans, and Project Plans (Grade 6-9) Create Semester 2 Plans for Grade 10	School Leader Academic Coordinator Subject Area Teachers (PLCs)	October 2024 - November 2024
Review Semester 2 Interim Assessments (Grade 6-9) Semester 2 Assessments for Grade 10	School Leader Academic Coordinator Subject Area Teachers (PLCs)	February and April 2025

Serving Student Needs

The ACES Tech founding team understands that no one curriculum will fit the needs of all students. The School Leader and Academic Coordinator will lead the efforts to ensure that the curriculum is academically adaptable and culturally relevant. The adaptable nature of the curriculum will be paramount as our teachers will need to serve students who are advanced, at grade level, or who may be struggling with learning concepts. Furthermore, the curriculum will need to accommodate the needs of students with disabilities and students identified as English language learners. These factors will be considered as part of the work of the teacher PLC teams. As the people who spend the most time with the students, teachers will be the primary individuals who adapt the curriculum to meet the various student needs. The annual review of scope and sequence, unit plans, and lesson plans will also be important times to consider any necessary updates which will benefit students.

¹² Willis, Judy. "The neuroscience of joyful education." *Educational Leadership* 64.9 (2007).

¹³ Instructional Materials. (n.d.). Retrieved from <https://webnew.ped.state.nm.us/bureaus/instructional-materials/>

¹⁴ Rubrics & Evidence Guides. (n.d.). Retrieved from <https://edreports.org/reports/rubrics-evidence>

¹⁵ Success Academy Charter Schools. (2019). The Middle School Curriculum [Brochure]. Author. Retrieved from https://www.successacademies.org/app/uploads/2019/01/MS_Curriculum-Guide.pdf

¹⁶ Retrieved on 2/10/2019 from https://en.wikipedia.org/wiki/Jean-Baptiste_Alphonse_Karr#References

¹⁷ Retrieved from <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the proposed school’s curriculum; • Identify information that demonstrates the curriculum is research-based; • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school’s mission. ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester’s curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

E. Graduation Requirements.

E. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirements, ensure they are clearly explained.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE:

ACES Technical Charter School (ACES Tech) will maintain the New Mexico high school graduation requirements outlined in NM Statute 22-13-1.1, Graduation Requirements and NMAC 6.19.7, Demonstration of Competency for High School Graduation, with no additions.

Graduation Requirements

The State of New Mexico has outlined the requirements for earning a high school diploma of excellence. To graduate from high school, New Mexico students must meet the graduation requirements defined in NMSA 22-13-1.1, Graduation Requirements. It includes the following:

1. Students must complete a minimum of 24 credits, including at least one credit being an advanced placement or honors course, a dual-credit course, or a distance learning course. Figure 26 displays the New Mexico graduation coursework requirements. The health requirement can be met in middle school. The AP requirement can be met in conjunction with a correlating subject such as English or math.
2. Students must also demonstrate competency in the five core content areas: mathematics, reading, writing, science, and social studies.
 - Students primarily demonstrate competency by meeting the passing score on the standards-based assessments taken annually by all New Mexico students.
 - Students who do not demonstrate competency on the primary assessments may leverage alternative assessments or competency-based alternatives.

Figure 26 – Coursework Requirements

Course	Units
English	4
Mathematics	4
Social Sciences	3.5
Laboratory Science	3
Career Cluster	1
Workplace Readiness	
World Language	
Physical Education	1
Appropriate electives	7.5
Health	.5 or 1
AP, Honors, Dual Credit	1

Graduation Requirement Options

The State of New Mexico has outlined multiple paths to demonstrating competency in pursuit of meeting graduation requirements. These are the standard option, the career option, and the ability option. Students who follow the standard option must take the state approved assessments in the five core content areas and pass all of them with the state established score. Students with disabilities will have graduation requirements outlined in their Individualized Education Programs (IEPs). These students may follow the career option and the school staff responsible for managing their IEPs may set appropriate passing scores for the assessments required for graduation. Students with severe cognitive impairments will also have graduation requirements outlined in their IEPs. These students may follow the ability option and the school staff responsible for managing their IEPs may set appropriate passing scores for the New Mexico Alternate Performance Assessments (NNMAPA) required for graduation. ACES Tech will follow the state guidelines regarding the options for meeting graduation requirements.

Alternate Demonstration of Competency

The primary way to meet the competency requirements for earning a diploma is to successfully pass the required assessments via the standard, career, and ability options. New Mexico students who are unable to demonstrate competency via the state assessments have the opportunity to meet the requirements for graduation through an Alternate Demonstration of Competency (ADC). ACES Tech will follow the state guidelines regarding the Alternative Demonstration of Competency. The School Leader and the Academic Coordinator will determine the alternate demonstration of competency requirements for ACES Tech during the third year of school operations.

Demonstration of Competency for Graduation

Students must demonstrate competency in math, reading, writing, and science. If students are not successful in demonstrating competency using the primary demonstration of competency in grade 11 science, they may use either an End of Course (EOC) in a high school level course or an alternative assessment in the subject as defined by the graduation manual. NMAC 6.19.7.7, 10, 11, 12, and 13

Test Attempts

In order to meet testing requirements, New Mexico students may retake the necessary assessments up to five times in order to earn a diploma. Prior to pursuing an Alternate Demonstration of Competency, a student must take the primary assessment at least once and not receive a passing score. The core subject competency assessments and the minimum number of attempts are shown in Figure 27.

Figure 27 – Test Attempt Requirements Before Alternative Competency Path

Test Attempt Requirements	Assessment	Minimum Number of Times
Mathematics	State Math Assessment	2
English Language Arts	State ELA Assessment	2
Science	SBA Science	2
Social Studies	One State Developed EOC Exam	1

Total	Expectations
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Points Available	
4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify all of the proposed school's graduation requirements;• Provide proposed Alternative Demonstration of Competency policies, if any• Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and• If there are variances from state minimum requirements explain the following:<ul style="list-style-type: none">○ why the proposed school believes the change is important○ how the change supports the mission○ how the change ensures student readiness for college, career, or other post-secondary opportunities.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

F. Instruction.

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** supports and aligns with the proposed school's mission, and curriculum.

APPLICANT RESPONSE:**Educational Philosophy**

The educational philosophy of ACES Technical Charter School (ACES Tech) is that if students are provided with quality instruction and resources, and data is used to inform decisions and drive improvement, then they will achieve at higher levels academically. Our mission is for all ACES Tech students to experience a challenging and exciting education and for them to graduate exceptionally prepared for any college and career of their choice. The core beliefs that our school has adopted will guide the educational philosophy and actions that we take towards accomplishing our mission.

College and Career Ready is the Goal

College and career readiness has many different definitions and interpretations. Dr. David Conley has offered the following definition:

"The level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement."¹⁸

As our students progress towards the goal of mastering college and career ready skills, we must measure their progress along the journey. ACES Tech's School Leader, Academic Coordinator, and teacher-led professional learning community (PLC) teams will develop high quality assessments and analyze academic and nonacademic data on a continual basis in order to ensure that our students stay on course. These efforts will result in a set of measurable outcomes that we believe will confirm our students' level of readiness. In our effort to visualize a college and career ready graduate, ACES Tech has outlined a target list of accomplishments which we aspire for all students to achieve before graduation [Figure 28]:

Figure 28 – Target College and Career Ready Accomplishments for Graduates

ACES Tech: Target College and Career Ready Accomplishments for Graduates
Meet or exceed proficiency in all New Mexico state standard areas
Meet or exceed all four ACT college readiness benchmarks
Earn acceptance letters to two or more 4 year colleges
Pass two or more AP exams (3 or higher)
Complete and present a STEM focused senior project
Complete 40 hours of community volunteer service
Successfully earn an approved industry credential

Elicit a Creative and Entrepreneurial Mindset

"Stay Hungry, Stay Foolish" is a quote that was stated by Steve Jobs at the end of his 2005 Stanford commencement speech.¹⁹ During that speech, Steve Jobs spoke to the graduates about the importance of living their own lives, doing what they love, and the power of being free to create. These are among the

life ideals that ACES Tech will engender in our students; to discover and utilize the natural creative attributes, talents, and personal aspirations that they have within them. Our students will not only be expected to absorb the knowledge contained in our curriculum materials, but to use their imagination and creativity to apply and extend upon that knowledge. This educational approach will be discussed among the school leadership and teachers during professional learning community (PLC) meetings. Teachers will develop cross curricular research topics and projects which will help our students draw connections that would likely not occur in an environment with subject area siloes. Students will have ample opportunity to wrestle with topics during class discussions and through regular assignments. They will also have a daily opportunity to create and implement ideas with their classmates during the Tech Time period. The ACES Tech team believes that this intentional focus on creativity is a vital part of our mission of ensuring that our school is not only academically challenging, but a place where students are excited to learn as well.

Advancements in technology have leveled the playing field for innovative ideas and technology transfer. In a 2016 keynote at a college and career readiness conference, a vice president at General Electric (GE) explained how a group of entrepreneurs were able to develop a new technology and secure a patent in six months, beating a GE team that had been working on the same technology for a year and a half. She called this experience a “wake-up call” and it led to discussions of how to build an entrepreneurial culture within a multinational corporation in order to compete with smaller, more nimble competitors.²⁰ At ACES Tech, our educational model will include instruction around 21st century and business development skills. We will provide our students with tours and internships with our New Mexico industry partners, and promote active mentoring from local Albuquerque professionals. Students will be expected to demonstrate skills that are necessary for their future success, such as motivation and self-determination, teamwork, leadership, adaptability, and effective written and oral communication. We believe that the development of these skills is necessary to achieve our mission of graduating students who are college and career ready.

College Readiness Research

Research has provided the indicators, predictors, and other factors that can be used to determine whether a student is college and career ready throughout their K-12 years. Indicators are measures with a predetermined threshold. If a student meets or exceeds the threshold then they are college and career ready by that measure. Predictors are measures that are strongly correlated with improved postsecondary outcomes, and do not have an established threshold. Other factors include skills and attributes that have been identified as important to student success, but do not have reliable metrics.²¹ ACES Tech will measure the current college and career readiness of all of our students every quarter of every academic year. We will define, and refine, our set of academic and nonacademic indicators and establish student and school level performance goals for each. Data regarding progress towards these goals will be collected, shared, and discussed with staff for purposes of continuous improvement. Figures 29 and 30 display college ready indicators, predictors, and factors for grades 6-8 and 9-12, respectively.

Figure 29 – College and Career Ready Indicators for Grades 6-8

College and Career Indicators for Grades 6-8	College and Career Predictors for Grades 6-8	College and Career Factors for Grades 6-8
<20 percent absenteeism	Rigorous Coursework	Social Emotional Skills
Stay at the same school	Commitment	Decision-Making Skills
Behavior	Focus	
Pass Algebra 1	Follow Through	
ACT Aspire or PSAT 8 scores		

Figure 30 – College and Career Ready Indicators for Grades 9-12

College and Career Indicators for Grades 9-12	College and Career Predictors for Grades 9-12	College and Career Factors for Grades 9-12
<10 percent absenteeism	Transfer schools \leq 1 time	Participate in Social Emotional Learning (SEL) intervention
Pass Algebra 2 and PreCalculus	Take the PSAT	Meet with academic counselor
Fail \leq 1 class in grade 9		Earn a Work Readiness Credential
3.0+ GPA		
Pass \geq 1 AP Test		
Dual Enrollment participation		
ACT \geq 21		
SAT \geq 1030		
Summer bridge to college		

Preparedness is not the same as readiness. Preparedness represents academic knowledge and skill levels in reading and mathematics necessary for placement into job training programs and entry level college courses. Readiness is more inclusive than preparedness, and includes additional skills that are not measured by standardized tests. The ACES Tech staff and program will work to ensure that our students are both prepared academically and ready social-emotionally for the opportunities and challenges they will face beyond graduation.

Instructional Strategies and Methods

The mission driven goals of ACES Tech are to ensure that all ACES Tech students experience a challenging and exciting education, and that they graduate exceptionally prepared for any college and career of their choice. Our overarching strategy for accomplishing these goals is to provide an exceptional learning environment, with processes and instruction methods that maximize the collective talents of all staff, teachers, and students. This strategy will guide the use of a number of methods that teachers will utilize based upon their students' individual and combined needs. All students will receive rigorous instruction and project based learning in all core academic areas and data will be used to drive our decisions. All adults, whether employee, parent, or partner, will be expected to work as a team for the benefit of EVERY student in the school.

The challenge of improving schools does not depend upon educators discovering new ideas; it depends upon their willingness to implement what is already known regarding best practices for student and adult learning.²² At ACES Tech, we will employ a number of research based strategies and instructional methods to ensure that we achieve our mission of preparing all students for colleges and careers. Teachers will receive training for implementing the curriculum, for classroom management, and will have PLC time each week to plan and discuss student learning related items.

Teacher Quality and Closing the Achievement Gap

Developing and maintaining a positive environment throughout ACES Tech and in each classroom is a key part of our education strategy. Dr. Ronald Ferguson at the Harvard Graduate School of Education has done extensive research on closing the achievement gap, and one his areas of focus is teacher quality. He and other researchers have found that one effective way to measure teacher quality is through student

surveys. ACES Tech teachers will receive training regarding seven factors that matter in creating a high-achieving classroom environment, the Seven C's.²³ Figure 31 displays seven recommended actions that teachers can do during class-time, and seven corresponding factors that students experience as a result of these actions.

Figure 31 – The Seven C's

What Teachers Do	What Students Experience
Caring about students	Encouragement and Support
Controlling behavior	Press for Cooperation and Peer Support
Clarifying lessons	Success Seems Feasible
Challenging students	Press for Effort, Perseverance and Rigor
Captivating students	Learning seems Interesting and Relevant
Conferring with students	Students Sense their Ideas are Respected
Consolidating knowledge	Ideas get Connected and Integrated

In order to measure how effective teachers are at exemplifying the Seven C's, ACES Tech students will be given a survey twice per year in which they will evaluate their teachers. Studies have shown that when students are asked the right questions, they can identify their most, and least, effective teachers. In addition, this student driven data has been among the most accurate predictors of a teachers test score gains and the data does not vary based upon race or income level.²⁴ The ACES Tech School Leader, Academic Coordinator, and teachers will develop a survey for our students. Figure 32 contains potential questions for the student survey. The data that is collected will be discussed within the professional learning community meetings to inform improvement decisions and future professional development topics. Students will also receive information regarding the purpose and use of the survey data. The survey data will not be used as to evaluate teacher performance, but it will be used to inform individual and collective teacher quality improvement planning.

Figure 32 – Student Survey Questions, correlated to the Seven C's (sample)

What Teachers Do	Questions Students are Asked
Caring about students	The teacher in this class encourages me to do my best.
Controlling behavior	Our class stays busy and doesn't waste time.
Clarifying lessons	When I am confused, my teacher knows how to help me understand.
Challenging students	My teacher wants us to use our thinking skills, not just memorize things.
Captivating students	This class keeps my attention – I don't get bored.
Conferring with students	My teacher gives us time to explain our ideas.
Consolidating knowledge	My teacher takes the time to summarize what we learn each day.

Data Driven Decisions: Professional Learning Communities (PLCs)

Embedded in the ACES Tech daily schedule will be opportunities for teachers to hold professional learning community meetings (PLCs). Forming teacher PLCs is a strategic approach to collective leadership and school improvement. A PLC empowers teachers to initiate, implement, and sustain meaningful changes which directly affect all of our students. The purpose of these meetings will be to discuss and clarify objectives, measures, and decisions regarding student learning. DuFour, et.al (2008) defined four critical questions that a PLC must explore on an ongoing basis:²⁵

1. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?
2. How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?
3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
4. How will we enrich and extend the learning for students who are already proficient?

Teachers in the PLC will work together to determine EXACTLY what students will be expected to learn. They will understand the standards applicable to upcoming lessons, establish the plan for utilizing the school curriculum materials, and discuss the possible use of supplemental materials and technology to promote improved learning. The PLC team will also gather information, in the form of assessments, in order to measure each students learning. These will include both formative and summative assessments, some of which are common to all students and others that are administered at the single classroom level. The purpose of the assessments is to provide a basis for adjusting instruction and also determining systematic interventions for students who need them. Figure 33 displays anticipated outcomes of an effective PLC process.

Figure 33 – Anticipated PLC Outcomes for Teachers and Students

Anticipated Outcomes for Teachers	Anticipated Outcomes for Students
Shared responsibility for ALL students	Greater daily attendance
Less teaching in silos	Increased learning
Sharing of best practices	Equitable instruction across classes
Better understanding of content	Higher achievement levels for all
Develop common assessments	Decreased achievement gaps
Teachers hold each other accountable	Fewer behavioral issues
Higher morale	More cross-curricular projects

Multiple Intelligences

All students have abilities and gifts, and these abilities can be nurtured and developed over time. Howard Gardner (2006) calls these abilities intelligences, and has written that all normal individuals possesses each of his defined intelligences to some extent. People do, however, differ in the degree of their abilities and the nature of the combination of these abilities.²⁶ ACES Tech will strive to respect each student's individual needs by observing and identifying their strengths and abilities. Not all students will arrive at ACES Tech with a common set of abilities, and not all students need the same set of knowledge and skills to achieve their college and career goals. Thus, our staff and teachers will take a comprehensive approach to providing instruction, resources, and supports to students in ways which honor their

individual learning styles and abilities. We anticipate that giving students more individualized attention will help build trust with them and their families. We also anticipate that a learning environment that respects multiple intelligences will cause more students to be engaged and feel connected to their classmates and the school. Figure 34 displays Dr. Gardner's list of intelligences.

Figure 34 – The Multiple Intelligences (as defined by Prof. Gardner)

The Multiple Intelligences	Attributes
Musical Intelligence	The ability to produce and appreciate rhythm, pitch and timbre.
Bodily-Kinesthetic Intelligence	The ability to control one's body movements and to handle objects skillfully
Logical-Mathematical Intelligence	The ability to think conceptually and abstractly, and the capacity to discern logical or numerical patterns.
Linguistic Intelligence	Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.
Visual-Spatial Intelligence	The capacity to think in images and pictures, to visualize accurately and abstractly.
Interpersonal Intelligence	The capacity to detect and respond appropriately to the moods, motivations and desires of others.
Intrapersonal Intelligence	The capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.
Naturalist Intelligence	The ability to recognize and categorize plants, animals and other objects in nature.

Multiple Intelligences in Practice

ACES Tech will strive to offer instruction and learning opportunities using methods and medium which reach a variety of intelligences. Many types of methods and medium can be used effectively during direct instruction or utilizing technology such as multimedia. Since all students exhibit different abilities and learn in different ways, it is important for teachers to make efforts to present material in various ways and forms. This will increase the collective student group's access to the standards and concepts and promote equity in each classroom. While there is a limit to what a teacher can do in terms of individual and differentiated instruction, it would be a disservice to students to ignore their differences and not make a genuine effort to support them.²⁷ Following is a list of the intelligences and how they might be supported in a classroom setting. After the list, Figure 35 displays multiple entry points for instruction for each intelligence, with examples for science and social studies.

- **Musical Intelligence:** Supporting oral/musical learners begins with voice. Teachers use their voice to express topics and lessons to students, and students should be encouraged to use their voice as well. One opportunity for students to talk more frequently is for them to "turn and talk" to a neighbor or for students to organize into small groups and discuss a topic. ACES Tech teachers will be expected to include opportunities for students to lead and speak at some point during their classes. We anticipate that a percentage of our students will have instrumental musical abilities and interests as well, and we will look to offer in-school or after-school music programming opportunities for our students.

- Bodily-Kinesthetic Intelligence: Students who are physical learners need to be given the opportunity to make movements during class. Teachers who teach in lecture style rooms will be encouraged to seat physical learners in the front of the class. This may help the student to stay more focused. As a STEM school, project based learning will be a significant part of our teaching practice and should appeal to our physical learners. The use of technology, particularly when using a mouse or pointer, is another learning medium that we will use to help these students to stay engaged and be more successful.
- Logical-Mathematical Intelligence: As a STEM focused school, we anticipate that ACES Tech will attract a significant number of logical learners. These students exhibit traits such as being rational and objective, good at strategy games, and well organized. Our logical learners will tend to be strong in math and science. Teachers will be encouraged to provide opportunities for students to explain their solutions to problems, perhaps via “think alouds”, and to ask students to think of alternate solutions. Our logical learners may be natural leaders, willingly taking on project management roles, but teachers will want to make sure that they share leadership responsibilities with others and delegate effectively as well.
- Linguistic Intelligence: Students who are linguistic learners love words and enjoy reading and writing. ACES Tech will appeal to these students because our variety of instructional methods will give them opportunities to hear lectures, take notes, read challenging material, write essays, and communicate verbally with classmates in regular class and during project work. We plan to offer global language courses such as Spanish and Chinese, which will also appeal to the strengths of our linguistic learners.
- Visual-Spatial Intelligence: To support visual learners, teachers will be encouraged to incorporate pictures and imagery into their lessons. Social studies and history teachers might use historical photos and maps. English teachers can utilize videos and new clips, maybe to demonstrate how a professional critic reviews a book or show how a film adapts a story previously read by the class. Math teachers can utilize flash cards during math lessons, and hand out review sheets with formulae and concept definitions. All teachers should utilize color in their classrooms as well. Colors can be used as powerful descriptors for concepts, and can also be used to help students keep their materials organized.
- Interpersonal Intelligence: Our interpersonal learners will enjoy working in groups and being involved in multiple activities at the school. ACES Tech teachers will include student led conversations and interactions during regular class sessions. Instruction methods might include reading literature aloud in class, and asking students how they think and feel about concepts and topics. Interpersonal students will thrive on extra individual attention, and may go to lengths to ensure that they interact with as many people as possible throughout the day. Our daily Tech Time will give interpersonal learners the freedom to work and discuss ideas with their peers. We also want to offer a range of structured extracurricular such as athletics and music which will give these students additional opportunities to interact with various groups of friends.
- Intrapersonal Intelligence: Our intrapersonal learners will favor working alone and figuring out things for themselves. Teachers will need to notice when students just want to watch and listen, not raising their hand or looking to participate. While these might not be considered positive traits, they are natural for intrapersonal learners and should be celebrated. To support these

students, teachers will need to balance giving them space and reflective time versus ensuring that they engage with the class. In English, journaling is a method that might appeal to intrapersonal learners. Finally, Tech Time will give intrapersonal learners an opportunity to participate in projects and activities with smaller groups of like-minded students.

- **Naturalist Intelligence:** Given the range of New Mexico's beautiful scenery, wildlife, and popular outdoor activities, we anticipate that there will be a number of naturalist learners attending the school. These students have a high appreciation for nature, and will be excited about any interaction with plants, animals, or the outdoors. Teachers in English or Social Studies classes can place particular focus on the role that natural things, like animals and weather, have played in stories or history. Since many science standards and concepts deal with natural beings and forces, teachers will have many opportunities to include insects, animals, and plants in their lessons. ACES Tech students will all have the opportunity to go on field trips. We will look to build relationships with various museums, city parks, and the BioPark so that our students will have the chance to interact with nature throughout the region. In addition, engineering projects which focus on clean, renewable forms of energy may appeal to the naturalist learners in our community.

Figure 35 – Multiple Entry Points for Instruction

Multiple Entry Points for Understanding	Examples for Effective Instruction
Narrational Entry Point	Present a story or narrative about the concept in question. Science: Trace back the evolution of a specific organism. Social Studies: Tell the story of American democracy's beginnings in ancient Greece.
Logical Entry Point	Present a structured argument. Science: Darwin utilized an analogy of when humans fight for survival in an area that is overcrowded. Social Studies: Decisions are made by a population of people, or its chosen representatives.
Quantitative Entry Point	Use numerical quantities and relations. Science: Darwin pondered evolution when he observed different numbers of different species of finches on the Galápagos Islands. Social Studies: An examination of congressional voting patterns illuminates the ways in which democratic institutions operate.
Foundational (Existential) Entry Point	Examine the philosophical and terminological facets of the concept. Science: Consider the reason that we look for origins and changes. Social Studies: Consider the reasons a government might select democracy over oligarchy.
Aesthetic Entry Point	Emphasize sensory and surface features. Science: Examine the structure of different evolutionary trees. Social Studies: Consider various forms of balance and imbalance as they are epitomized in different voting blocs.
Experiential Entry Point	Hands-on, dealing directly with the materials that embody or convey the concept. Science: Breed insects and witness the mutations, via live experiment or software. Social Studies: Form groups to make decisions and then discuss the pros and cons of representative democracy vs. other forms of government.

Collaborative Entry Point

Assign group based work for projects, discussions, role-play, and debates.

Science: Students can debate the tenants of evolution.

Social Studies: Students can simulate various forms of democracy - direct, representative, town meetings - and see strengths and limitations of each.

Bloom's Taxonomy

Bloom's taxonomy has been used for many decades as a means for teachers to ensure that instruction stimulates and develops students' higher order thinking capabilities.²⁸ The framework has many practical applications that we intend to utilize as part of our continuous improvement process. ACES Tech's teachers will use Blooms taxonomy as a resource to increase the rigor of lessons, to evaluate the complexity of assignments and projects, and to create quality assessments. We believe that combining Multiple Intelligences theory with the Blooms Taxonomy framework is a powerful process for providing rigorous and thoughtful daily instruction which addresses the innate learning needs of our diverse student body. Figure 36 displays the Bloom's Taxonomy Levels. Figure 37 displays an English class reading example of how multiple intelligence theory and Bloom's Taxonomy will be combined as part of our quality instruction process.²⁹ Utilizing these research based frameworks will give our teachers a structured method on which to base discussions during PLC meetings. It will be a quality control roadmap to keep our team on course towards providing higher order cognitive instruction and tasks in every class, every day.

Figure 36 – Bloom's Taxonomy Levels and Activities

Blooms Taxonomy Levels	Activities
Remember	Recall facts and basic concepts Define, duplicate, list, memorize, repeat, state
Understand	Explain ideas or concepts Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
Apply	Use information in new situations Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Analyze	Draw connections among ideas Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
Evaluate	Justify a stand or decision Appraise, argue, defend, judge, select, support, value, critique, weigh
Create	Produce new or original work Design, assemble, construct, conjecture, develop, formulate, author, investigate

Figure 37 – Multiple Intelligences and Bloom’s Taxonomy Matrix for Investigating a Book

MI and Blooms	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Linguistic	Write an Acrostic poem using the main aspect of the book.	Retell an interesting part of the book in your own words.	Locate 5-10 difficult words. Find them in a dictionary write their meanings.	Compare characters and attitudes using a Venn Diagram.	Review the book from someone else’s perspective.	Write a new ending for the book.
Logic and Maths	Draw a pie graph to illustrate facts from the text.	Design a puzzle that presents the main topic of the text.	Draw a plan/map to scale relating to your book.	Design a survey and graph the results relating to your book.	Give your book a rating. Write why you gave it this rating.	Create a crossword puzzle about your book.
Visual - Spatial	Do a drawing of an interesting part of the book.	Design a bookmark with a summary of your book.	Make a cartoon relating to your book.	Design a new front cover for the book you have read.	What changes would you make to the illustrations?	Design an all new board game relating to your book.
Bodily - Kinesthetic	Move like something from your text. Play statues.	Play charades with names of books you have read on this topic.	Use sign language to teach skills or information from your book to others.	Write and present a play or a skit about your book.	Evaluate your own performance, recommend improvements.	Design a rap or dance which displays your understanding of the book.
Musical	Look for a song related to the text.	Read a passage aloud and make sound effects with different objects.	Write words for a radio jingle about the book.	Create a soundscape for your favourite part of the book.	Choose a sound to represent each of the characters in the book.	Write a song or nursery rhyme with the same title as your book.
Interpersonal	Work with others to make a list of the “Top 5” most important parts of the text.	Role play an important part from your book.	Sharing circle – share your thoughts/beliefs and opinions about the book with others.	Conduct an interview with another person who has also read your book.	Develop a set of 5 criteria to decide if the book will interest other people.	Devise an educational campaign to promote reading.
Intrapersonal	Write a learning log – what you have gained or learnt from the book.	Draw a picture about how the text makes you feel.	Write a diary entry from the main character's point of view.	What 5 questions would you most like to ask the author?	Explain your feeling to a particular part of the book.	Predict what might happen in the future using the book.
Naturalist	Are there any natural settings in your book? If yes, draw and describe them.	Find photographs in magazines which could be included in your book.	Could this book help you in any way with the study of the environment? If yes how?			Collect material from nature to create a scene to compliment your book.

Research Basis for Instructional Methods

As described above, the ACES Tech team will utilize instructional methods that are research based. There is achievement gap research which demonstrates that utilizing the Seven C's and tools such as student surveys help teachers and administrators to better understand their students and provide more effective instruction to them. These methods, and others, will be important for ACES Tech to implement given the racial and economic diversity, historically low achievement, and current achievement gaps present within our anticipated student body.

Multiple Intelligences theory was introduced by Howard Gardner in his book *Frames of Mind: The Theory of Multiple Intelligences* in 1983. It is based upon is research in developmental and neuropsychology. Multiple intelligences is a theory of how the mind works and an educational philosophy that applies this cognitive model to the idea that instruction should be delivered in a multiplicity of ways to a diverse learner population.³⁰ The theory includes potentially thousands of strategies, many of which have been verified as part of research studies. Here are a few examples:³¹

- Providing students with multiple ways to access content improves learning (Hattie, 2011).³²
- Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills (Darling-Hammond, 2010).³³
- Instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas for growth (Tomlinson, 2014).³⁴

¹⁸: Conley, David T. (2011). Defining and Measuring College and Career Readiness [Powerpoint slides]. Retrieved from http://programs.ccsso.org/projects/Membership_Meetings/APF/documents/Defining_College_Career_Readiness.pdf

¹⁹ 'You've got to find what you love,' Jobs says. (2005, June 14). Stanford News. Retrieved February 2, 2019, from <https://news.stanford.edu/2005/06/14/jobs-061505/>

²⁰ General Electric. "New Dimensions of College and Career Readiness. Implications for Low-Income Students." White Paper. 2016, <https://brilliantpathways.org/wp-content/uploads/2018/03/wp2016new-dimensions.pdf>.

²¹ Hein, V., Smerdon, B., & Sambolt, M. (2013). Predictors of Postsecondary Success. American Institutes for Research.

²² Dufour, R., DuFour, R. B., & Eaker, R. E. (2008). Revisiting professional learning communities at work: New insights for improving schools. Bloomington, IN: Solution Tree.

²³ Ferguson, Ronald F. (2011). Tripod Classroom-Level Student Perceptions as Measures of Teaching Effectiveness [Powerpoint slides]. Retrieved from <http://www.dpi.state.nc.us/docs/effectiveness-model/surveys/ferguson-present.pdf>

²⁴ Ripley, A. (2012, September 23). Why Kids Should Grade Teachers. The Atlantic. Retrieved February 22, 2019, from <https://www.theatlantic.com/magazine/archive/2012/10/why-kids-should-grade-teachers/309088/>

²⁵ Dufour, R., DuFour, R. B., & Eaker, R. E. (2008). Revisiting professional learning communities at work: New insights for improving schools. Bloomington, IN: Solution Tree.

²⁶ Gardner, A. (2006). Multiple Intelligences: New Horizons. New York, NY: Basic Books.

²⁷ Gardner, A. (2006). Multiple Intelligences: New Horizons. New York, NY: Basic Books.

²⁸ Armstrong, T. (2009). Multiple intelligences in the classroom. Alexandria: ASCD.

²⁹ Torrisi, K. (n.d.). Investigat_book6HatsMIandBloom in 1 [DOC]. Branson: Branson Public Schools.

³⁰ Armstrong, T. (n.d.). Is Multiple Intelligences Research-Based? Retrieved February 27, 2019, from <http://www.institute4learning.com/2018/04/23/is-multiple-intelligences-research-based/>

³¹ Person. (2016, July 20). Multiple Intelligences: What Does the Research Say? Retrieved February 27, 2019, from <https://www.edutopia.org/multiple-intelligences-research>

³² Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.

³³ Darling-Hammond, L. (2010). Performance Counts: Assessment Systems that Support High-Quality Learning . Washington, DC: Council of Chief State School Officers.

³⁴ Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: ASCD.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the educational philosophy of the proposed school; • Identify primary instructional methods to be implemented that align to the educational philosophy; • Identify information that demonstrates the instructional methods are research-based; and • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

F.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

ACES Technical Charter School (ACES Tech) has planned a yearly calendar and daily school schedule which supports our mission of ensuring that every student graduates prepared to succeed in the college and career of their choice. ACES Tech will have an extended school day of 6.83 hours, and an extended year of 185 instructional days.

Yearly Calendar

The New Mexico Public Education Department state rule for school calendar requirements states that schools must operate under a calendar consisting of at least 180 full instructional days per year. (NMAC 6.10.5 and NMSA 22-2-8.1) The ACES Tech 2020-2021 academic calendar, see Attachment A, consists of 185 instructional days. Our calendar currently identifies August 6, 2020 as the first day of school for students and May 26, 2021 as the last day of school for the academic year. The ACES Tech calendar displays the various activities that occur throughout the year. Each of these major activities are assigned a color for easier visual reference, and described briefly below.

Annual Start Date and End Date

The ACES Tech academic calendar for school year 2020-2021 includes a start date of Thursday, August 6, 2020 and an end date of Wednesday, May 26, 2021. These dates are color coded in green on the academic calendar. See Attachment A.

Professional Development (PD)

ACES Tech will provide high quality, ongoing professional development opportunities for teachers in our effort to continuously improve overall instruction in all academic areas. Our goal is to make our teachers feel valued, part of a genuine team, and kept up to date on best practices in education. Our professional development will involve constructive discussions related to education research, our own quantitative and qualitative data, and how we can work together to increase the academic achievement of all of our students. Another reason for prioritizing professional development is the ever-present concern for teacher turnover. Teaching is among the noblest of professions, and we will strive to hire the best teachers for our school. However, the complexities associated with teaching are so great that one-third of teachers leave the profession within three years and 50% leave within five years.³⁵ Based on this data, ensuring that our teachers receive adequate amount of days for high quality PD is a strategic priority for ACES Tech.

The academic calendar provides for 13 days of summer professional development (July 20 – August 5, 2020) before the school year begins. The summer PD will focus on our student's learning needs, changes in subject matter content, instructional methods for the upcoming year, integration of technology and blended learning, and working effectively with our parents and partners. All of the scheduled PD sessions are full day and will occur within the school day hours, from 8am – 4pm. Professional Development days are color coded in orange on the academic calendar.

School-Wide Assessments

The ACES Tech academic calendar for school year 2020-2021 includes dates for both interim and state mandated assessments. Teacher developed interim assessments will be administered at the end of

the first and third quarters. The interim assessment dates for fall semester 2020 are October 8 and 9 for the first quarter and the fall End of Course (EOC) assessment dates are December 17 and 18 for the second quarter. The interim assessment dates for spring semester 2021 are March 4 and 5 for the third quarter and the EOC assessment dates are May 13 and 14 for the fourth quarter. Although it is currently unknown when the exact time window for the state mandated English Language Arts and Math assessments will be scheduled, we have reserved dates near the end of April for those assessments. The anticipated window is the week of April 26 through April 30. The academic calendar also displays the dates reserved for the New Mexico STEM Ready! science assessment, March 25 and 26, 2021. The science dates are for guidance only in our first year, since the state science assessment will not be administered to our students until grades 7 and 11. All school-wide assessment days are color coded in light blue on the academic calendar.

School Days, Holidays, and Partial Days

The ACES Tech academic calendar for school year 2020-2021 includes 185 days for student instruction. Below each month, the total number of instructional days for that month is indicated. Below the calendar, the total instructional hours per day and the total instructional hours for the year are indicated as well. The observed holidays where there is no school are color coded in red on the academic calendar. The holidays are also included on the written list beneath the visual calendar. There is no plan to include any partial days in the school calendar.

Parent-Teacher Conferences

The ACES Tech team views parents as a vital partner in ensuring that our students succeed in their academic and social emotional development. Thus, our parents will be welcome to visit and meet with teachers and staff on any day. The ACES Tech academic calendar for school year 2020-2021 does include two sets of formal parent teacher conference opportunities. These dates are strategically scheduled following the first quarter and third quarter of the academic year. The dates are October 22 and 23, 2020 and March 11 and 12, 2021. The parent teacher conferences will take place in the early evening during after school hours, from approximately 4:30pm – 7:00pm. Parent teacher conference days are color coded in yellow on the academic calendar.

Daily Schedule

The New Mexico Public Education Department state rule for school calendar requirements states that students in grades one through six should be in school directed activities, exclusive of lunch, for 5 hours and 30 minutes per day and 990 instructional hours annually. Students in grades seven through twelve should be in school directed activities, exclusive of lunch, for 6 hours per day and 1080 instructional hours annually (NMAC 6.10.5 and NMSA 22-2-8.1). The ACES Tech daily schedule was created to support our mission; to ensure that all students will experience a challenging and exciting education and will graduate exceptionally prepared for any college and career of their choice. Students will attend school from 8:00am until 4:25pm from Monday through Wednesday, and from 8:00am until 4:05pm on Thursdays and Fridays. The daily schedule has eight class periods designated, four before lunch and four after lunch. The daily schedule includes a 10 minute homeroom period immediately following each student's first period class. There will be a 60 minute period from near the middle of the school day for the entire school. During this time, students will eat their lunch and will participate in Tech Time; with 30 minutes appropriated for each. During Tech Time, students will receive academic tutoring, work on team projects, complete class assignments, or engage in other approved activities that they may propose from time to time.

The total instruction time during the ACES Tech 8 period day is 410 minutes, or 6.83 hours. On Mondays, Tuesdays, and Wednesdays, students will attend all eight of their scheduled classes; each of

which is 50 minutes long. Thursday and Friday are Lab Period days, where students attend half of their scheduled classes, in longer 100 minute periods. On Thursdays and Fridays, students will attend periods one through four and then periods five through eight, respectively. Class period transitions are 5 minutes each. The subtraction of three transitions means that students will get out of school 15 minutes earlier on Thursdays and Fridays, at 4:05pm. There are no plans to include break times in the daily schedule. Figure 38 displays the daily schedule, including the start and end times for all class periods. Attachment B also displays our daily schedules for school days, including schedules with short and long assemblies. There is no plan to include partial days in the calendar.

Figure 38: ACES Tech Daily Schedule

Common Schedule Monday - Wednesday, All Classes			Common Schedule Thursday and Friday, Lab Periods			
Mon-Wed Periods	Start and End Times	Total Minutes	Thurs Periods	Friday Periods	Start and End Times	Total Minutes
1	8:00 - 8:50	50	Homeroom	Homeroom	8:00 - 8:10	10
Homeroom	8:50 - 9:00	10	1	5	8:10 - 9:50	100
2	9:05 - 9:55	50	2	6	9:55 - 11:35	100
3	10:00 - 10:50	50	Lunch & Tech Time	Lunch & Tech Time	11:35 - 12:35	60
4	10:55 - 11:45	50	3	7	12:40 - 2:20	100
Lunch & Tech Time	11:45 - 12:45	60	4	8	2:25 - 4:05	100
5	12:50 - 1:40	50	Transitions		5 min each	15
6	1:45 - 2:35	50	Instructional Minutes			410
7	2:40 - 3:30	50	Instructional Hours			6.83
8	3:35 - 4:25	50	Annual Instructional Days			185
Transitions	5 min each	35	Annual Instructional Hours			1,264
Instructional Minutes		410				
Instructional Hours		6.83				
Annual Instructional Days		185				
Annual Instructional Hours		1,264				

Teacher Schedule

ACES Tech teachers, and staff, will be expected to arrive at the school by 7:45am in order to ensure that everyone is in the building and the classrooms are prepared to greet and engage with the students as they arrive each morning. The teacher day ends at 4:45pm on the Monday-Wednesday daily schedule and at 4:25 on the Thursday and Friday schedule. All teachers, and staff, will be expected to participate in arrival and dismissal duty. Teachers will have two 50 minute prep periods and a 50 minute lunch break each day; on Thursdays and Fridays the preps and lunch become 100 minute lab periods and each teacher will have 300 minutes between the two days. All teachers will be required to work during the daily 60 minute common lunch and Tech Time period; teachers will work lunch duty and sponsor Tech Time tutoring, clubs, and activities during that time.

Professional Learning Communities

ACES Tech teachers will be provided time during the school day to participate in structured professional learning communities (PLCs). In our school, professional learning communities will be the allocated time during which teachers are 'critically interrogating their practice in ongoing, reflective and

collaborative ways' in order to promote and enhance student learning.^{36 37} During PLC meetings, teachers will focus on working collectively to improve the experience of teaching and learning for both themselves and the students. In order to have the greatest impact on student learning, the PLC team must define and agree on a learner centered problem of practice. The PLC team then uses data and other resources to work on issues such as what is causing the learner-centered problem, what their current practices are related to the problem, and how they might improve their teaching practices to help our students' learning going forward.

State Guidelines for Instructional Time

New Mexico State law requires that students in grades one through six should be in school directed activities, exclusive of lunch, for 5 hours and 30 minutes per day and 990 instructional hours. Students in grades seven through twelve should be in school directed activities, exclusive of lunch, for 6 hours per day and 1080 instructional hours (NMAC 6.10.5 and NMSA 22-2-8.1). ACES Tech grade configuration spans from grade six to twelve, thus our grade six students will be required to meet the 6 hour per day standard. All ACES Tech students will be engaged in school directed activities for 6.83 hours per day, not including lunch, Tech Time, or passing periods. The annual instructional time will total 1,264 hours, exceeding the state minimum by 184 hours. This equates to over 30 more days of school than the state requires ($184 \text{ hours} / 6 \text{ hours per day} = 30.67 \text{ days}$). Figure 39 displays the New Mexico required instructional days and hours along with data for our ACES Tech daily schedule, an 8 period day with 50 minute periods.

Figure 39: ACES Tech Instructional Time Analysis

ACES Tech Instructional Time	Total Instruction Days	Total Non-instruction Days	Teacher Contract Days	Elementary Hours per Day	Secondary Hours per Day	Total Elementary Hours	Total Secondary Hours
NM State Requirement	N/A	N/A	N/A	5.5	6	990	1080
ACES Tech 8 period day	185	15	200	6.83	6.83	1264	1264

Calendar and Schedule Support for the Educational Program

ACES Tech students will experience a challenging and exciting education and will graduate exceptionally prepared for the college and career of their choice. Our educational program will place particular emphasis on preparing students for success in the STEM fields. The academic calendar that we propose will allow teachers to participate in sufficient amounts of professional development prior to the start of the year. With its 185 days of instruction, the calendar also allows for more time to provide the instruction and supports that our students need in order to achieve at high levels.

The ACES Tech 8 period daily schedule provides extraordinary flexibility for supporting our education program. The schedule is balanced on both the all class days (Mondays – Wednesdays) and the lab period days (Thursdays and Fridays). All classes are the same length, so that teachers and students are assured an equitable amount of time for all subjects. The common lunch is in the middle of the school day, so students will not be required to refuel too early or too late in the day. The lab period days allow teachers more time to complete extended assignments, experiments, or projects. This is important since project based learning and team projects will be important components of our overall program. Lastly, scheduling a daily period for Tech Time allows the staff to provide consistent in-school academic supports to those students who need it most. At the same time, it allows the students who are on track, and advanced, regular time to explore their collective interests and creative pursuits. The ACES

Tech team believes that the schedule we have developed empowers the mix of academic rigor and creative excitement that is necessary to help our students gain the level of preparation they will need for college and beyond.

Daily homeroom time gives the staff the opportunity to provide motivation and encouragement to all of our students. It also allows an opportunity for our teachers to engage with students early in the day, in a lower stress setting. Students will benefit from being able to hold discussions with their classmates, while teachers will have a moment to observe the demeanor of students. One example of a structured use of homeroom is allowing students time to provide their own news items to their classmates. This news might include providing updates about in-school activities and functions, and information regarding upcoming community events for students. All teachers will receive professional development on connecting with students, particularly students who exhibit negative behaviors, and utilizing the in-school academic and social-emotional supports to maintain healthy and positive school relationships and environment.

Calendar and Schedule Support for Anticipated Students' Achievement

ACES Tech has identified three Albuquerque ZIP codes as our target for recruiting students: 87106, 87108, and 87123. Student performance data on the state mandated PARCC test has shown that students in these ZIP codes struggle in both English language arts and math. There are twelve traditional public elementary schools in the target areas and, in 2017, the average percentage of students who achieved at grade level was 30% in English and 21% in math. Not one K-5 school achieved a proficiency percentage at or above 50% in either subject area. These facts lead us to anticipate that many, or possibly most, of our students will be multiple grade levels behind when they begin our sixth grade program. We expect that our longer school year and longer school days will help to improve our anticipated students' achievement levels at an higher than normal pace. Our goal is to bring the students who arrive behind up to grade level proficiency as soon as possible, preferably during the sixth grade year and definitely by the time they complete the seventh grade. While additional school days and daily hours of instruction give us more instructional time with our students, research suggests that we will not see the desired improvement without considering other factors.³⁸ The quality of instruction, the classroom environment, student ability variation by subject area, and the extent of parental support at home, all play a role in determining whether or not additional time in school will result in increased student learning and achievement.

The 60 minute common lunch and Tech Time period creates the opportunity to improve both student achievement and teacher practices during school hours. The 30 minutes designated for Tech Time will be used to improve learning outcomes for all ACES Tech students. Students who are struggling with their work will receive teacher and volunteer led tutoring, providing a valuable support to help them succeed. Students who are keeping pace or excelling in their studies will have the freedom to use Tech Time for STEM activities and projects, interest based club meetings, or group study time. With elementary school data indicating that many of our anticipated students will begin sixth grade not meeting grade level expectations, we expect much of the scheduled Tech Time to be used for academic tutoring. Students will be allowed to gradually move towards using Tech Time periods for interest based activities as their achievement levels increase. Teachers will also use the common lunch period productively, improving their teaching practice by learning from one another and working on learner-centered problems. Subject area PLC teams will meet weekly to discuss the correlation between instruction and student outcomes. Since the quality of instruction is an important determinate of student achievement, including PLC time in our school schedule is a key strategy for moving more students forward, more quickly, as they progress through their years at ACES Tech.

Budget Support for the School Calendar

The annual budget supports all of the needs and activities for the school throughout the year. Specific budget line items that support activities in our schedule and calendar include professional development (PD) funds for summer PD and our October and January PD days (Function 1000, Object 53330); communication and internet to support our operations and educational program (Function 2600, Object 54416); facility lease payments to house the school throughout the year (Function 2600, Object 54610); and transportation for students to get to and from school each day on time (Function 2700, Object 55112).

³⁵ Why Professional Development Matters, by Hayes Mizell.

³⁶ Karin Brodie (2013) The power of professional learning communities, *Education as Change*, 17:1, 5-18, DOI: 10.1080/16823206.2013.773929

³⁷ Stoll, L., & Louis, K. S. (2008). *Professional learning communities: Divergence, depth and dilemmas*. Maidenhead: McGraw-Hill/Open University Press.

³⁸ Rivkin, S., & Schiman, J. (2013). *Instruction Time, Classroom Quality, and Academic Achievement*. doi:10.3386/w19464

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a yearly calendar that identifies the following: <ul style="list-style-type: none"> ○ Annual start date and end date ○ Teacher professional development days and times ○ School-wide assessment periods ○ School days, holidays, and partial days ○ Teacher parent conferences; • Include a daily schedule that identifies the following: <ul style="list-style-type: none"> ○ Instructional times ○ Break times ○ Start and end times ○ Differences in the daily schedule for full and partial days; • Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1; • Describe how the calendar and schedule support the proposed school's educational program; • Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population;

- | | |
|--|---|
| | <ul style="list-style-type: none">• Describe specifically identified services to improve the academic success of at-risk students;• Describe the extended learning time programs to improve academic success of students and professional learning of teachers;• If this is an elementary school, describe the K-5 plus program; and• Be supported by the proposed budget found in the Financial Framework section of the application. |
|--|---|

INDEPENDENT REVIEWER EVALUATION: [Click here to enter text.](#)

F. (3) Provide a **clear, comprehensive, and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

Community Demographics

All students in the Albuquerque area will be encouraged to apply and attend ACES Technical Charter School (ACES Tech) and will have equal opportunity through our lottery process. However, the recruiting emphasis for the school will focus on three southeast Albuquerque ZIP codes: 87106, 87108, and 87123. This area was selected due to the range of population diversity and the lead founder's desire to serve students in low income neighborhoods. Figure 40 displays data for a few of the demographic characteristics of the three target ZIP codes and the overall city of Albuquerque. The data indicates that the median income for residents in all three ZIP codes is below the city average. The percentage of families and overall population who are below the poverty level also exceed that of the city. The racial demographics of these three ZIP codes are among the most diverse in the city. 87106, 87108, and 87123 represent the ZIP codes with the three highest percentages of both African Americans and Native Americans in Albuquerque. They also represent two of the three ZIP codes with the highest percentages of Asian Americans in Albuquerque. This data regarding income levels and racial demographics in our target community ZIP codes are good indicators for the overall student population that we anticipate serving.

Figure 40 – Demographic Data for Residents in the 87106, 87108, and 87123 ZIP Codes

Demographic Data³⁹	87106	87108	87123	Albuquerque
Median Income	\$27,036	\$26,248	\$36,150	\$39,997
% Families Below the Poverty Level	16.72%	21.06%	12.18%	10.32%
% Population Below the Poverty Level	25.89%	32.78%	17.97%	17.54%
% White	71.04%	65.90%	71.00%	70.48%
% Black	4.44%	4.39%	4.31%	2.84%
% Native American	4.57%	7.10%	4.68%	3.88%
% Asian	4.51%	2.73%	3.45%	1.98%
% Other Race	10.93%	14.37%	11.76%	16.44%
% Hispanic (of any race)	27.82%	45.50%	32.92%	42.86%

School Demographics [Enrollment, Race, Special Education (SPED), English Language Learners (ELL)]

In our efforts to gain some understanding of our anticipated student population, the ACES Tech team has researched the data for all of the elementary schools in our target ZIP codes. The focus has been on those schools that end at grade five, since the parents of students attending those schools are likely to be looking for a high quality option as their children transition to grade six. Figure 41 displays the total enrollment, along with gender and racial group data, for each of the twelve elementary schools in the three ZIP codes. Figure 42 goes further to display the number and percentage of students with disabilities, students who are English language learners, and students identified as economically disadvantaged.

Figure 41 – Gender and Race Data for Elementary Schools in 87106, 87108, and 87123

2019 Enrollment and Demographics	Total Enrolled	Female	Male	White	Black	Hispanic	Asian	Native
Apache Elementary	325	154	171	61	32	194	2	36
Bandelier Elementary	519	246	273	237	18	228	16	20
Emerson Elementary	459	234	225	34	34	340	7	44
Hawthorne Elementary	364	187	177	39	18	288	2	17
La Mesa Elementary	479	225	254	14	23	410	8	24
Lowell Elementary	257	124	133	30	17	183	4	23
Manzano Mesa Elem.	702	338	364	178	26	392	64	40
Monte Vista Elementary	484	240	244	212	19	203	20	29
Montezuma Elementary	392	161	231	50	25	275	3	38
Tomasita Elementary	329	164	165	45	44	191	5	44
Whittier Elementary	285	149	136	30	32	188	0	35
Zia Elementary	317	159	158	113	19	158	7	20
Averages	409	198	211	87	26	254	12	31
All APS District	90634	44092	46542	19945	3173	59893	2297	5102

Source: APS IPRA request. Received December 2018.

Figure 42 – Economic, Disability, and ELL Data for Elementary Schools in 87106, 87108, and 87123

2019 Enrollment and Demographics	Total Enrolled	Econ Dis	SWD	ELL	% Econ Dis	% SWD	% ELL
Apache Elementary	325	320	68	47	98%	21%	14%
Bandelier Elementary	519	197	64	51	38%	12%	10%
Emerson Elementary	459	440	73	205	96%	16%	45%
Hawthorne Elementary	364	357	74	153	98%	20%	42%
La Mesa Elementary	479	474	46	271	99%	10%	57%
Lowell Elementary	257	256	37	128	100%	14%	50%
Manzano Mesa Elem.	702	404	128	175	58%	18%	25%
Monte Vista Elementary	484	162	41	37	33%	8%	8%
Montezuma Elementary	392	390	95	129	99%	24%	33%
Tomasita Elementary	329	323	73	69	98%	22%	21%
Whittier Elementary	285	267	43	79	94%	15%	28%
Zia Elementary	317	165	68	43	52%	21%	14%
Averages	409	313	68	116	80%	17%	29%
All APS District	90634	61829	16357	15300	68%	18%	17%

Source: APS IPRA request. Received December 2018.

English and Math Proficiency (PARCC data)

The latest student proficiency data that is available are the 2018 PARCC results. Among the twelve K-5 schools in our target student recruitment area, no school accomplished an overall student proficiency rate of more than 42% in English Language Arts (ELA) and no school accomplished an overall proficiency rate of more than 46% in math. The average ELA proficiency rate among the twelve schools was 30%, and the average math proficiency rate was 21%. Figure 43 displays the 2018 K-5 PARCC data. These schools are located in the area in which we will focus much of our marketing. Thus we anticipate that this data is

representative of the student performance we should expect from a significant portion of our fall 2020 incoming 6th grade class.

Figure 43 – English and Math PARCC Data for Elementary Schools in 87106, 87108, and 87123

PARCC Academic Performance 2018 Proficient and Above	ZIP Code	Type	Grade Config	PED Grade	ELA	Math
Monte Vista Elementary	87106	APS	K-5	B	42%	38%
Bandelier Elementary	87106	APS	K-5	B	36%	46%
Manzano Mesa Elementary	87123	APS	P-5	B	34%	42%
Zia Elementary	87108	APS	K-5	F	27%	27%
Tomasita Elementary	87123	APS	K-5	B	27%	31%
Apache Elementary	87123	APS	P-5	F	15%	12%
Montezuma Elementary	87106	APS	K-5	F	13%	11%
Emerson Elementary	87108	APS	P-5	D	12%	14%
Whittier Elementary	87108	APS	P-5	F	11%	9%
La Mesa Elementary	87108	APS	P-5	D	9%	15%
Hawthorne Elementary	87123	APS	P-5	C	7%	15%
Lowell Elementary	87106	APS	K-5	F	6%	9%
All APS District		APS	P-12		30%	21%

Source: Albuquerque Public Schools website. Retrieved from <https://sites.google.com/aps.edu/sapr/sapr-school-profiles> on 2/18/2019.

Truancy Trends: Chronic Absenteeism

Chronic absenteeism is defined as missing 10% or more school days. Data requested from Albuquerque Public Schools shows that the chronic absenteeism rates at the twelve K-5 schools in our target area ranges from 11% for Asian students to 22.8% for Native American students (Figure 44). These numbers are quite high and indicate a significant need for intervention if students are to attend more regularly and achieve at higher levels. These numbers provide the impetus for ACES Tech to invest significantly in student supports which decrease absenteeism. Missing school is a key indicator for students not being college and career ready. Getting students to school must be a priority if we are to achieve our student achievement goals.

Figure 44 –Chronic Absenteeism Data for Elementary Schools in 87106, 87108, and 87123

Chronic Absenteeism Rates (as of 4/23/19)	Total Enrolled	% of White Students	% of Black Students	% of Hispanic Students	% of Asian Students	% of Native Students
Apache Elementary	325	13.5%	28.0%	22.0%		40.0%
Bandelier Elementary	519	4.0%	0.0%	8.1%	13.3%	5.3%
Emerson Elementary	459	28.6%	14.7%	20.3%	33.3%	30.6%
Hawthorne Elementary	364	20.5%	8.3%	14.4%		43.8%
La Mesa Elementary	479	18.2%	10.0%	11.9%	12.5%	28.6%

Lowell Elementary	257	10.0%	12.5%	22.0%		8.3%
Manzano Mesa Elem.	702	8.7%	0.0%	12.8%	8.2%	20.7%
Monte Vista Elementary	484	4.3%	0.0%	11.0%	10.0%	3.4%
Montezuma Elementary	392	15.5%	21.7%	15.7%		15.2%
Tomasita Elementary	329	20.9%	18.2%	25.0%	0.0%	36.1%
Whittier Elementary	285	33.3%	41.7%	25.8%		21.4%
Zia Elementary	317	17.1%	20.0%	34.2%	0.0%	20.0%
Averages	409	16.2%	14.6%	18.6%	11.0%	22.8%

Special Factors

The ACES Tech founding team expects, and hopes, that our student population will be very diverse, both racially and economically. Our program will be rigorous and STEM focused, and we expect this to appeal to many higher income parents. With this in mind, we are planning to focus our recruiting efforts on three Albuquerque ZIP codes: 87106, 87108, and 87123. These ZIP codes have populations that are diverse racially, but also have a high percentage of low income residents. These ZIP codes also have a high number of low performing schools. We believe that the students attending those schools have the talent to perform better academically given the right educational program, environment, and supports. Our goal is for ACES Tech to be the best school choice for any child, irrespective of the student's race or socio-economic status. While we will welcome all parents to register their child for our annual application lottery process, we will place a recruiting emphasis on students who want a challenging and exciting academic environment but don't have viable school options available to them in their neighborhoods.

Educational Philosophy which Meets Students' Needs

Our Educational philosophy will meet our students' needs in two major ways: providing the inspiration and support that they need to overcome challenges, and preparing them for a future here in New Mexico. Albuquerque, and many other New Mexico communities, struggles with low achievement rates and high drop-out rates. One glance at the Albuquerque Public Schools APS Dashboard (<https://sites.google.com/aps.edu/sapr/aps-dashboard>) and anyone will see a startling reality, 27% of students are proficient in English Language Arts and 20% are proficient in math. Yet there is a 73% 4-year graduation rate. It can be reasonably inferred that the vast majority of students who graduate are not proficient in language and math, and therefore not as prepared for colleges and careers as they should be. This low achievement is even worse for students living in the poorer neighborhoods of the city.

The educational philosophy of ACES Tech is that if students are provided with quality instruction and resources, and data is used to inform decisions and drive improvement, then they will achieve at higher level academically. The ACES Tech team is proposing an educational process and environment that will make students feel welcome, safe, and inspired to achieve. We anticipate that many students will come with needs due to circumstances such as poverty, ineffective previous education experiences, and/or traumatic experiences in their neighborhoods. ACES Tech is built on beliefs such as all children can achieve at high levels and all children have gifts. Our educational program provides a structured and caring instructional approach with supports built into our schedule. We will also have a data rich environment where each student's academic and behavioral progress is monitored so that we can proactively respond to student needs before they get locked into a negative trend.

In addition to serving the immediate educational needs of students, the ACES Tech educational program will prepare our students for a successful future. New Mexico is a state where technology and health are two growing sectors with strong job potential. ACES Tech will provide our students with the

academic foundation to become tomorrow's engineers, technicians, scientists, doctors, and nurses. We will place an emphasis on providing encouragement and support for groups that are underrepresented in these fields. We anticipate that a significant percentage of our enrollment will consist of students of color, girls, and students with disabilities. We will ensure that we provide specific resources and mentoring opportunities to these groups to ensure that they stay on a college ready path and successfully complete our rigorous STEM curriculum.

Instructional Methods which Meet Students' Needs

ACES Tech will employ a number of instructional strategies to support the collective and individual needs of our students. Our teachers will receive training in research based strategies such as effective instruction for students of color, closing the achievement gap, and multiple intelligences theory. Each of these areas of research provides tools to help teachers to better understand their students and what motivates them. The training will provide methods for creating classroom environments which help to maximize student participation and achievement. Another important type of training will be data literacy training, which will build the capacity of teachers to look for trends in student results and use that information to drive academic supports. Teachers will be provided time during the school day to meet in professional learning community teams (PLCs). This time will be used to discuss curriculum, instructional approaches, student achievement, assessments, and a myriad of other teacher led topics. Teachers will discuss how collective and individual students are responding to instruction or supports, and what can be done to continuously improve our instructional approach. All of these processes are intended to support our teachers so that they can in turn support our students. Taking care of our students needs will help us to accomplish our mission of preparing all students for colleges and careers.

Calendar and Daily Schedule which Meet Students' Needs

As mentioned above, student achievement throughout Albuquerque is quite low, with only 27% of students currently proficient in English language arts and 20% in math. Low achievement is also prevalent at the twelve K-5 schools in our target area, with students at seven of the schools performing below the city average. One way to ensure that students have the opportunity to achieve at higher levels is to provide them with more instructional time. The ACES Tech annual calendar consists of 185 instructional days, compared to 178 at Albuquerque Public Schools. Our daily schedule is 6.83 hours long, which is 50 minutes longer than the New Mexico requirement of 6 hours per day. Our annual schedule consists of 1264 hours of instruction, which exceeds the New Mexico requirement of 1080 hours by 184 hours. This is equivalent to over 30 extra days of instruction (184/6), despite the fact that it will only represent 7 additional days on the annual calendar. This additional time will be used to provide the high quality instruction and supports that students need in order to be successful in a rigorous STEM focused program. One of the key supports that our schedule allows is the tutoring that students who are struggling will receive during our Tech Time period. Tech Time also supports students who are thriving academically by allowing them time to dive deeper into self-guided projects and research interests. We believe that the additional learning time that is built into our schedule and calendar will help serve the needs of our students and will lead to increased student achievement for all.

³⁹ Zip Atlas. (2018). Zip Code Atlas, Area Code, City & State Profiles. Retrieved from various pages within zipatlas.com: <http://zipatlas.com/>.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the anticipated student population, including:<ul style="list-style-type: none">○ Demographic information based on the local community population○ Educational proficiency based upon enrollment at the school○ Attendance and truancy trends○ English language proficiency○ Other special educational needs;• Explain any special factors influencing the makeup of the anticipated student population;• Explain how the educational philosophy has been designed to meet students' needs;• Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and• Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

G. Special Populations.

This includes those with Individualized Education Programs (IEPs) English Language Learners (ELLs), Native American Students, Hispanic Students, and Bilingual and Multicultural educational needs to improve student outcomes.

G. (1) Special Education.

G. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

Students with Individualized Education Programs

The federal government has mandated that every child is guaranteed a free appropriate public education (FAPE). The ACES Technical Charter School (ACES Tech) mission is to provide a challenging and exciting educational experience to all students, and to prepare them for college and career. In order to meet this goal, we will create and sustain an educational environment that provides every student with the instruction, accommodations, and modifications that they need in order to learn our challenging curriculum. The principles of FAPE will be met for every student, including those with disabilities and those identified as gifted. ACES Tech will follow all applicable federal and state laws, including the Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act (ADA), and New Mexico State Statute and Administrative Code (NMAC 6.31.2).

The ACES Tech founding team is proposing a school that will meet and exceed the educational needs of all students. We anticipate that we will enroll some percentage of students with special needs, and we are committed to providing instruction and services designed to meet the needs of all of those students. Accomplishing this goal includes ensuring that all students with disabilities are provided the services that they need in order to learn the concepts and skills that their general education peers are learning. All services and opportunities afforded to students with disabilities will be aligned to the goals outlined in their IEPs and/or 504 plans. ACES Tech will practice proactive inclusion, ensuring that students with Individualized Education Programs (IEPs), and 504 plans, will be afforded opportunities to participate in all activities and projects that are a core part of our educational model, to the extent possible. This approach will positively benefit all students.

Our students will arrive with a range of gifts and special needs, some of which will qualify for IEPs and 504s and others which will not. ACES Tech staff and teachers will work create a school learning environment and culture which accommodates the needs of all of our students, with and without identified disabilities. ACES Tech students with disabilities will be educated in the least restrictive environment (LRE), alongside students without disabilities and in accordance with their IEP and/or 504 plan. We will have a fair application process where students will not be pre-screened or counseled out in any way. No student will be or denied the opportunity or discouraged from enrolling at ACES Tech after they are selected in our lottery. In order to further promote educational equity, ACES Tech will include students with special needs in our recruiting strategy, via inclusive messaging and diverse images of students on marketing materials.

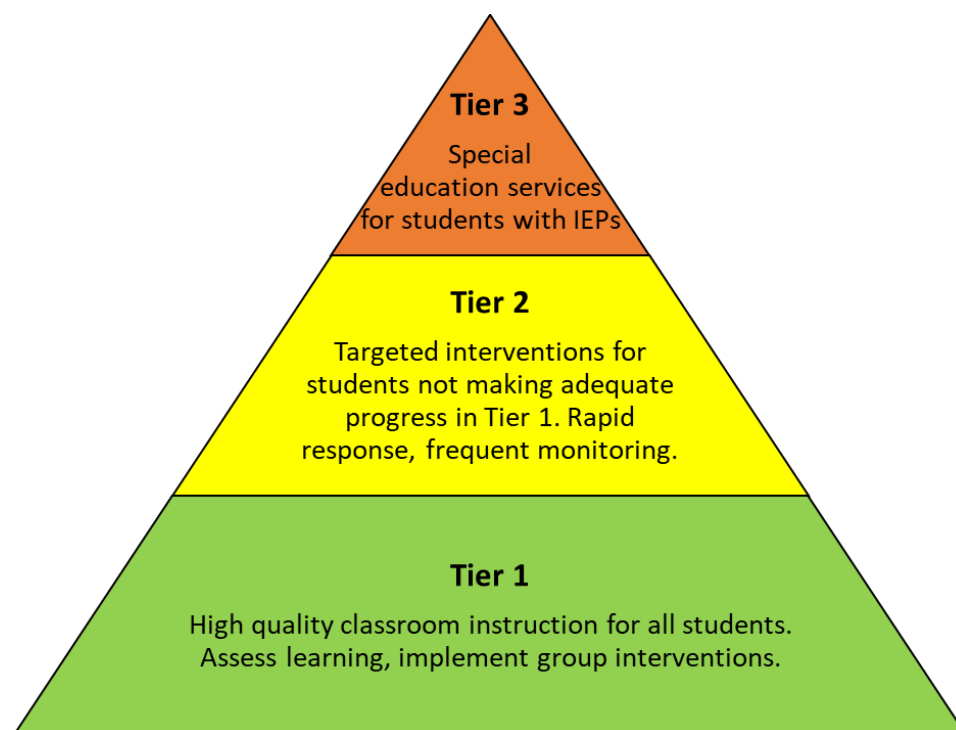
Identification of Students with Disabilities

When a student confirms acceptance of a seat at ACES Tech via our lottery process, additional specific information will be requested of the parent regarding the new student. This will include whether the student had an IEP or 504 plan, or required any special services at their previous school. Attempts

will be made to obtain copies of any IEPs or special services from the previous schools. If these records cannot be obtained, or if there are delays that extend into the start of the school year, then ACES Tech staff will conduct an IEP meeting to begin developing an education program for the student. The goal will be to implement the student's IEP within 30 days of the first day of class. This will ensure that we are supporting the student's progress in the curriculum and meeting any educational and functional needs resulting from a disability.

In support of our mission, ACES Tech will provide high quality instruction to every student, every day, in order to prepare them for success in the college and career of their choice. Towards that end, it is important to continually monitor our students' progress and to quickly identify when students have learning and behavior needs. Per New Mexico requirements, our process will be to implement the Response to Intervention (RtI) three tier framework developed by the New Mexico Public Education Department. Figure 45 displays the three RtI tiers of instruction and support. The ACES Tech teaching staff will regularly assess the proficiency of our students as each cohort progresses through the curriculum. Students who struggle will be provided interventions to accelerate their learning, with the level of intensity increasing based upon their response. Intervention services will be provided by various personnel, including general education teachers, special education teachers, and contracted specialists. If a student requires services that the school staff cannot provide, we will partner with community organizations who can provide the necessary learning supports. Decisions regarding the intensity and durations of interventions will be based upon the individual needs of each student and their individual responses to the interventions provided.

Figure 45. – The Response to Intervention (RtI) Framework



In Tier 1 of the Response to Intervention (RtI) framework, all ACES Tech students will receive high quality, standards aligned, and research based instruction. Instruction will be provided by qualified teachers to help ensure that any learning deficiencies are not due to inadequate instruction. Teachers will present content in differentiated ways to accommodate our students' natural learning preferences and styles. All students will be screened periodically as a proactive means of monitoring progress and identifying struggling learners who need additional support.⁴⁰ Students who are identified through classroom level curriculum based measurements (CBM), school level interim assessments, or statewide assessments will receive supplemental instruction via individual, small group, or whole group interventions. These interventions may take place in the classroom with an additional teacher, outside of the classroom, or during Tech Time with a tutor. Students with behavioral concerns will receive Positive Behavioral Interventions and Supports (PBIS) to address their social emotional needs. After a time frame of 8 weeks, students who show significant progress will not be required to continue the Tier 1 interventions. Students who do not show adequate progress are moved to Tier 2. ACES Tech will reserve the right to move a student to Tier 2 before the end of the 8 weeks, depending upon what level is deemed most appropriate to address the needs of the student.

Students who have not demonstrated sufficient improvement in a regular classroom setting, or have shown advanced mastery of the curriculum, will be moved to Tier 2 of RtI. At this level, students will receive increasingly intensive instruction based upon their individual levels of performance and rates of progress. Students will receive supports in varying settings and with different intervals and frequencies. A Student Assistance Team (SAT) is tasked with developing a hypothesis regarding why the student is struggling, and designing a SAT intervention plan and/or a behavioral intervention plan (BIP), as necessary.⁴⁰ Students in Tier 2 will continue to receive general instruction and the timeframe for one round of the interventions will not exceed 10 weeks. Students referred to Tier 2 will receive frequent progress monitoring to ensure timely and appropriate adjustments to their intervention program. We will want to continuously improve our capacity and processes to accomplish academic growth and positive behavioral outcomes for our students. The goal will be to implement the first two tiers of RtI with fidelity as to provide adequate supports to students who need them while also avoiding the misidentification of students as needing special education services.

At RtI level 3, students will receive special education services according to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and gifted services according to New Mexico state criteria for students identified as gifted. Special education students receive individualized, intensive interventions that target the students' skill deficiencies. Students in tier 3 will also have access to appropriate supports in Tiers 1 and 2. The NM TEAM manual guideline also indicates that student receiving tier 3 supports must demonstrate a need for intensive programming in the form of specially designed instruction in order to be involved in and make progress in the general education curriculum.

At any point during the RtI process, IDEA 2004 permits a parent to request a formal evaluation to determine their child's eligibility for special education services. ACES Tech staff will not attempt to use the RtI process as a reason to deny or delay a request for a formal evaluation for special education. The process for responding to a parent's request for special education consideration will begin with scheduling a SAT team meeting. If the SAT team agrees that the student may be eligible for special education services, then a formal evaluation is conducted. If the SAT team decides to decline the parent's request, then the parent can challenge the decision by requesting a due process hearing, in accordance with NMAC 6.31.2.10.C(1)(d).

Aces Tech's Team Based Approach

The ACES Tech team utilized the Technical Evaluation and Assessment Manual (NM TEAM) as a guide for our Response to Intervention (RtI) implementation process. In accordance with the NM TEAM document, the school based teams at ACES Tech with responsibility for supporting our Tier 1 student

achievement efforts will include our professional learning community teams (PLCs), grade level teams, and content teams. In our first and second year, there will be a limited number of teachers to make up these teams so the School Leader will be engaged in all teams as well. We also utilized the Response to Intervention Framework manual from the New Mexico Public Education Department (NMPED), which outlines processes for successfully implementing RtI based supports for all students. The manual speaks to the roles and responsibilities of the Student Assistance Team (SAT), which is responsible for addressing the needs of all students referred for RtI Tier 2 support. The ACES Tech Student Assistance Team (SAT) will be composed of: a school administrator, a teacher for the relevant subject area, a parent, the student (if the student is age 14 or above), and specialists (as appropriate). Specialists may include instructional support providers, truancy coordinators, reading and math specialists, homeless student coordinators, bilingual/multicultural education teachers, and/or representatives from community agencies.⁴¹

The Response to Intervention Framework manual (2014) provides process guidance for the SAT team. The ACES Tech SAT process includes the following steps:

Step 1: Referral to SAT Coordinator

A classroom teacher may refer a student to the SAT for academic and/or behavioral reasons. The teacher must complete a SAT referral packet and submit it our designated SAT Coordinator.

Step 2: SAT Referral Packet Review and Certification

The SAT Coordinator will review the SAT referral packet, and other information pertinent to the student being referred, to verify whether the referral meets the certification criteria for Tier 2. The referral packet must include evidence that the teacher has implemented academic and/or behavioral interventions, that the teacher has monitored the student's response to those interventions, and that the student has not demonstrated progress over time. The SAT Coordinator should also consider additional forms of evidence, such as the student's work samples, parent contact documentation, results of universal screening - including vision and hearing screens, the student's attendance history, discipline records, student performance reports, the student's next step plan (NSP), counselor feedback, and any observations or interviews. If the student is being referred for behavior, the SAT can recommend that a Functional Behavioral Assessment (FBA) be completed.

Step 3: The Student Assistance Team (SAT) Meeting

If the SAT Coordinator certifies the referral, then an SAT meeting will be scheduled and invites sent to the members. The Coordinator must ensure that all parent communications are provided in a language or form that the parent can understand. The SAT will review and discuss all of the data gathered in support of the referral. The team will also consider the adequacy of Tier 1 instruction and interventions, as well as the student's documented responses to the interventions. After completing this review, the SAT will make one of the following four determinations:

- 1) The student does not require a Tier 2 intervention plan, and will continue to receive Tier 1 instruction.
- 2) The student does require a Tier 2 intervention plan, or a BIP.
- 3) Additional information is needed and will be supplied by the referring teacher.
- 4) The student has an obvious disability and is referred for a multidisciplinary evaluation.

If the SAT determines that the student will receive a Tier 2 intervention plan, or BIP, they will also determine the next action steps and the accommodations and interventions to be implemented. The team will also develop timelines, progress monitoring frequency, and the roles and responsibilities of those implementing the plan.

Step 4: Implement and Monitor Interventions

Tier 2 interventions will be implemented for 8 weeks, and then a follow up SAT meeting will be scheduled. The student's progress will be evaluated every two weeks, and their progress will be noted. At the conclusion of the follow-up meeting, the SAT team must come to one of the following conclusions:

- 1) The student has made improvements and no further Tier 2 interventions are required.
- 2) The student has made some improvements, and Tier 2 interventions should continue until (date).
- 3) The student has made some improvements, and Tier 2 interventions, with specified revisions, should continue until (date).
- 4) The student has not improved. A revised Tier 2 intervention plan is needed.
- 5) The student has not improved. A new Tier 2 intervention plan is needed.
- 6) The student has not improved. Refer student for Section 504 eligibility consideration.
- 7) The student has not improved. Refer student for tier 3 special education evaluation.

Eligibility Determination Team (EDT) and Individualized Education Program (IEP) team

The Eligibility Determination Team is the group of professionals who manages the referral of a student to receive an eligibility determination evaluation. The ACES Tech EDT will be chaired by the School Leader, and must also involve the student's parent, a general education teacher, special education teacher, and other professionals familiar with the student's needs and academic progress. The team will use data available from the multidisciplinary report, the SAT, and other data sources to determine the student's eligibility for special education and other services per IDEA guidelines.⁴¹ The EDT will either determine that a student is not eligible for gifted or special education services, the student is eligible but does not show need, or the student is eligible and shows need for services.

When the EDT determines that a student will receive special education services, the Individualized Education Program (IEP) team is responsible for developing the student's IEP. This team is composed of the student's parent(s), a general education teacher, an individual qualified to interpret student evaluation results, and other professionals familiar with the student's needs and academic progress. The IEP team is responsible for determining the most appropriate placement for the student, the student's specific service needs, and the student's need for related services based upon the goals outlined in the IEP.⁴⁰

Professional Learning Community (PLC) Teams and the RtI Process

The RtI Tier I process is aligned to our PLC teacher collaboration process. One of the key questions for a PLC is 'how do we respond when a student is struggling to learn?' Teachers will have the opportunity to meet and discuss curriculum methods, intervention effectiveness, differentiation strategies, and interpretation of student assessment data. Teachers will also be able to speak about individual students and how a student is learning and responding to a variety of Tier I instruction and supports across classrooms and subject areas. Active and consistent participation in the PLC process will build the capacity of our teachers over time strengthen our Tier I core instruction, assessment, and interventions throughout the school. We believe that this should help to keep our Tier II referrals to a minimum, ensuring that only the students with genuine, consistent learning difficulties are evaluated for more intense and frequent supports.

English Language Learners and Special Needs Identification

The ACES Tech founding team anticipates, and hopes, that our school will consist of a racially, ethnically, and economically diverse student body. The majority of the students that attend elementary schools in our target ZIP codes, and Albuquerque as a whole, identify as Hispanic. We expect that a

substantial percentage of our students may be English language learners (ELL). The school leadership and staff will ensure that our ELL students are not over identified as requiring special needs services. We will refer to the New Mexico Technical Assessment and Assessment Manual (NM TEAM) for guidance regarding fair and appropriate assessment and evaluation of the academic progress of our students. We will ensure that all teachers understand that no student should be referred to the RtI process due to their level of language proficiency.

As a manner of process, teachers and SAT team members will be required to check that language proficiency was not a factor when following the RtI process. Teachers will be trained on providing adequate Tier I language supports to students in their classes who need them. This is to support teachers in ensuring that students are not making progress in their learning despite being given the time and language supports needed to do so. Furthermore, objective data from the ACCESS for ELLs assessment, and other relevant data, will be utilized to make informed decisions regarding a student's potential need for Tier II interventions. When a student is referred to the SAT for Tier II consideration, the SAT will utilize objective language assessment data to confirm that language is not the cause of the student's learning difficulties. The SAT will design interventions to be provided in the student's native language and English concurrently in order to promote increased content learning and ongoing language proficiency. A student will be referred to Tier III when they fail to make academic progress despite Tier II supports. The parent must give consent and receive prior written notice before the evaluation for special needs. The IEP team, including the parent, will develop an educational plan to meet the student's needs and continue to monitoring the student's progress. Per the RtI manual, special education services do not superseded language support services for which ELL students are eligible.

Gifted Student Identification and Instruction

In New Mexico, giftedness is a category within special education. The Gifted Education in New Mexico Technical and Assistance Manual provides guidance for identifying gifted students and implementing gifted instructional supports. The manual requires our school to use the Response to Intervention (RtI) three tier model of student intervention framework for serving our gifted population. ACES Tech teachers will receive professional development on the identification of gifted students. These students are advanced learners who demonstrate skill and performance beyond the general curriculum. At the Tier I level, all teachers will utilize quality instructional practices such as differentiated instruction and assignments. If a teacher or a parent refers a student to the SAT, the team will conduct a review the student's academic (assessments) and nonacademic (behavior, attendance) data to determine a Tier II intervention plan. If after 8 weeks or less of regular progress monitoring the student continues to exceed beyond the curriculum, he or she will be evaluated for Tier III gifted education services by a qualified individual. Our eligibility determination team will review the evaluation results and determine whether the student is eligible for gifted services, or if the student is ineligible. The eligibility determination team will consist of a group of qualified people familiar with the student, the parent, and the student. If the student is eligible for gifted services, the IEP team writes an IEP and the parent approves it.

As a student progresses through the Tiers of RtI process, our staff will take care to provide appropriate interventions. In an effort to avoid adverse outcomes, the ACES teachers and SAT will be trained on interventions that have been shown to have negative effects. These include frequent grouping or pull-out sessions, and providing separate readings, assignments, and projects that don't allow gifted students to interact with their peers. Students who learn at an accelerated pace will receive instruction in regular classroom settings, consistent with the spirit of inclusion. Also, we are aware that the state of New Mexico recommends assessing students using alternative protocols in order to promote equity of identification of accelerated learners. The results of these protocols can lead to

bypassing the Tier I and Tier II steps and going straight to the eligibility determination team meeting in the gifted identification process.

The instruction, daily schedule, and course offerings at ACES Tech all support the faster paced development of gifted students. Students who show superior talent in one or more areas or interests will be encouraged and provided opportunities to push the limits throughout the year. One of the instructional strategies ACES Tech will use is curriculum compacting, consisting of providing enrichment opportunities during class such as adding steps or depth to a student's work. Our daily schedule includes the one hour lunch and Tech Time period during which students can pursue interests and projects at any skill level that they choose. Additionally, ACES Tech will provide acceleration advanced subject based courses in grades 7 and 8, advanced placement (AP) courses in grades 9 - 12, and opportunities for dual credit college courses through our partnerships with local colleges and universities. We believe that all students should have access to these advancement opportunities, and we anticipate that our gifted students will excel in them.

Even when Black and Hispanic students have gifted programs in their elementary and middle schools, they participate at much lower rates than their peers. Increasing the participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would change the trajectories of these children and gradually lessen social and economic inequality.⁴²

Spectrum of Needs

The ACES Tech founding team is committed to our mission of providing a challenging and exciting education for all students, including those with special needs. We anticipate that a number of students who enroll will have existing Individualized Education Programs (IEPs) or may require one. About 18% of the students in our surrounding district are identified as having special needs, thus we will use that percentage as an initial guide. Students with IEPs vary in terms of their needs, both in the type of disability and the classification level (A through D). The Individuals with Disabilities Act (IDEA) defines thirteen special needs conditions and New Mexico uses A, B, C and D to define the amount of service time required to provide the student with the support(s) they need. We anticipate that a number of students with IEPs will be classified as level A (receive services for 10% of school day) and level B (receive services for less than half of the school day). We also anticipate that some students will be level C (receive services half a day or more) and level D (receive services at or approaching all day). When a student's IEP indicates that they require maximum support services, the ACES Tech School Leader and special needs certified staff will work with the parent to develop a plan to provide the services identified in the IEP.

ACES Tech will develop and implement processes to provide the services and supports that each special needs student requires. Our special needs certified staff will support the development and maintenance of student IEPs. We will strive to ensure that all IEPs accurately identify both the type and level of each individual need, and IEPs will be implemented in 30 days or less once finalized. Teachers will be informed of their students' IEPs so that they can better understand how to support the students during class. Our school will maximize inclusion for students with IEPs so that all students have the opportunity to participate in general education classes, projects, and activities. In addition, the daily Tech Time period will be a valuable opportunity to provide individual and small group support to students with special needs. Teachers will be provided with special education professional development and encouraged to take continuing education courses in special education. These practices will help all teachers to acquire the skills and strategies necessary to maximize the learning and opportunities for all of our students, across the spectrum of special needs.

We anticipate that our students who are identified as gifted will also vary in their needs. Many students may be gifted in particular subjects and not others, and to different levels. Within general education classes, teachers will provide differentiated instruction and assignments for gifted students.

Our rigorous academic program will provide opportunities for gifted students to take challenging electives, such as AP courses. In addition, our daily Tech Time period will allow students the opportunity to explore and develop their interests as deeply as they would like.

Specific Responsibilities of School Staff, Classroom Teachers, and Special Education Staff

The ACES Tech School Leader will be ultimately responsible for ensuring that all students with special needs are provided with the services outlined in their IEPs so that they may access the curriculum and participate in activities as fully as possible. All staff and teachers at ACES Tech will take part in professional development regarding the requirements and responsibilities that must be implemented regarding students with special needs. Staff and teachers will also be informed of best practices that other schools are using to promote student learning and success for all. Teachers will be responsible for implementing all levels of the RtI process. They will provide effective, engaging, and rigorous general instruction to all students. Teachers will also implement targeted intervention strategies for students who struggle in their learning. If a student is not responding to low level interventions, general education teachers will work with the SAT coordinator and other members of the student assistance team (SAT) to determine and develop necessary SAT plans. General education teachers will continue to provide instruction and interventions for level 1 and 2 of the RtI process, until it is determined that more intense and/or specialized supports are necessary for a student.

When a parent, or the SAT team, refers a student for special needs eligibility evaluation, several personnel are required to participate. ACES Tech will employ or contract an educational diagnostician and clinical provider that can support the evaluation of students for special needs per the IDEA definitions. General classroom teachers and special education teachers will also participate in the eligibility evaluation process. Once a student is determined eligible for special services, the IEP team consisting of the general education teacher, special education teacher, and appropriate clinicians and service providers will work with the parent and student to develop and write an IEP. Once the services are finalized, special education teachers and general education teachers will work to ensure fidelity of implementation in full class inclusion, small group, and individual instruction settings. Student progress will be monitored and records maintained by the special education teacher and informed by appropriate specialists who work directly with students. ACES Tech will work with a contractor to complete the three year re-evaluations and requalification process, in compliance with IDEA and relevant special education laws. All of these process responsibilities will apply for both special needs and/or gifted IEP students.

Training and Support for Teachers and School Staff

The School Leader at ACES Tech will lead the effort to establish baseline processes for multiple modes and levels of student instruction. The three overall areas that will be established are general instruction, instruction for support, and instruction for advancement. General instruction will include students who are on par with the general pacing guide, instruction for support will include strategies and interventions for students who are struggling, and instruction for advancement will include strategies and material for students who are mastering content at a faster pace. All teachers will receive professional development in these areas, and all teachers will be encouraged to discuss these practices during professional learning communities in an effort to grow our school's collective quality instruction capacity.

Recruiting and retaining qualified special education teachers is vital to being able to provide the necessary learning supports for all students with IEPs. Thus, providing concrete training and support opportunities for special education teachers will be a key staffing strategy for ACES Tech. Special education teachers will be provided with in-school professional development specific to not only special education, but also advanced education and general education. They will also be encouraged to take continuing education courses in special education and advanced education, in support of both special

and gifted education students. In addition, ACES Tech will promote a professional environment where special education teachers and general education teachers work collaboratively and share responsibility for students. Special education teachers will be informed of general education curriculum expectations and will receive direct support from the School Leader regarding progress towards meeting the needs of students with IEPs.

In order to ensure the highest level of support and service for all students, especially special education students, all school staff will need to receive professional development. School staff will receive training on special education laws, the IEP process, instructional strategies and interventions for specific disabilities, and behavior de-escalation techniques.⁴³ This will not only help our school to meet all legal requirements and remain compliant, it will also elevate everyone's ability to serve our students in the best and safest ways possible.

⁴⁰ Special Education Bureau. (2017). Technical Evaluation and Assessment Manual (Rep.). Santa Fe, NM: New Mexico Public Education Department.

⁴¹ Response to Intervention Framework (Rep.). (2014). Santa Fe, NM: New Mexico Department of Education.

⁴² Yaluma, C., & Tyner, A. (2018, January 31). Is There a Gifted Gap? Gifted Education in High-Poverty Schools. Retrieved from <https://fordhaminstitute.org/national/research/there-gifted-gap-gifted-education-high-poverty-schools>.

⁴³ Whitepaper - The Costs of Not Training on Special Education. (2017, May 18). Retrieved March 17, 2019, from <https://www.exceptionalchild.com/costs-training-staff-special-education-topics/>

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP; • Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities; • Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP; • Describe how the school will address the spectrum of needs that students with IEPs may present; • Describe the steps to ensure that students with disabilities have access to a free and appropriate public education; • Identify specific responsibilities for school staff, classroom teachers, and special education staff; and • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE:

Monitoring Progress towards Individualized Education Program (IEP) Goals

ACES Technical Charter School (ACES Tech) will actively monitor our students' progress toward our mission of providing an education that will prepare every student for any college or career of their choice. In regards to students with special needs, this progress monitoring will be important for ensuring the appropriateness of the goals and the effectiveness of the services outlined in their Individualized Education Programs (IEPs). The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires that a student's IEP include a statement of measureable annual goals and also a statement regarding how the student's progress will be measured. The IEP team will document the individual goals for each student and will define how each goal will be objectively measured and reported. Formative assessments, such as quizzes, classroom tests, and unit tests, will be used to monitor student progress during the school year. State wide assessments will be used as summative tests. Research validated curriculum based measurement (CBM) assessments will also be used depending upon what assessment may be deemed appropriate to measure progress on the goals for a particular student. Altogether, this range of assessments will give each student the opportunity to demonstrate their skills and knowledge. Data from all assessments will be used to inform instructional decisions related to each student's individual learning needs and to determine progress towards their annual IEP goals. Progress towards behavioral goals will be monitored as well when the IEP outlines specific behavior goals and interventions. Objective targets such as the number of days without a behavioral issue, the number of referrals or suspensions, and the student's completion rate of required tasks are examples of goals which can be monitored. The student information system (SIS) will be a key tool in monitoring progress, and all staff will be trained in entering accurate and timely student data. ACES Tech will create reports which display the progress of all students, including those with special needs, on several academic and nonacademic indicators. Thus in addition to IEP specific goals, teachers and staff will have the information they need to see how students are progressing overall, for both students with disabilities and gifted students.

Specific Responsibilities of School Staff, Classroom Teachers, and Special Education Staff

All ACES Tech teachers and staff will be responsible for supporting the academic and overall success of our students, no matter what capacity they may work in. This includes ensuring that all student with IEPs, whether due to disabilities or giftedness, are included in all school activities to the greatest extent possible and are making progress towards being college and career ready. The School Leader will be responsible for providing leadership and support to all other staff members related to special needs expectations and processes. The School Leader will work with the IT and Data Coordinator to create and generate student data reports for the entire school community. The IT and Data Coordinator will provide training on data interpretation and use to all other staff.

General education teachers and special education teachers will implement quality instruction, accommodations, and modifications for each student according to their IEP. Our teachers will also monitor and use student data to make adjustments to instruction, accommodations, and modifications throughout the year. The special education teacher(s) will manage all state mandated assessment processes, information regarding student progress toward goals, and the status of annual reviews of each IEP. These responsibilities will shift to a full time Student Supports Coordinator once one is hired; we anticipate in Year 5 of our school operations. The IEP team is tasked with writing the IEP and

documenting the services students are to receive. They are also tasked with establishing a process for how and when each student's progress towards their IEP goals is monitored. The IEP team will conduct annual reviews of all IEPs, and will use data to determine whether students with disabilities, and gifted students, have met their annual objectives. If there are services required in the IEP which the school cannot provide, the School Leader and Student Supports Coordinator will vet and contract with qualified service providers. The Student Supports Coordinator will collect and manage data related to the progress of students with IEPs who receive services from contracted vendors.

IEP Goal Monitoring Intervals and Action Steps

ACES Tech will collect and maintain continuous data for all students, on multiple academic and nonacademic indicators, using a student information system (SIS). The special education teacher will utilize data from the SIS as part of an IEP progress report for each special needs student. Progress towards academic IEP goals will be monitored once per week, and progress towards behavioral IEP goals will be monitored daily. At these interval frequencies, enough data points will be available to allow the general education teachers, special education teachers, and or IEP team to make appropriate adjustments to the instruction, interventions, accommodations, or modifications needed to help each student access the curriculum and demonstrate their level of learning. With academic data being monitored weekly, the effectiveness of instruction can be determined quarterly using 8 or more data points. With behavioral data being monitored daily, the effectiveness of interventions can be determined biweekly using 10 data points. Collecting consistent and reliable data at these intervals will allow staff and teachers to make informed decisions regarding the progress and ultimate success of every special needs student.

When the IEP progress report shows that a student is not making progress towards their IEP goals, the special education teacher/ Student Supports Coordinator will review the student's IEP specific interventions and supports. The special education teacher will work with the general education teachers and any other qualified specialist to implement adjusted supports based upon the needs of the student, in alignment with the IEP. The goal will be to maximize every special needs student's ability to meet or exceed their IEP goals while also learning and participating with their peers in the least restrictive environment. When the IEP progress report shows that a student is making consistent progress towards their IEP goals, the special education teacher will work with the general education teachers and any other qualified specialist to implement adjusted supports based upon the needs of the student. The teachers will identify ways to acknowledge the progress of students who are meeting or exceeding their IEP goals. For students with disabilities, this may include increasing the amount of general education inclusion time, adding additional assignments, and/or increasing the amount of rigor in assignments in alignment with the IEP. For students identified as gifted, adjustments may include increased curriculum compacting, increasing the complexity of assignments and projects, and/or implementing grouping when appropriate.

Engaging Families and Students with IEPs

The ACES Tech staff will keep open communication with the parents and guardians of our students. The primary source of student information for parents will be via our student information system (SIS) parent portal. Parents will have 24/7 access to their student's academic (e.g. grades, homework status) and nonacademic (e.g. attendance, discipline) data. Parents and teachers will also have the ability to communicate back and forth via the portal. The founding team anticipates that having this ability will not only help parents to stay informed, but will create impetus for teachers and staff to keep the SIS data current and accurate at all times. Parents of students with IEPs, whether due to disability and/or giftedness, will have the opportunity to check in on their student's progress in real

time. This will provide them with the data they need to be comfortable knowing that the IEP supports are working, or to raise questions when they feel that the supports may need to be adjusted.

In addition to the real time information that all parents of students with IEPs will have access to, the special needs teacher/ Student Supports Coordinator will also keep parents informed as to the progress of their students. Parents will be involved in the writing of their student's IEP, any recommended updates or modifications to the IEP, and the annual review of the IEP. ACES Tech will hold parent trainings during which special needs topics and processes will be covered. In order to reach parents of special needs students that do not attend training sessions, the special education teacher will reach out to parents to schedule one-on-one meetings or home visits. ACES Tech will follow all state and federal requirements regarding communicating and involving parents in the IEP identification, evaluation, and supports processes. We will also ensure that communications with parents are delivered in the parents preferred language. As a means of promoting inclusion during more than just class time, the ACES Tech staff will celebrate the progress and accomplishments of special needs students when expressions of student praise are shared with the school community during ceremonies and in communications. The following are a few of the methods we will use to actively engage families of our students with IEPs.

Meet the Parent or Guardian in Person – The special education teacher/ Student Supports Coordinator and general education teachers will arrange at least one annual face to face meeting with each parent of special needs and gifted students. This meeting will be intended to make an introduction, make the parent feel comfortable with our school, and to inform the parent of the special needs and gifted services that their student will receive. If there is a language barrier, we will invite another community resource who can assist in the parent's native language. We will avoid using students as translators as this has the potential to be problematic. We wish to minimize the risk of mistranslation and help maintain the parent's position of authority in making educational decisions for the student.

Host Special Needs and Gifted Specific Activities at the School – We will create separate special needs and gifted focused events where families can tour the school and meet the staff and teachers who will support students with IEPs. In addition to our school staff, we will invite representatives from community organizations who offer out of school resources and supports for special needs and gifted students. The goal will be to make our parents of students with IEPs feel welcome and more comfortable engaging with the school. We will share our processes and our efforts to ensure that students with disabilities and gifted students make the expected progress in their academic programs and are on track to graduate college and career ready. This will be a great opportunity to make connections between important community resources and parents, particularly those with students who have more challenging or complex special needs.

Stress College Readiness for all Students with IEPs – All students who graduate from ACES Tech will be college and career ready, including our students with disabilities and/or identified as gifted. We will share college and skilled trade readiness resources with the students and their families. We will encourage our special needs students to participate in all student projects, activities, and events, irrespective of their disability and/or level of giftedness. We will also share information regarding local college and university resources for students with disabilities and/or giftedness. Special needs status will not be a factor which automatically limits or prevents ACES Tech students from reaching college and career readiness.

Evaluating Effectiveness of Special Education Programs

The ACES Tech Governing Board and School Leader will use quantitative and qualitative data to evaluate the effectiveness of the school's special education program and services. Staff, teachers, and parents will enter and view real time data, via the SIS system, which displays the academic and behavioral status and progress of each special needs student. The IT and Data Coordinator will also provide appropriate reports to all stakeholders. These reports will outline a set of indicators that the school community deems important, and custom reports will be created when more information is deemed necessary to evaluate our programs.

The California Charter Schools Association completed a year-long study which identified effective and innovative charter school special education practices.⁴⁴ Figure 46 displays some of the attributes common among the 10 schools included in the study. The ACES Tech team has created a set of measureable indicators which we can use to evaluate the effectiveness of our special needs program. These data points will be measured at various intervals, and will be used to guide our special needs decision making and allocation of resources towards ensuring that all students with IEPs are receiving the services they need in order to succeed in meeting and exceeding their IEP goals.

The Governing Board will be provided with copies of our overall student data every quarter, including data on the academic performance and progress of special needs and gifted students. This will enable the Board to make informed decisions regarding the special needs and gifted programs.

Figure 46 – Special Education Program Attributes and Indicators

Special Education Program Attributes	Measureable Indicators
Embrace student differences as part of school culture.	Percentage of staff and teachers who complete special needs and cultural awareness training. Percent of special needs students participating in school activities and projects.
Special education program is built around inclusion.	Average percentage of student with IEPs time spent in inclusion settings. Number of students exited from requiring special needs services.
Multi-tiered systems of support to layer interventions.	Number of referrals for each tier of Response to Intervention (RtI) and PBIS. Percentage of referrals by race, gender, ELL, and economic status.
Data driven instruction and interventions.	Percentage of data reports completed on time. Survey data regarding teacher use of data.
Family and community partnerships are leveraged.	Number of parent trainings held. Percent of parents who have received documented updates on student progress.
Professional development is tailored and staff driven.	Number of teacher suggested professional development topics that are implemented.

⁴⁴ Meeting the Needs of Every Student Through Inclusion (Rep.). (2016). California Charter Schools Association.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;• Identify specific responsibilities for school staff, classroom teachers, and special education staff;• Identify the regular intervals at which progress will be monitored and success will be evaluated;• Identify specific actions/reporting that will engage students and or families; and• Describe how the school will evaluate the effectiveness of its special education program and services.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

G. (2) English Language Learner (ELLs).

G.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELs.

APPLICANT RESPONSE:

The enrollment data for Albuquerque Public Schools (APS), and the three ACES Technical Charter School (ACES Tech) target ZIP codes, indicate that a fair number and percentage of the students that enroll in our school may be English language learners (ELLs). In the 2018-19 school year, about 17% of Albuquerque Public Schools students were identified as English Language Learners. In our target student recruitment ZIP codes, the ELL student enrollment at the twelve APS elementary schools ranged from 37 to 271 students; with an average number of 116 and an average percentage of 29%. Figure 47 displays the total enrollment, by number and percentage, of ELL students for the APS district and the twelve elementary schools in our target ZIP codes.

Based upon the current enrollment data, the ACES Tech founding team anticipates that 20 to 25% of our student population will be identified as ELLs. Ensuring that our ELL students receive the support that they need in order to succeed is necessary for us to accomplish our mission of every student graduating college and career ready. We will create and maintain an inclusive and culturally competent learning environment where our ELL students feel supported and valued. ACES Tech staff and teachers will provide the curriculum, instruction, and supports necessary to move our ELL students towards becoming proficient readers, writers, speakers, and listeners of the English language. We believe that all students have the innate intelligence and ability to succeed in a well-rounded, rigorous education program. Our ELL students will experience high quality instruction in general education classrooms and be involved in exciting hands on learning projects, all while receiving personalized supports for their English language acquisition.

Figure 47 – Number and Percentage of English Language Learners in Target ZIP Codes

2018-19 Enrollment and Demographics	ZIP Code	Grade Config.	Total Enrolled	ELL	% ELL
Apache Elementary	87123	P-5	325	47	14%
Bandelier Elementary	87106	K-5	519	51	10%
Emerson Elementary	87108	P-5	459	205	45%
Hawthorne Elementary	87123	P-5	364	153	42%
La Mesa Elementary	87108	K-5	479	271	57%
Lowell Elementary	87106	K-5	257	128	50%
Manzano Mesa Elementary	87123	P-5	702	175	25%
Monte Vista Elementary	87106	K-5	484	37	8%
Montezuma Elementary	87106	K-5	392	129	33%
Tomasita Elementary	87123	K-5	329	69	21%
Whittier Elementary	87108	K-5	285	79	28%
Zia Elementary	87108	K-5	317	43	14%
Averages for 87106, 87108, 87123			409	116	29%
All Albuquerque - APS District			90634	15300	17%

Identification of English Language Learners

The New Mexico Public Education Department's website contains guidance for districts on implementing processes for English Language Learners (ELLs). ACES Tech will adhere to all federal and state laws related to the identification of ELL students. Under Title VI of the Civil Rights Act of 1964, the Every Student Succeeds Act (ESSA) of 2015, and New Mexico Administrative Code (6.29.5.11), all schools and districts are required to screen, identify, and provide services to ELL students.⁴⁵ In accordance with these laws, all ACES Tech students will have a language use survey (LUS) in their cumulative file. If a student was previously enrolled at a New Mexico school, then our staff will attempt to obtain the LUS from the previous school. If the student is enrolling into a New Mexico school for the first time, then a new LUS will be administered to the parent or guardian during the enrollment process. If the previous LUS cannot be obtained, then a new LUS will be administered within two weeks of enrollment. In support of families who communicate more comfortably in a language other than English, the New Mexico LUS is available in Spanish and Navajo.

The parent's answers on the LUS are a direct determinant of whether the student is classified as ELL. If the parent/guardian answers no to all questions, then the student is deemed not ELL. If the parent answers yes to any of the first 6 questions, or indicates any language other than English (LOTE) on question 7, then the student is deemed ELL. Any student deemed to be ELL must be assessed using a state approved English proficiency assessment. The World-class Instructional Design and Assessment (WIDA) Screener Online is used in New Mexico to determine whether students are eligible for language assistance services. If the student earns a composite score of 5 or greater, then they are not deemed as ELL. If the student earns a score of 4.5 or lower, they are deemed to be ELL. Parents will be notified within 30 days if their student is classified as ELL, and they will be informed of the instruction and services provided to their student. Parents have the right to opt their student out of ELL services, but must do so annually.

In addition to identifying and providing services to our ELL students, ACES Tech staff will also actively look to exit students from ELL status based upon their English proficiency progress. ELL students will be assessed annually using the ACCESS for ELLs 2.0 test and will be exited if they earn a score of 5.0 or greater. Students who are exited will be reclassified as English language proficient and continue to be monitored for two years per state law. Any student who earns a score of 4.9 or less on ACCESS for ELLs 2.0 will remain in ELL status and continue to receive ELL services.

Instruction and Supports for English Learners

Despite the federal and state laws which mandate that all schools identify and serve ELL students, there is no definitive research which indicates that a particular program is more effective than others.⁴⁶ Some of the predominant methodologies in practice include: pullout/push-in, structured English immersion, sheltered English instruction, and Bilingual instruction. One of the reasons that research has been inconclusive regarding the results of each practice is that the fidelity of implementation across, and within, schools often varies greatly. Another key factor is that students come to school with many languages and degrees of fluency. This is as true in New Mexico as anywhere due to its increasingly diverse student population.

With no clear evidence of a best method, juxtaposed with the anticipation that we will enroll a language diverse student body, ACES Tech will develop an ELL instructional model that is adaptable to our students and resources. The basis of our ELL program will be structured English immersion. In this model, the students will be included in general education English-language taught classes. In addition, students will be provided with language support both during class-time and during our daily Tech Time period. While there are many available resources for students who speak widely spoken languages, such as Spanish, ACES Tech will seek out supports for students who speak less common languages. This includes making an effort to engage with community resources such as parents and various cultural

groups to discuss the needs of particular students. We will also utilize language support software technology and seek opportunities for multilingual individuals to come to the school as tutors, either as volunteers or paraprofessionals. This set of approaches, tools, and support opportunities will be intentionally aligned to the best interests of our ELL students, and we will make informed adjustments based on their language acquisition progress and outcomes.

Providing ELL supports to adolescent students presents a unique set of challenges. Students may enter knowing little or no English, may have experienced interrupted or limited schooling, and may have limited literacy in any language.⁴⁷ ACES Tech will prepare for these scenarios, and will maintain a can do approach to accomplishing our goal of preparing all students for college and career. While no particular instructional method has been proven to be most effective for ELL students, there are several research based practices that ACES Tech teachers, staff, and students can use throughout the year. These practices are displayed in Figure 48, along with our school's proposed implementation lever for each practice. The ACES Tech team feels that implementing these approaches will result in increased English proficiency for our ELL population.

Figure 48 – Effective ELL Practices for Schools

Effective Practices for ELLs	ACES Tech Implementation Lever
Schoolwide, Team-Based Support	Professional Learning Communities
A Dual Curriculum	Language Development Curriculum
Global Community Classrooms	ELL Inclusion Model
Extended Time to Learn	ESL Period and Tech Time
Individual Progress Records	Sharing ELL Information with Teachers
Peer Assisted Learning	Peer Groups during Tech Time

Our goal is for ELL students to receive adequate language acquisition support while learning academic content. We will infuse the five WIDA English Language Development (ELD) Standards into all of our classes, across content areas, to maximize opportunities for ELL students to concurrently develop their English skills. The ELD Standards will be taught in conjunction with the WIDA five levels of English proficiency – Entering, Emerging, Developing, Expanding, and Bridging. Utilizing these performance levels across content areas will help our teachers to provide the appropriate instruction and supports to ELL students. The ELL teacher and general education teachers will work together to provide content and literacy based instruction based upon the WIDA standards. To assist in guiding this work, WIDA has published a set of 15 essential actions for academic language success.⁴⁸ ACES Tech teachers will discuss these actions during PLC time and will implement them in a purposeful and results driven way throughout the school year.

Addressing the Spectrum of ELL Needs

The needs of English language learners encompass a broad range of factors. The ACES Tech founding team will prepare plans for providing quality instruction and supports to students for a number of circumstances. We will need to prepare for students who speak a variety of languages. This will involve learning about and reaching out to a diverse set of community stakeholders and resources. Students will arrive at different levels of English fluency. Our teachers will use the WIDA performance levels and action plans to help create and implement supports to move students towards greater English proficiency. Some ELL students will be native born and others immigrants. The cultural experiences and educational histories of each student will affect their willingness and/or ability to attain English fluency rapidly. Other factors such as family income level and whether a student also has special needs may add further complexity to defining and implementing effective student ELL supports.

ACES Tech will address this spectrum of potential needs by maintaining that all students will receive a challenging and exciting educational experience and graduate prepared for college and career. All staff and teachers will receive training on WIDA resources and best practices for serving ELL students. The levels and needs of all ELL students will be documented and shared among their teachers. We will seek out volunteers and paraprofessionals who can assist ELL students during their regular classes. Our master schedule will include an ELL elective which will be available for students who require more intense English language acquisition support. These and other processes will be put into place to ensure that our ELL students are provided with the support they need to learn and succeed at ACES Tech.

Specific Responsibilities of School Staff and Classroom Teachers

At ACES Tech, we will build a culture where all staff and teachers have an interest in the learning and success of all students. The School Leader is ultimately responsible for ensuring that ELL students receive the services and supports they need. The School Leader will work with the teachers/Student Supports Coordinator to research, select, and procure a strong set of tools and resources for supporting ELL instruction. These tools and resources will be adjusted as the specific English acquisition needs of our students evolve. The IT and Data Coordinator will be engaged in ensuring that the technology based supports are compatible with our existing general education academic resources and programs. The School Leader and Academic Coordinator/ Student Supports Coordinator will develop a professional development plan for all staff and teachers, and will ensure that everyone completed the training. All staff and teachers will understand the Language Use Survey process and its purpose, be familiar with the WIDA assessment, and how they are used to determine the English Language Learner status.

To support the continued English acquisition of all ELL students, ACES Tech staff and teachers will use ELL data to drive instruction and decisions. The IT and Data Coordinator will create and provide detailed reports on the status and progress of our ELL population. Whole school reports will be provided to the School Leader and Academic Coordinator/ Student Support Coordinator, and classroom level reports will be provided to each teacher with ELL students. The Academic Coordinator/ Student Support Coordinator will be responsible for maintaining the ELL student records and being a resource for other teachers, families, and the outside community. The School Leader and Academic Coordinator/ Student Support Coordinator will work together to analyze ELL student progress and results in an effort to continuously improve our capacity to provide effective supports to all ELL students.

ACES Tech will use an ELL instructional model based upon structured English immersion in an effort to maximize each student's breadth and depth of English acquisition. Classroom teachers will be responsible for providing high quality instruction to all students, with appropriate supports for their ELL students. We will seek to bring community volunteers and/or paraprofessionals to assist with ELL instruction throughout the school day. Special education teachers, general education teachers, paraprofessionals, or volunteers will use multiple strategies to serve students, including push in, pull out, small group, and one-to-one instructional methods. They will also implement the WIDA English Language Development standards and research based actions for effective ELL instruction. These individuals can implement more intense instruction during our daily Tech Time period and during specialized ELL elective periods which will be created to support specific ELL student groups and/or languages.

Training for School Staff and Teachers

The ACES Tech founding team believes that having a highly qualified and knowledgeable staff is a key component of accomplishing our mission of preparing every student for their college and career of choice. Every staff member will receive professional development in the law, processes, instruction, and support of our English language learner (ELL) students. Topics related to ELLs will be included in the

summer professional development sessions and throughout the school year. Items covered will include the processes of identifying and supporting ELL students, how the staff and teachers will work together to maximize the success of ELLs, and ways in which our school will celebrate the cultural and linguistic diversity that our students bring. Teacher training will be led by the School Leader, Student Support Coordinator, and outside experts when needed. In addition, the special education teacher/ Student Support Coordinator and all general education teachers will be encouraged to pursue college coursework and credits in ELL related subjects and the Teaching English to Speakers of Other Languages (TESOL) endorsement. The focus that ACES Tech will place on supporting ELL students is a representation of our commitment to providing the instruction and support needed for all students to feel included and to succeed academically.

There are a wealth of training resources available for schools related to effective ELL processes and instruction. As an example, WIDA provides a number of papers, guides, and research in the areas of assessment (administering screeners and ACCESS for ELLs), teaching (understanding the ELD standards and performance expectations), and growing your capacity (professional education and conferences). There are many books and case studies which are available as training resources. Additionally, ACES Tech will utilize technology which supports the understanding of ELL students and their broad range of potential needs. Videos and blogs will be included in our trainings to help add personal perspectives regarding the power of effective ELL instruction and supports.

⁴⁵ New Mexico Public Education Department, Language and Culture Bureau. (2016). Tools for Identifying Potential English Learners.

⁴⁶ Valentino, R. A., & Reardon, S. F. (2014). Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency (Tech.). Palo Alto, CA: Stanford University Graduate School of Education.

⁴⁷ Rance-Roney, J. (2009). Best Practices for Adolescent ELLs. Educational Leadership, 66(7), 32-37. Retrieved from <http://www.ascd.org/publications/educational-leadership.aspx>

⁴⁸ Margo Gottlieb. (2013). Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards [Brochure]. Madison, WI: Author.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs; Identify how the school will implement the English Language Development Standards for ELs in its school; Identify how the school will provide ELs with instruction and support to develop English language proficiency;

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify how the school will provide ELs with access to grade-level content;• Describe how the school will address the spectrum of needs that ELs may present;• Identify specific responsibilities for school staff and classroom teachers; and• Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
|--|--|

INDEPENDENT REVIEWER EVALUATION: Click here to enter text.

G. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners.

APPLICANT RESPONSE:

Monitoring Progress towards English Language Proficiency

The World-class Instructional Design and Assessment (WIDA) online screener will be used as the universal screener for determining each potential ELL student's proficiency levels. This information will inform the types and intensities of services and supports to be implemented by the special education and general education teachers. Once ELL services begin, we will begin regular monitoring of the progress of each ELL student's acquisition and mastery of the English language. All ELL students will take the state required ACCESS for ELLs 2.0 assessment each year. Students who earn a composite score of 5.0 or higher on the ACCESS for ELLs assessment will be exited from the ELL program. Students who earn a score of 4.9 or lower will continue to receive ELL services and supports. In addition to the annual summative assessment, English language acquisition progress will be monitored via schoolwide and classroom level interim assessments throughout the school year. Each quarter, all students will take teacher developed common assessments in all subjects. Data from these assessments will be used to monitor every student's mastery of core skills and content. ACES Tech will also administer the WIDA Measure of Developing English Language (MODEL) assessment to ELL students as a more frequent measure of language acquisition progress. The MODEL assessment is written to the WIDA standards and assesses the four language domains of listening, speaking, reading, and writing. The results from all of the aforementioned formative and summative assessments will be used to determine the effectiveness of the ELL supports and services being implemented and whether those supports should be adjusted to better serve students.

All students who exit the ELL program will be monitored for two years. This additional monitoring will ensure that the students continue their English language development and are succeeding in their general education classes. An ELL monitoring form will be completed for each of the two years after a student exits ELL status. The form will contain several data points regarding student progress, such as class grades, formative and summative assessment results, and behavior data. If there are any concerns associated with the post-exit monitoring forms, then the student may be re-evaluated using the WIDA screener to determine whether they are in need of receiving additional ELL services.

Specific responsibilities of school staff and classroom teachers

The ELL progress monitoring processes will be heavily reliant on formative and summative assessments, many of which we anticipate will be administered online. The IT and Data Coordinator and Academic Coordinator/ Student Supports Coordinator will work together to ensure that the school technology, software, and test procedures are in place for successful computer based assessment. The IT and Data Coordinator will be responsible for producing timely and accurate reports, specifically for our ELL population, and providing them to the School Leader and teachers. The Academic Coordinator/ Student Supports Coordinator will meet with the School Leader, professional learning communities, and individual teachers as needed to discuss overall and individual ELL progress. At ACES Tech, test results and discipline information will not be the only data used to determine the progress of ELL students. The daily observations and personal interactions that teachers and staff have with students will also be important factors. Moreover, teachers will be encouraged to keep samples of student work, such as written assignments and journal entries, which can be used as indicators of student progress during data meetings, teacher discussions, and parent conferences.

Engaging Families of ELL Students

The ACES Tech founding team anticipates that as much as 25% of our student body will consist of students identified as English language learners (ELL). Our School Leader, staff, and teachers will be expected to actively communicate with all parents, particularly those of our special needs and ELL students. The purpose of communications is not only to share academic and behavioral data, but to make families feel welcome, engaged, and excited about the education that their student is receiving at ACES Tech. Parents of students identified as ELLs will have the opportunity to personally check in on their student's progress, in real time, via our student information system (SIS). This will provide parents with the data they need to be comfortable knowing that the ELL supports are working, or to raise questions when they feel that the supports may need to be adjusted. The following are a few of the methods we will use to engage families of our ELL students.

Meet the Parent or Guardian in Person – The Supports Coordinator and general education teachers will arrange at least one annual face to face meeting with each ELL parent. This meeting will be intended to make an introduction, make the parent feel comfortable with our school, and to inform the parent of the ELL services that their student will receive. If there is a language barrier, we will invite another community resource who can assist in the parent's native language. We will avoid using students as translators as this has the potential to be problematic. We wish to minimize the risk of mistranslation and help maintain the parent's position of authority in making educational decisions for the student.

Host Newcomers and ELL Specific Activities at the School – We will create an ELL event where families can tour the school and meet the staff and teachers who will support ELL students. In addition to our school staff, we will invite representatives from community organizations who offer out of school resources and supports for ELL students. The goal will be to make our ELL parents, and students, feel welcome and more comfortable engaging with the school. We will share our processes and our efforts to ensure that ELL students make progress in the English language acquisition while taking courses which will help them become prepared for college and career. This will be a great opportunity to make connections between community translators and parents, particularly for speakers of languages less commonly spoken in the Albuquerque area.

Stress College Readiness for all ELL Students – All students who graduate from ACES Tech will be college and career ready, including our students identified as English language learners. We will share college and skilled trade readiness resources with ELL students and their families. We will encourage our ELL students to participate in all student projects, activities, and events, irrespective of their level of English proficiency. We will also share information regarding local college and university resources for ELL students, whether they are US born, immigrant, and/or first generation prospective college students. ELL status will not be a factor which limits or prevents ACES Tech students from reaching college and career readiness.

Evaluating Effectiveness of English Language Learner Programs

The ACES Tech Governing Board and School Leader will use quantitative and qualitative data to evaluate the effectiveness of the school's English language learner (ELL) program and services. Staff, teachers, and parents will enter and view real time data, via the SIS system, which displays the academic and behavioral status and progress of each ELL student. The IT and Data Coordinator will also provide appropriate reports to all stakeholders. These reports will outline a set of indicators that the school community deems important, and custom reports will be created when more information is deemed necessary to evaluate our programs. Indicators measured in the set of standard reports will include data

on the rate of English language acquisition, academic progress of ELLs in core classes and WIDA ELD standards, and behavioral data for ELL students.

The US Department of Education provides guidance regarding what key elements to look at as part of a school's ELL program evaluation.⁴⁹ ACES Tech will develop a process by which many of these elements will be evaluated each year. The evaluation will cover all major elements of our ELL process and program, including the identification of potential ELL students and our assessment of English language proficiency. We will analyze ELL student academic performance data for our formative and summative assessments, looking at averages and trends. Our students' progress towards English language proficiency will be reviewed, both for individuals and for the collective group. The Academic Coordinator/ Student Supports Coordinator will be the lead person managing our ELL program evaluation and sharing the data with the School Leader, teachers, and staff.

The Governing Board will be provided with copies of our overall student data every quarter, including data on the academic performance and progress of ELL students. This will enable the Board to make informed decisions regarding the ELL program.

Monitoring Students who have Exited EL Status

The Academic Coordinator/ Student Supports Coordinator will complete a monitoring form for two years after a student exits ELL status. The Academic Coordinator/ Student Supports Coordinator will evaluate the student's assessment data, to ensure that there are no concerns with a student's progress. If there are concerns, then they will meet with the general education teachers to discuss the possibility of re-establishing ELL supports. If it is determined that a student should be reassessed, the Academic Coordinator/ Student Supports Coordinator will confer with the School Leader and the parent to inform them of the student's progress and academic concerns. The Academic Coordinator/ Student Supports Coordinator will be responsible for completing the re-entry process and updating the student information system.

⁴⁹ Developing ELL Programs: Key Elements. (2018, September 26). Retrieved March 23, 2019, from <https://www2.ed.gov/about/offices/list/ocr/ell/keyelements.html>

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; • Identify specific responsibilities for school staff and classroom teachers; • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families; • Describe how the school will evaluate the effectiveness of its EL program and services; and • Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

G. (3) Provide a **clear, comprehensive, and cohesive plan** to address the needs of Native American Students, Hispanic Students, and Bilingual and Multicultural educational plan to improve educational outcomes

APPLICANT RESPONSE:

Educational Framework

The ACES Technical Charter School (ACES Tech) founding team is committed to providing the curriculum, instruction, professional development and resources necessary for our students to achieve at or above grade level. Our proposed educational program and model creates a learning environment where all students, irrespective of race, ethnicity, or economic background, have the opportunity to excel and succeed. Our multicultural framework seeks to eliminate the achievement gap by promoting educational equality in everything that we do. Our teaching team will deliver curriculum that respects all cultures and fosters understanding about different racial and ethnic groups. We will also create and maintain a safe place for students by challenging those thoughts and behaviors which endorse oppression or fear.

The ACES Tech educational plan includes providing high quality instruction and timely supports for all students. Students who are achieving at or above grade level will be challenged to do more difficult work. Students who are struggling to master concepts will be provided with in school tutoring during our Tech Time period. This model will ensure that all students, no matter what proficiency level they are on, will be provided the instruction and resources needed for them to make continued forward academic progress. Additionally, there may be some students, including Native or Hispanic students, who require language assistance in order to access the curriculum. ACES Tech will partner with local agencies who can provide specific language translation and development services in order to empower those students to participate and learn.

Professional Development

ACES Tech teachers will be expected to create classroom environments where students are all challenged and have the opportunity to learn and grow. To aid in this work, teachers will receive professional development on effective practices for teaching diverse learners. This will include how to begin using best practice instructional methods, as well as how to engage meaningfully and respectfully with diverse parents and families. Topics including the Hispanic, Indian, and Multicultural Education Acts will be discussed at our summer PD session and throughout each school year. Erasing the achievement gap that exists in our community will not be easy work. Doing so with a diverse set of students, many of whom need additional supports, adds another layer of complexity to the work. We must ensure that our teachers are up to the challenge and we must also provide them with the training, tools, and resources needed to be successful.

Best Practices

There are a number of practical instructional methods that ACES Tech teachers will be encouraged to use in the classroom to promote acceptance, participation, and learning in a multicultural classroom. No two students, or classes of students, are exactly the same in terms of make up or current achievement level. The effective use of these, and other, methods will depend upon the particular student group and subject areas being taught. Our teachers will be able to utilize time during their professional learning communities to research and discuss the teaching methods that are working best across classrooms and grade levels.

ACES Tech will use multiple approaches to ensure that the best practices implemented by teachers are culturally responsive. The School Leader and Academic Coordinator will conduct classroom

observations of teachers. This will provide first hand insight, provided the teacher teaches as they normally do when not being observed. Student feedback will also be an important indicator of instructional practice. We will develop a student survey which asks questions related to each student's experiences in their classes. This data will provide important subjective information to school leadership which can also be correlated to objective data like assessment results. Similar surveys will be developed to gain student and teacher input regarding other staff such as counselors, the School Leader, and mentors.

Culturally and Linguistically Responsive Policy

As the policy making entity, the Governing Board will need to determine how it will ensure that policies are culturally and linguistically responsive. In order to support them in making their determinations, there are guidelines that they can follow. Governing Board members should assume a positive and proactive role as advocates for the educational interests of the entire community. They should talk to as many people in the community as possible to gather broad insight regarding important educational issues. Board members can also structure their Board meeting agendas to include a focus on the educational programs and student achievement, including students in underserved populations. Lastly, Board members can review the various student outcome data reports as a means of assessing whether all student groups are making the desired level of academic progress or if adjustments need to be made in the interest of improving outcomes for groups such as Native and Hispanic children.

Curriculum

ACES Tech will research and adopt curriculum for each of our core subject areas. The New Mexico Public Education Department Instructional Materials Bureau vets curriculum in a number of academic areas and maintains a list of recommended materials. We will select materials which have been reviewed for cultural relevance and are recommended by the State of New Mexico. Irrespective of the extent of cultural relevance present in the material itself, teachers will receive training in the use of culturally relevant instructional strategies. Our teachers will be expected to use instructional approaches which promote inclusion and active participation of all students. They will also be expected to utilize a variety of instructional methods which are effective for children with various learning styles.

Progress Monitoring

ACES Tech will monitor student progress continually. Our student information system will provide us with the current status of every student in terms of academics and discipline. In terms of assessments, we will give our students quarterly interims which will be our benchmark for progress. The data from the interim assessments will be disaggregated by subgroups such as race, ethnicity, and gender. This data will inform our decisions regarding the effectiveness of instruction and interventions in the school. The School Leader and Academic Coordinator will work with teacher PLC teams to continuously improve instruction, interventions, and opportunities for students.

Engaging Students and Parents

Students will receive regular feedback from teachers in regards to their academic progress. Students will have access to the online student portal, where they can check assignments and grades. As a complement to academics, ACES Tech will also offer athletic opportunities to students. Having basketball and soccer teams, in particular, can draw the interest of many students due to the global appeal of those sports. Fostering parent engagement will be an important component of our school's success. Having parents at the school to visit or volunteer can help promote increased student attendance, better behavior, and improved academic outcomes. ACES Tech will utilize many methods and best practices to encourage and sustain active parental involvement. We will hold workshops for

parents and invite them to school functions and events. Additionally, we plan to purchase a student information system that allows parents real time access to current instruction, student progress, and grades. Students and parents will have the opportunity to contact teachers at any time, and the student information system will ideally have the capability of displaying content in multiple languages so that more parents can access the information.

Program Effectiveness

ACES Tech will evaluate the effectiveness of our diverse student efforts and programs in several ways. We will monitor the progress of all students, and will disaggregate the academic data by sub group. This will allow ACES Tech to evaluate the extent to which each program is working. Another source of information is the students. The School Leader will talk to students to inquire about their experience at the school and the progress they are making. The third measure will come from teachers and parents. Each of them can express an opinion at any time regarding a program or the progress of a student. Finally, the performance reviews for teachers and Academic Coordinator will have student achievement goals as a component. Thus they will have incentive to seek adjustments or changes to the current programming and services if they are not working.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will develop an educational framework to address the educational needs of Native American, Hispanic, and bilingual studies within a multicultural approach to learning; • Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers; • Describe how the proposed school will ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students; • Describe how school policies will be culturally and linguistically responsive; • Describe how rigorous and culturally meaningful curricula and instructional materials will be developed and implemented; • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families; and • Describe how the school will evaluate the effectiveness of its programs to improve educational outcomes.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

H. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards, as well as with the proposed school's student performance goals, and should be presented, along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent) assessments to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan, you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth; 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (e.g., reading, writing, problem-solving).

Note: Be aware that all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, which are aligned with state and federal content standards.

For more information on NM assessment requirements, please see:
<https://webnew.ped.state.nm.us/bureaus/assessment/>

H.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE:

Assessments represent an important form of student voice. It is the part of the educational process which asks students to demonstrate their knowledge and understanding of the content which they are expected to know and learn. The results that students achieve on a given assessment are an indication of their individual and collective mastery of the standards and skills assessed, and concurrently their individual and collective lack of understanding and need for support in those areas. At ACES Technical Charter School (ACES Tech), assessments will be utilized as a means to improve and grow. Data from the variety of assessments that we will administer throughout the year will inform the Governing Board, school leadership, teachers, students, parents, and the community as to whether or not our educational targets and goals are being met. A comprehensive assessment plan is a necessary component for increasing student achievement and closing the achievement gap. Every aspect of the school will be subject to review and improvement based upon the student performance and outcomes represented in our assessment data. Our student's academic success is paramount to achieving our mission of every student graduating prepared for the college and career of their choice.

Assessment data indicates that the vast majority of students in Albuquerque are not demonstrating proficiency in the core areas of English language arts, mathematics, or science. Not only is there low achievement at all grade levels, there is a significant proficiency gap between racial and ethnic groups as well. Figure 49 displays the reading and math proficiency percentages for 3rd graders in New Mexico and Albuquerque Public schools, by gender and racial groups.

Figure 49. – % Proficiency on New Mexico State Assessments, by Race Groups (2018)

% Proficient in 3rd Grade Reading	Female Students	Male Students	Caucasian Students	African Amer Students	Hispanic Students	Asian Students	Amer Indian Students
New Mexico	34	25	42	27	26	56	18
Albuquerque Public Schools	31	22	43	26	21	51	17
% Proficient in 3rd Grade Math	Female Students	Male Students	Caucasian Students	African Amer Students	Hispanic Students	Asian Students	Amer Indian Students
New Mexico	33	32	47	25	28	66	20
Albuquerque Public Schools	31	32	52	20	25	65	21

Color Key:

20% - 39% Proficiency Rate

0% - 19% Proficiency Rate

Source: New Mexico PED website.

College readiness does not happen overnight and should not be a function of luck. The ACES Tech founding team has a plan to ensure that every student is on a path to college and career readiness by the time they graduate. Research has shown that there a number of indicators, predictors, and other factors which can forecast postsecondary success.⁵⁰ Data for these factors can be collected and reviewed from Pre-kindergarten up to 12th grade, and we will use them as part of a longitudinal monitoring system to identify individual students who may need additional resources and supports at any point during their time at ACES Tech. Performance on assessments is a key indicator for student success in middle school and high

school. Middle school students need to meet and exceed the proficiency benchmarks on all state exams, and on college readiness exams such as the ACT Aspire. High school students need to take a rigorous high school curriculum, achieve proficient or above on the New Mexico state exams, pass one or more AP exams, and meet or exceed college readiness benchmarks on the ACT. These are but a few of the assessment performance expectations that will be monitored to make sure that ACES Tech students are on the path to success.

The ACES Tech annual assessment plan includes the types of assessments that will be administered, the assessment timelines, the purpose for each assessment, and information regarding the use of data from each assessment. Figures 50 and 51 displays the range of assessments for grades 6 to 12, and relevant information for each. The plan includes state mandated exams for English language arts, math, and science as well as the end of course (EOC) exams for social studies, science and physical education. In addition to these mandatory assessments ACES Tech may use the ACT Aspire and our teachers will develop interim assessments for all courses. For more frequent checks for student understanding, teachers will administer short assessments and quizzes in their classes, as needed.

We will examine student data by race and ethnic subgroups to ensure that our educational program is working for all students.

Figure 50 – Overview of Assessments

Assessments	Timing and Grade Levels	Purpose	Teacher Analysis and Data Use
New Mexico State ELA Test	Spring Test for Grades 6-11	The State ELA test is used to measure student proficiency on common core aligned grade level ELA content.	Data will be analyzed during the summer professional development and used to inform ELA curriculum and lessons.
New Mexico State Math Test	Spring Test for Grades 6-11	The State Math test is used to measure student proficiency on common core aligned grade level Math content.	Data will be analyzed during the summer professional development and used to inform math curriculum and lessons.
New Mexico Standards Based Assessment (SBA) Science	Spring Test for grades 7, 11	The NM SBA is used to measure student proficiency in science.	Data will be analyzed during the summer professional development and used to inform science curriculum and lessons.
New Mexico Standards Based Assessment (SBA) Spanish Reading	Spring Test for grades 6-8, 11	The NM SBA Spanish Reading is used to measure student proficiency for students eligible to test in Spanish.	Data will be analyzed during the summer professional development and used to inform language curriculum and lessons.
New Mexico End-of-Course (EOC) Exams	Spring Test for grades 6-12	EOC exams assess each student's proficiency in the areas of math, English, science, social studies, and electives.	Data will be analyzed during the summer professional development and used to inform EOC course curriculum and lessons.
Teacher Created End of Course (EOC) and Final Exams	Spring Tests for grades 6-12	Teacher created EOC and final exams will be created for courses which don't have state EOC exams, for the purpose of demonstrating competency.	Data will be analyzed during the summer professional development and used to inform EOC course curriculum and lessons.

PSAT/NMSQT	Fall Test for grades 10-11	Pre-SAT exam which also qualifies students for National Merit Scholarship consideration.	Data will be analyzed during the spring and used to inform ELA and math curriculum and lessons.
ACT and SAT	Fall and Spring for grades 11-12	College entrance exams which also serve as indicators for college readiness.	Data will be analyzed during the spring and summer and used to inform ELA, math, and science curriculum and lessons.
ACT Aspire	Two times per year for grades 6-10	Standard tests which measure student development of college ready knowledge and skills.	Data will be analyzed after each test and used to inform ELA, math, and science curriculum and lessons.
STAR Reading and Math Assessments	Three to four times per year for grades 6-12	Assessments which measure student achievement and growth in reading and math.	Data will be analyzed during PLCs after each test and used to inform ELA, and math curriculum and lessons.
Interim Assessments	Quarterly	Teacher created common assessments which will be aligned to the content standards taught in classes.	Data will be analyzed during PLCs after each test and used to inform ELA, and math curriculum and lessons.
Classroom Assessments	Daily to Weekly	Individual teacher created assessments for frequent measurements of learning between interim assessments.	Data will be analyzed after each assessment and used to inform all curriculum and lessons.

Figure 51 – Overview of Assessments for Special Populations

Assessments for Special Populations	Timing and Grade Levels	Purpose	Teacher Analysis and Data Use
WIDA Screener Online	Start of School for Grades 6-11	Used to identify students who are potential English language learners (ELLs).	Data will be used to identify potential ELL students.
WIDA MODEL Online	Fall Test for all ELL students.	An English language proficiency test which is predictive of the ACCESS for ELLs test.	Data will be analyzed in the fall and used to inform all curriculum and lessons.
ACCESS for ELLs 2.0	Spring test for all ELL students.	ACCESS is used to assess each ELL student's proficiency in listening, speaking, reading, and writing.	Data will be analyzed in the spring and summer and used to inform all curriculum and lessons.
NM Alternative Performance Assessment (NMAPA) English and Math	Spring test for identified students with IEPs in grades 6-11.	NMAPA English and math assessment is given to students with significant cognitive disabilities, ensuring their inclusion in the assessment program. This data informs classroom instruction and supports the development of academic expectations.	Data will be analyzed during the summer professional development and used to inform English and math curriculum and lessons for students with specific IEPs.

NM Alternative Performance Assessment (NMAPA) Science	Spring test for identified students with IEPs in grades 7, 11.	NMAPA science is given to students with significant cognitive disabilities, ensuring their inclusion in the assessment program. This data informs classroom instruction and supports the development of academic expectations.	Data will be analyzed during the summer professional development and used to inform science curriculum and lessons for students with specific IEPs.
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Assessment Calendars

Figure 52 displays the annual ACES Tech assessment calendar for our middle school grades.

Figure 52 – ACES Tech Assessment Calendar – Middle School Grades

Middle School Assessments	Grade Levels	Testing Window
WIDA MODEL	6-8	November
ACCESS for ELLs 2.0	6-8	January - March
New Mexico Standards Based Assessment (SBA) Science	7	March
NM Alternative Performance Assessment (NMAPA) Science	7	March
NM Alternative Performance Assessment (NMAPA) English and Math	6-8	March - April
New Mexico Standards Based Assessment (SBA) Spanish Reading	6-8	April - May
New Mexico State ELA Test	6-8	April - May
New Mexico State Math Test	6-8	April - May
New Mexico End-of-Course (EOC) Exams	6-8	April - May
Teacher Created End of Course (EOC) and Final Exams	6-8	April - May
ACT Aspire	6-8	November and March
STAR Reading and Math Assessments	6-8	September, December, April
Interim Assessments	6-8	October, December, March, and May
Classroom Assessments	6-8	Ongoing

Figure 53 displays the annual ACES Tech assessment calendar for our high school grades.

Figure 53 – ACES Tech Assessment Calendar – High School Grades

High School Assessments	Grade Levels	Testing Window
NMAPA Retakes	12	September - October
PSAT/NMSQ	10-11	October
Science Retakes	12	October - November

WIDA MODEL	6-8	November
State Assessment Retakes	12	November - December
Spanish Reading Retakes	12	November - December
Fall Semester EOCs	9-12	December
EOC Senior Retakes	12	January
ACCESS for ELLs 2.0	9-12	January - March
New Mexico Standards Based Assessment (SBA) Science	11	March
NM Alternative Performance Assessment (NMAPA) Science	11	March
NM Alternative Performance Assessment (NMAPA) English and Math	9-11	March - April
New Mexico Standards Based Assessment (SBA) Spanish Reading	10-11	April - May
New Mexico State ELA Test	9-11	April - May
New Mexico State Math Test	9-11	April - May
New Mexico End-of-Course (EOC) Exams	9-12	April - May
Teacher Created End of Course (EOC) and Final Exams	9-12	April - May
ACT Aspire	9-10	November and March
STAR Reading and Math Assessments	9-12	September, December, April
Interim Assessments	9-12	October, December, March, and May
Classroom Assessments	9-12	Ongoing

Achieving our mission of ensuring that all students' graduate college and career ready will require collecting and utilizing information about the academic progress of every student. ACES Tech will utilize a range of assessments which provide the information needed to understand what students have learned and what concepts they struggle with. Figure 54 displays the types of assessments that can be used across subject areas for either individual or groups of students.

Figure 54 – Types of Assessments

Assessment Type	Purpose
Screening Assessments	A brief assessment used to identify students at risk of academic failure in subjects such as reading and math.
Diagnostic Assessments	An assessment that measures a student's individual strengths, weaknesses, knowledge, and skills prior to instruction.
Formative Assessments	An assessment given during the teaching and learning process to inform instruction and decisions to improve student attainment.

Benchmark Assessments	Assessments given periodically which measure progress towards a standard or set of academic standards and goals.
Summative Assessments	An assessment given after the teaching and learning process that provides information and feedback regarding student learning.

Using Assessment Data to Inform Instruction

ACES Tech will be a school in which many data points are used to drive instruction and decisions. Every school day, both academic and nonacademic data will be collected and analyzed. This data will be used to measure the extent to which we are accomplishing the mission of preparing all students for colleges and careers. According to the Data Quality Campaign, the most useful data are (1) longitudinal data, which follows individual students over time; (2) actionable data, which are timely, user-friendly, and tailored to users; and (3) contextual data, which is robust, comparable, and presented as part of a bigger picture. All ACES Tech teachers and the entire school community will have access to these three important areas of data. Student information will be continually analyzed to create longitudinal, actionable, and contextual data reports needed to improve our classroom instruction and student resources. Knowing and sharing our data allows us to hold ourselves accountable to our mission and our community.

In order to be useful, available data must be understood by those who wish to use it. Our School Leader and IT and Data Coordinator will work together to create and maintain a comprehensive set of indicators for our school staff and teachers. Our students' progress on those indicators will determine the extent to which we continue or change our educational approach and practices. To inform instruction in the classroom, for example, teachers will know which standards based content areas and concepts their students have not mastered. If the data show that gaps exist between what students are achieving and what they are expected to know, then changes in policy, programs, and/or instruction will be tailored to address those gaps. At ACES Tech, our student data will provide us with a powerful and objective basis for identifying issues in student learning and driving changes in practices and behaviors in an effort to improve future academic performance results.

The ACES Tech annual assessment plan will be comprised of all required federal and state assessments, college entrance exams, research based interim assessments, and internally created formative assessments. Internal assessments will be created by the teaching team as part of their professional learning community process, and they will collect and analyze that data. Data from our standardized assessments will be collected from the state and our assessment vendors, and will be analyzed by our School Leader and teaching staff. All data for all standardized and interim assessments will be disaggregated by our IT and Data Coordinator. That individual will create user friendly reports which all teachers will use to drive improvements in classroom instruction and academic resources.

The following assessment summaries include the mandatory state tests and the college entrance tests that ACES Tech students will take.

New Mexico State ELA and Math Tests: The NM State ELA and Math tests will be administered to all ACES Tech students in grades 6 through 11. This data will provide an overall picture of student learning for the school in the core areas of English language arts and math. The state will indicate achievement using five levels of proficiency. The data from the annual state test will be analyzed and reported by our IT and Data Coordinator. The reports will be reviewed by teachers during summer professional development and used to inform and revise curriculum and instruction for the subsequent school year.

New Mexico Standards Based Assessment (SBA) Science: The NM SBA Science test will be administered to all 7th and 11th grade students at ACES Tech. The data from this assessment will provide an overall picture of student learning for the school in core areas of science. The state will indicate achievement using four levels of proficiency, based upon each student's scaled score. The data from the annual state test will be analyzed and reported by our IT and Data Coordinator. The reports will be reviewed by teachers during summer professional development and used to inform and revise science curriculum and instruction for the subsequent school year.

New Mexico End-of-Course (EOC) Exams: The NM EOC exams will be administered to ACES Tech students in grades 6 through 12, depending upon the subject and grade levels of other mandatory state exams. These exams are summative and are aligned to content area and grade level standards. EOC exams can also be used to meet graduation requirements. The data from these annual state exams will be analyzed and reported by our IT and Data Coordinator. The reports will be reviewed by teachers during summer professional development and used to inform and revise curriculum and instruction in relevant subject areas for the subsequent school year.

ACCESS for ELLs 2.0: All students identified as English language learners (ELL) will take the annual WIDA ACCESS test. The test is used to assess each ELL student's English proficiency in listening, speaking, reading, and writing. The data will be analyzed and reported by our IT and Data Coordinator. The reports will be used to guide the ELL supports and services that are provided to our ELL students. Students who score a 5.0 or greater will become eligible to exit from receiving ELL services.

NM Alternative Performance Assessment (NMAPA): The NMAPA is administered to students with significant cognitive disabilities to ensure that they are included in the state assessment and accountability programs. Important measures include each student's knowledge and skill level and their growth. The test provides data which is used to inform the student's Individualized Education Program (IEP), appropriate classroom instruction, and guide resource decisions.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT): The PSAT is a national test used to measure each student's readiness for college, access scholarships, and practice for the SAT. The subject areas covered by the test include English, Reading, and math and the maximum score is 1520. New Mexico students in 10th grade take the test, but only the 11th grade administration can be used to enter students into the National Merit Scholarship pool. The data from these fall tests will be analyzed and reported by our IT and Data Coordinator. The reports will be reviewed by teachers during spring and summer professional development and used to inform and revise curriculum and instruction in both English and math for the subsequent school year.

ACT and SAT: The ACT and SAT are national college entrance tests used to measure each student's readiness to handle college level work. The subject areas covered by both tests include English, Reading, and math; the ACT also has a science section. The maximum score on the ACT is 36 and on the SAT is 1600. Each test is officially offered multiple times throughout the school year. ACES Tech students will also take unofficial practice ACT and SAT tests at intervals selected by the School Leader. This practice will help them to be prepared for the official tests. The data from the official tests will be collected from the ACT and College Board, and then analyzed and reported by our IT and Data Coordinator. The reports will be reviewed by teachers during spring and summer professional development and used to inform and revise curriculum and instruction in English, math, and science courses for the subsequent school year.

State Assessment and Data Reporting Alignment

ACES Tech staff will follow all assessment protocols prescribed by the New Mexico Public Education Department. Our designated district test coordinator will ensure the completion of all required assessments within the time windows provided. All school level data that is required by the state of New Mexico will be entered into the STARS system. ACES Tech will strive to submit data that is 100% accurate and we will meet all data collection timelines. Our founding team understands that the data submissions are part of the state's process of meeting its data collection requirements and holding all districts accountable for providing an adequate and equitable education to all New Mexico students.

Mission Alignment and Meeting Student Needs

In order to be prepared for the world of STEM related fields, ACES Tech students will be required to gain advanced knowledge and skills. In order to accomplish our mission of ensuring that every student graduates college and career ready, we must provide them with a comprehensive and rigorous instructional program. Assessment is an integral part of that program. It provides a means by which each student will demonstrate their knowledge of the content they have been taught during the past and present. The data collected from assessments will help ACES Tech staff and teachers know if we are meeting the achievement goals and targets that we set for our students. It also provides valuable information regarding the degree to which our instruction and processes are effective.

The ACES Tech annual assessment plan includes state mandated assessments, college readiness assessments, interim assessments, as well as assessments for our special populations. This strong set of tools will provide us with the data for individual students and the collective body which we need to ensure that every student is on the path to preparedness, from the 6th grade until they graduate. We will analyze and report our data along several key indicators monthly, quarterly, and annually. Whenever students are not achieving in particular areas, our School Leader and teaching staff will adjust instruction and resources to meet the needs of our students. Our assessment data will be disaggregated by race, ethnic group, and gender to ensure that we actively address any achievement gaps along those lines. Data will also be disaggregated for students with IEPs and our ELL population, allowing us to actively improve and reallocate resources to students who need support in accessing the general curriculum.

Our student recruitment focus will be placed on ZIP codes 87106, 87108, and 87123 in southeast Albuquerque. Based upon 2018 PARCC assessment data for the 12 elementary schools in that area, we anticipate that less than 30% of our students will arrive at grade level proficiency in ELA and about 20% will arrive at grade level proficiency in math. There will also likely be students who are proficient in both content areas and are attracted to our STEM focus. Our educational plan is capable of providing a comprehensive, challenging, and exciting educational experience for students along this entire spectrum. We will use assessments as a tool for providing all students with instruction for growth, irrespective of where they start. At ACES Tech, assessment data will facilitate the implementation of excellent and appropriate instruction, not to compare or penalize students and teachers. In the words of Howard Gardner, we will spend less time ranking people and more time helping them.⁵¹ Every student has gifts and every student can achieve great things, and we will use our range of assessments to align to that belief.

Assessments and Performance Frameworks and Contracts

In addition to state mandated assessments and national college ready tests, ACES Tech may consider administering a vendor created interim assessment two or three times throughout the school year. These assessments will provide valuable student data regarding their knowledge and skills during the teaching and learning process. The content areas for these assessments will be English language arts and math. The final decision of which assessment to use and at what frequency will be decided during the planning year as we optimize our annual assessment calendar to reflect the most recent state requirements. In anticipation of our authorizer's contract requirements, we propose the following two interim assessments.

ACT Aspire: The ACT Aspire assessment measures student development of college ready knowledge and skills. The academic areas covered include English, math, reading, and science. The test is a predictor for the ACT, and the reports provide suggested remedies for areas in which students struggle. The Aspire can be administered to students in all of our grade levels, 6 – 12. The tests can be taken via computer or pencil and paper and we propose administering them two times per year. The data from these assessments will be available to all staff and teachers and will be analyzed during the PLC process. The data will be used to inform instruction and supports for students.

Renaissance STAR Math and STAR ELA: The STAR assessments measure student achievement and growth in reading and math. They can be administered to students in all of our grade levels, 6 – 12. The tests are computer adaptive and we propose administering them three to four times per year. The data from these assessments will be available to all staff and teachers and will be analyzed during the PLC process. The data will be used to inform instruction and supports for students. Lastly, the STAR assessments are listed on the NM PED preferred assessment list.

⁵⁰ Vanessa, H., Becky, S., & Megan, S. (2013). Predictors of Postsecondary Success (Issue brief No. ED555671). Washington, DC: American Institutes for Research. (ERIC Document Reproduction Service No. ED555671)

⁵¹ Gardner, A. (2006). Multiple Intelligences: New Horizons. New York, NY: Basic Books.

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none"> • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> ◦ Include assessments/progress monitoring for special populations; • Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; • Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; • Describe how the data identified will be used to inform instruction; • Align with all state assessment and data reporting requirements; • Describe how the assessment plan meets the specific needs of the proposed school's projected student population; • Describe how the assessment plan aligns to the proposed school's mission; and • Include any assessments that may be negotiated as part of the performance framework and contract.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

H.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement, or growth expectations, or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

In order to accomplish the student achievement goals that we have established, each Governing Board member, staff member, and teacher must be able to use data effectively. The effective use of data entails going beyond just talking about a collection of numbers and facts. Staff and teachers must have the will and ability to translate our student data into actions that inform instruction and improve outcomes. The ability to transform data into instructional action has been called both pedagogical data literacy and instructional decision making.^{52 53} It entails a combination of instructors' content knowledge and their knowledge about how student data can be used to drive the changes in instructional practice necessary to raise student achievement.⁵² Supovitz and Klein (2003) identified seven major ways in which teachers and administrators used student performance data for instructional improvement. Data were used to inform instruction, identify and plan interventions for low-performing students, plan professional development, set targets and goals, celebrate student and faculty accomplishments, and to reinforce school priorities; they were also used as evidence in conversations with parents about students. Specific to informing instruction, teachers and school leaders reported that they used data to identify lesson objectives, guide the flexible grouping of students for focused instruction, and align their lessons with standards.⁵⁴ These observations demonstrate some of the broad range of ways that educators can use student data to inform their classroom instructional practices.

Monitoring Academic Performance

ACES Tech will set expectations and monitor whole school and individual student assessment performance using four primary indicators.

1. New Mexico State Assessments: ACES Tech's goal is for 100% of our students to meet or exceed the proficiency standard on every mandatory state assessment. We have established targets for our collective student body which will get them closer to reaching the goal with each successive year that they are in our school.
2. College Readiness Expectations: In accordance with our mission, our whole school goal is for 100% of our students to be college and career ready by graduation. This will be demonstrated in part by passing all state and EOC exams, and will also involve scoring a 3 or higher on AP tests and meeting the college readiness benchmarks set by the ACT.
3. Special Populations Assessments: Ensuring that students with disabilities, gifted students, and English language learners (ELL) are making consistent and positive academic progress will require regular monitoring. We will provide additional services and supports to all students who qualify, and we will actively evaluate whether students are reaching points when they can be exited from services.
4. Interim Assessments: All students will be assessed quarterly to determine their progress towards mastering the academic material taught throughout the school year. The interim assessment results will be analyzed by teachers in their professional learning community meetings and used to help guide individualized supports for students who are struggling and those who are excelling.

ACES Tech Data Reports

ACES Tech will rely on two primary data reports for driving instruction and decisions.

Student Success Report: The Student Success Report will be completed each quarter for the school and district levels. The report will consist of key student success indicators, both academic (e.g. assessment data, grades) and nonacademic [e.g. attendance data, in-school suspensions (ISS)] and will be made available to staff after report card grades are finalized. The school level report will have every student listed with their current correlating data. This will allow the School Leader and teachers to take corrective actions for individuals or groups of students. The district level report will aggregate the school level report, displaying overall data for the entire student body. This report will allow the Governing Board and School Leader to see the overall status of student achievement and discipline for the school. The list of indicators on the student success report are shown in Figure 55.

Figure 55: The Student Success Report Indicators

Student Success Indicator	Update Frequency
Student Name	As Needed
Grade Level	Annually
Days In Attendance	Daily
Days In Membership	Daily
Chronic Absence Status	Daily
Total Number of Classes	Semester
Total Credits Attempted	Semester
Total Credits Earned	Semester
GPA	Semester
GPA Range	Semester
Math Classes Enrolled	Semester
Passing Math Grade	Quarterly
ELA Classes Enrolled	Semester
Passing ELA Grade	Quarterly
Total OSS	Daily
Total ISS	Daily

ACES Tech Data Overview:

The IT and Data Coordinator will be responsible for creating, updating, and distributing the ACES Tech Data Overview. The data overview will contain a set of reports which display data for a number of important academic and nonacademic indicators that are important for college readiness. The data overview will be updated throughout the school year, with reports being sent to the School Leader and teachers on a monthly, quarterly, and annual basis. Many of the reports will contain year to year data for longitudinal comparative purposes. The reports contained in the data overview will be our primary objective tools for informing instruction and improving processes. The list of indicators reported in the data overview are shown in Figure 56.

Figure 56: The Data Overview Report Indicators

Academic Categories	Update Frequency
PARCC	Annually
SBA Assessments	Annually
NMAPA	Annually
ACCESS for ELLs	Annually
SAT/ACT	Annually
PSAT/AP	Annually
Interims	Quarterly
STAR	Quarterly
Nonacademic Categories	Update Frequency
Enrollment	Monthly
Demographics	Monthly
ELL/SWD/Gifted	Monthly
ADA/Chronic Absence	Monthly
Suspensions	Monthly
Advanced Course Enrollment	Semester
Transiency	Monthly

Whole School Monitoring and Corrective Action

The School Leader will work with the IT and Data Coordinator to refine the set of student success indicators which will be used to create the student success report and data overview. Both sets of reports will contain school level data, which will be used to determine overall student achievement and college readiness. The fact that student data will be reported monthly will facilitate preemptive action throughout the school year as opposed to waiting until year end summative student data is obtained. We believe that our frequent data analysis will help us to recognize many concerns early enough make important school wide adjustments and improvements, thus limiting the negative effects waiting on long lead time student outcomes. In the case that our school does not meet the student academic achievement and/or growth targets that we have set, then the School Leader will write and present a corrective action proposal to the Governing Board. The proposal will explain the root cause analysis that the School Leader has completed for missing the targets, and recommended action steps for improving student learning and academic outcomes. Any adjustments to staffing responsibilities and budget allocations will be included in the recommendation, in addition to an expected timeline for reviewing the results of the recommendations once implemented.

Triggers for Corrective Action at School Wide Level:

- The percentage of students who are chronically absent exceeds 5%.
- The percentage of students who do not pass an interim assessment exceeds 10%.
- The number of out of school suspensions totals more than 2.

Example: It is found that 15% of our students did not perform well on the interim due to language related concerns. ACES Tech could recommend to the Board that we partner with a language services vendor to help increase the language acquisition of our students. We could use Function 1000, Object 53414 – Other Professional Services, to pay for this student instruction intervention.

Individual Student Monitoring and Corrective Action

The student success report will be created specifically to provide detailed information regarding student progress at the individual student level. The proposed indicators can be reported on at any point in the year, and the IT and Data Coordinator will be responsible for its daily maintenance and updates. In order for a student to be on track for college and career readiness, he or she must attend school regularly, pass all of their classes, and keep discipline issues to a minimum. The student success report tracks several indicators for those areas and will act as an early warning report if a student begins to sway from the readiness path. The fact that this report can be produced at any time will facilitate taking preemptive action with a student before any wrong trends become entrenched. The School Leader, a teacher, or a counselor (when hired at Year 3) can schedule a time to talk with the student and work to understand what is causing any recent negative outcome. If the root cause is an academic issue, we can offer a solution such as subject area tutoring to the student during Tech Time. If the root cause involves a family matter or an issue with another student, then appropriate measures can be taken to work towards a resolution in that case as well. The desired outcome is for the student's concern to be resolved so that they can regain focus on achieving in all of their schoolwork and activities. Frequent data checks on each student's progress is a huge factor in implementing early intervention measures for students.

Triggers for Corrective Action at the Individual Student Level:

- A student is, or is on the verge of becoming, chronically absent.
- A student is earning worse than a B grade in two or more classes.
- A student receives one out of school suspension.
- A student does not achieve proficiency on the interim assessment.

Example: One of our students does poorly on the interim due to not receiving medication for a chronic illness that the school was not made aware of. ACES Tech could provide in school nurse services to the student to ensure that they receive their prescribed medication. We could use Function 2100, Object 53414 – Other Services, to pay for this nursing support service.

Effectiveness of Academic Program

ACES Tech will regularly monitor our academic programs primarily using our two data reports, the student success report and the data overview report. The data overview report provides information on a number of our assessments. The student success report provides data such as current grades, overall GPA, and progress towards graduation for each student. All of these important indicators are useful for monitoring the effectiveness of our academic program. We will work to see positive trends in the academic data and negative trends in the discipline data.

Effectiveness of Interventions

The effectiveness of specific interventions can also be measured using the two aforementioned reports. For instance, the data overview report might show that 50% of our sixth grade students did not pass a quarterly English Language Arts interim exam. We could use our student intervention, or potentially Title I, funding to bring in extra Tech Time tutors, purchase an intervention resource for teachers, or purchase a software program with a high success rate. After the intervention has been in place for six to eight weeks, the teacher and students may be able to provide insight regarding its effectiveness. Furthermore, the next quarterly interim will be the most objective measure. We would be looking for a positive trend from quarter to quarter due to any interventions put into place.

Meeting the requirements of NMSA 1978 § 22-2C-6(A) and (B) and 22-2E-4(E)

ACES Tech will be a data driven school where student success data is readily available to the School Leader, the student's teachers, parents, and student themselves via our student information system. Our academic achievement and intervention process aligns with NMSA 22-2C-6(A) as we use individual assessment results as part of our process. The teachers, Academic Coordinator, and School Leader will work together to monitor student outcomes regularly and ensure that students stay on the college ready path. Students who do not show proficiency will first be provided with in school tutoring. If the tutoring is found to be ineffective, only then will the school pursue alternate remediation methods. These may include receiving additional tutoring from a community volunteer either at the school or at an approved education partner site, such as a community after school program. Any formal attempt at remediation will be provided in writing to the parent. If a student does not respond to additional instruction, or if the parent requests, the school staff may refer the student to the student assistance team for academic evaluation and guidance for next steps. In all cases, the School Leader/Academic Coordinator will be expected to monitor the student's progress, keep in contact with the parent, and make a sincere and earnest attempt to utilize the resources available to help every student to succeed.

ACES Tech has no plans of being rated a D or F school as discussed in NMSA 22-2E-4(E). However, in the dire case that we were to receive a grade lower than a C, we would meet the state requirement of prioritizing resources towards proven programs and methods linked to improved student achievement.

⁵² Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychologist*, 47(2), 71-85.

⁵³ Means, B., Padilla, C., DeBarger, A., & Bakia, M. (2009). Implementing data-informed decision making in schools: teacher access, supports and use. Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation and Policy Development.

⁵⁴ Supovitz, J. A., & Klein, V. (2003). Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement. Philadelphia: University of Pennsylvania GSE Consortium for Policy Research in Education.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to <ul style="list-style-type: none"> ○ monitor academic performance and ○ take appropriate corrective action if the school is not on track to or does not meet academic performance expectations; • Address specific responsibilities related to <ul style="list-style-type: none"> ○ meeting student academic achievement or growth expectations <u>at the school-wide level</u> and

	<ul style="list-style-type: none">○ meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student);• Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions; and• Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and (B) and 22-2E-4(E).
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE:

The ACES Tech founding team believes that all student data should be accurate, timely, and publically available, in accordance with Family Educational Rights and Privacy Act (FERPA). Our school will be data driven and will produce user friendly reports regarding our student assessment results and academic progress. Reports will be shared with our Governing Board, staff, students, families, and community partners. Much of the student assessment and progress data will be available on our student information system. Many other special reports will be made available on our website and in the office. All staff will be encouraged to openly discuss our aggregate student results and progress with the school team, the professional learning communities, and with other stakeholders. To protect their privacy, information regarding individual students should only be discussed with parents, school leadership, and the students themselves.

Students

Students will have anytime, anywhere access to their academic data and progress, via the student information system student portal, using any internet connected device. Students that do not have consistent access to an internet connected device will have access to their data using school owned computers and devices. Students will also receive free copies of parts of their own academic records upon request. ACES Tech students will all have a 10 minute homeroom period each school day morning. There may be instances when hard copy information, such as report cards, is distributed to students during that time. Students will have the opportunity to discuss any questions or concerns related to their achievement records or progress via email anytime, or during their once per semester academic conference. These conferences will be held with the School Leader in Year 1, with Academic Coordinator in Year 2, and then with counselors beginning in Year 3 and beyond. During these meetings, students will actively participate in creating achievement goals and comparing their past expectations to current results.

Parents

Parents are important and welcome partners at ACES Tech. Like their students, all parents will have anywhere access to their child's academic data and progress, via the student information system parent portal, using any internet connected device. Parents that do not have consistent access to an internet connected device will have access to their data using a school-owned parent workstation. Parents will also receive free copies of any part of their child's academic records upon request. Parents will be welcome to visit our school anytime, and can request information or copies without an appointment. If they require a more detailed discussion, the Office Secretary will work with them to find the soonest available time. Parents will also be invited to attend parent teacher conferences in October and March, after the 1st and 3rd progress reports are issued.

Governing Board

The ACES Tech leadership team will provide the Governing Board with student assessment and progress data regularly in order to keep them up to date, and also in preparation for their monthly general meetings and committee meetings. Governing Board members will receive the Data Overview Reports and Student Success Reports each quarter and month, respectively. Governing Board members will also receive priority in answering their direct data requests.

Public Education Commission

The ACES Tech leadership team will provide the Public Education Commission (PEC) with student assessment and progress data as directed in the charter contract and also upon request. Data that is required to be provided to the PEC will be accurate and completed in a timely fashion. The PEC will also receive copies of our ACES Tech Annual Report.

Broader Community

The ACES Tech lead founder has begun the process of getting out into the community, getting to know the neighborhoods and people, and sharing the vision of the school. Many of the individuals in the groups expressed both interest and concern for the education of young people in Albuquerque. We will continue to grow the presence of ACES Tech throughout the southeast side and other neighborhoods in the city. One way that we will keep an active presence is by sharing information and updates with the community, including our aggregate student achievement results. We will use our website, emails lists, and social media platforms to stay connected with the broader community. We will also utilize our Governing Board and Professional Advisory Committee members to spread news and information about the school. Lastly, our ACES Tech Annual Report will be made available online for anyone to retrieve.

Communication Plan

ACES Tech student assessment data will be shared with the public in several ways. School leadership will have access to all student data at all times via the student information system. Teachers will have access to their current students' data via the student information system. The general public will have access to general data reports located on our website, including our ACES Tech Annual Report. Any parent or student can request hard copies of their data from the Office Secretary. Additionally, the general public can write an Inspection of Public Records Act (IPRA) request at any time and it will be responded to per state guidelines.

Students take a number of assessments throughout the school year. Figures 57 and 58 display the assessments taken by middle and high school students. The figures have two sections: the top section lists assessments whose data is available to the public, the bottom section list internal assessments where the data is only shared internally and with families.

Figure 57: Middle School Assessments

Middle School Assessments Aggregate data available to public and shared online.	
ACCESS for ELLs 2.0	New Mexico State ELA Test
New Mexico Standards Based Assessment (SBA) Science	New Mexico State Math Test
NM Alternative Performance Assessment (NMAPA) Science	New Mexico End-of-Course (EOC) Exams
NM Alternative Performance Assessment (NMAPA) English and Math	ACT Aspire
New Mexico Standards Based Assessment (SBA) Spanish Reading	STAR Reading and Math Assessments
Middle School Assessments In school tests. Data only shared internally and with families.	
WIDA MODEL	Interim Assessments

Teacher Created End of Course (EOC) and Final Exams	Classroom Assessments
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Figure 58: High School Assessments

High School Assessments Aggregate data available to public and shared online.	
NMAPA Retakes	New Mexico Standards Based Assessment (SBA) Science
PSAT/NMSQ	NM Alternative Performance Assessment (NMAPA) Science
Science Retakes	NM Alternative Performance Assessment (NMAPA) English and Math
WIDA MODEL	New Mexico Standards Based Assessment (SBA) Spanish Reading
State Assessment Retakes	New Mexico State ELA Test
Spanish Reading Retakes	New Mexico State Math Test
Fall Semester EOCs	New Mexico End-of-Course (EOC) Exams
EOC Senior Retakes	ACT Aspire
ACCESS for ELLs 2.0	STAR Reading and Math Assessments
High School Assessments In school tests. Data only shared internally and with families.	
Teacher Created End of Course (EOC) and Final Exams	Classroom Assessments
Interim Assessments	

Communication Plan Effectiveness

The communications regarding ACES Tech student assessment results and progress are primarily targeted to the school staff, the Governing Board and PEC, and the families and students themselves. The students and parents will have access from any internet connected device, or using a community computer station at the school. The Governing Board and PEC will receive information directly from the School Leader or Office Secretary. The general public will have access via our website or IPRA requests. We will also continue to attend neighborhood association meetings and community events to stay in touch with our surrounding area. Given the multiple modes of communication that we will utilize to ensure that all stakeholders stay informed, we believe that the community outreach strategy will be quite effective.

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none">• Identify how student achievement and progress will be communicated to<ul style="list-style-type: none">○ Students○ Parents○ The governing body○ The authorizer○ The broader community;• Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data;• Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate; and• For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I).
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Roles and Responsibilities of the Governing Board

The ACES Technical Charter School (ACES Tech) Governing Board will be the entity responsible for providing oversight for the school. The Governing Board is made up of individuals who believe in the mission of the school and accept the role of protecting the overall health and sustainability. Collectively, they work in partnership with the School Leader to set academic performance goals for the school and ensure that those goals are met. Upon approval of the ACES Tech charter application, the proposed board will transition into the initial Governing Board. At its first official meeting, the Governing Board will elect officers, adopt bylaws, and establish board committees. All governing board meetings will be announced to the public, in compliance with the New Mexico Open Meetings Act.

The Governing Board will have a number of key responsibilities which help it to ensure the success of our school. In addition to meeting its overall mission and student academic goals, the school must remain operationally and financially sound at all times. The Board governs through its adopted policies and evaluative metrics. The following are some of the primary responsibilities of the Governing Board:

- Academic Oversight: Ensure that the student body is meeting its learning expectations and targets. Review academic progress data by subgroup, including by gender, racial group, special population designation, and English language learner status.
- Operational Oversight: Ensure that the school's operational programs comply with the terms of approved charter contract.
- Legal Compliance: Ensure that the school is compliant with all local, state, and federal regulations, statutes and laws.
- Financial Oversight: Ensure that the school's financial resource are expended responsibly and that the school remains financially solvent.
- Hiring and Evaluating the Head of School: Ensure that the school has a well-qualified and strong leader and hold that leader accountable for all aspects of the school and for making progress toward the school's mission.

ACES Tech Governance Membership Structure

The ACES Tech Governing Board structure is outlined in the proposed bylaws (Appendix A). The initial Governing Board will consist of seven members, five of whom have been selected and two of whom will be selected after the charter is approved. The Governing Board will have the authority to determine an increase or reduction in the total number of Board Members. In general, all Governing Board Members have the same roles and responsibilities, being ultimately responsible for ensuring that the school accomplishes its mission by adopting sound, ethical, financially responsible policies. Specific additional roles will be taken on by members selected to be officers and these responsibilities are outlined below. All Governing Board Members will serve a term of three years. However, the terms of the initial Governing Board will be staggered to prevent the necessity of replacing the entire board in one year. At least one Board Member will serve a term of one (1) year, at least two Members will serve

terms of two (2) years, and at least two Members will serve terms of three (3) years. Governing Board Members will serve up to two (2) total terms, not necessarily consecutively.

General Governing Board Member Responsibilities

All Governing Board Members have three primary legal duties known as the duty of care, duty of loyalty, and duty of obedience. The duty of care involves taking care that the school thoughtfully utilizes its public funds, acquired assets, facilities, and employees in service of its students and the community. The duty of loyalty involves operating with integrity by ensuring that decisions and actions are for the good of the school and not for personal interests. The duty of obedience involves ensuring that school obeys applicable federal, state, and local laws while ensuring that the Board adheres to the written bylaws.⁵⁵

Governing Board Members have the responsibility of leading, governing, and overseeing the school and the School Leader. This includes the creating of policies which support improved student achievement and efficient operations. Members hire the School Leader, and each contributes to the School Leader's annual performance review. They are involved in creating and approving the annual budget, as well as reviewing the annual audit reports. Members serve on committees, including the required finance and audit committees. They also represent the school in the community, as ambassadors and, sometimes, fundraisers. These are a few of the many responsibilities that fall upon our Governing Board Members.

Officer Structure

The ACES Tech Governing Board bylaws include defined officer designations for Board Members. The officers will assume responsibility for additional key tasks and functions, and help ensure that the school is not too heavily dependent upon the School Leader. Governing Board officer position elections will be held each year by the Board as a whole. The Board will take nominations for each of the roles at the July meeting, and those individuals who are elected will assume the responsibilities immediately. Any Board Member may serve in the same officer capacity more than once, with a maximum of three (3) consecutive terms.

Board Chair

The Board Chair is responsible for presiding at all meetings of the board. The chair is also an ex officio member of all board committees. The Board Chair is responsible for providing leadership and guidance to the Board as they develop and implement Board and school policies. The Board Chair appoints Chairs to the Board committees, and also cultivates leadership succession for all Board positions. In addition to objective responsibilities, the Board Chair must lead the culture of inclusion and positive collaboration that is essential for achieving the mission of the school. This includes working well with other Board Members, the School Leader, our community partners, and the general public.

Vice Chair

The Governing Board Vice Chair will preside over all Board meetings in the Chair's absence, and serves as an ex officio member of all Board committees. The Board Vice Chair works with the Chair to develop Board meeting materials, such as agendas, and advises the Chair regarding the appointment of Committee Chairs and other Board business. If the Board Chair is unable to complete a term, then the vice chair will assume the role of Chair.

Treasurer

The Governing Board Treasurer will lead the financial oversight responsibilities for the Governing Board, including reviewing the ACES Tech record keeping and accounting procedures and ensuring that

the school meets all federal and state financial reporting requirements. The Board Treasurer will support the School Leader in developing an annual budget, and will lead the monitoring and reporting on budget implementation. The Board Treasurer will review the annual financial audit outcomes and work with the Board Finance Committee to resolve any audit findings. An effective Board Treasurer will exemplify consistent integrity and transparency regarding the financial status and strategies for the school.

Secretary

The Governing Board Secretary will keep and maintain all Governing Board legal documents. The Secretary will keep the bylaws, meeting agendas, meeting minutes, voting results, and Board policies and procedures. The Secretary serves to ensure that Board protocols are duly implemented in accordance with the New Mexico Open Meetings Act. An effective Board Secretary will ensure that all required Board document recording is accurate and completed in a timely fashion.

Committee Structure

The ACES Tech Governing Board will establish a number of committees which will complete work for the Board between regular meetings. The committee members will be tasked with having deeper discussions about relevant topics and bringing their findings back to the Board as a whole. The bylaws will define the planned committees and their functions. The Chair of each committee will be appointed by the Governing Board Chair, except the Governance Committee. Each Committee Chair will serve a term of two (2) years, with new chairs being appointed at every bi-annual Board election.

Governance Committee

The Governance Committee will be responsible to the Governing Board and has the responsibility of Board recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the school. The Governance Committee will help with the planning of an annual Board retreat and will lead the development and review of a Board Member manual. The Governance Committee, including the Chair, will consist of current members of the Governing Board. Desirable skills and experience for Governance Committee members include prior Board experience, leadership and management experience, legal and/or human resources experience.

Finance Committee

The Finance Committee will be responsible to the Governing Board and has the responsibility of working with the School Leader, and Operations Manager, to develop the annual budget, present budget recommendations to the Board, monitoring the implementation of the budget, and recommending appropriate policies for the management of school property and assets. The Finance Committee, including the Chair, will consist of current members of the Governing Board. The Board Treasurer will act as the Finance Committee Chair. Additional members can be appointed by the Governing Board Chair and need not be members of the Governing Board. Desirable skills and experience for Finance Committee members include finance and accounting knowledge, leadership and management experience, business office, and/or entrepreneurship experience.

Academic Excellence Committee

The Academic Excellence Committee will be responsible to the Governing Board and has the responsibility of working with the School Leader, and the Academic Coordinator, to develop annual student achievement targets, present academic progress data to the Board, monitor the implementation of instruction and supports to students, and recommend appropriate policies regarding the improvement of implementation of the ACES Tech academic program. The Academic Excellence Committee, including the Chair, will consist of current members of the Governing Board. Additional

members can be appointed by the Governing Board Chair and need not be members of the Governing Board. Desirable skills and experience for Academic Excellence Committee members include teaching and learning, data analysis, strategic planning, and effective process implementation knowledge.

Audit Committee

The Audit Committee will be responsible to the Governing Board and has the responsibility of working with the School Leader, and the Operations Manager, to prepare ACES Tech for its annual financial audit and supporting the audit process. The Audit Committee will have the role of selecting an outside auditor via the request for proposal (RFP) process. The Audit Committee will help manage the audit process, will review the audit report and any findings, and will report the audit outcome to the Board as a whole. When the Audit Committee is not engaged in preparing and monitoring the audit process, the members will focus their efforts on auditing the internal finances and processes of the school. This will include monitoring the spend-down of general fund and special fund dollars to ensure that resources are being spent in a timely fashion in support of student success. In accordance with New Mexico law, the Audit Committee will consist of two current members of the Governing Board, the School Leader, and a member of our business office partner. Additional members can be appointed by the Governing Board Chair and need not be members of the Governing Board. Desirable skills and experience for Audit Committee members include finance, accounting, audit, and audit finding resolution experience.

Member Selection, Discipline, and Removal

The ACES Tech Governing Board will ideally consist of a group of individuals who are passionate about the mission of the school and have the mix of skills and experiences necessary to guide the school towards achieving that mission. The initial proposed Governing Board Members have been selected by the lead founder and represent a strong group of Albuquerque professionals who are committed to bringing a new, student centered, STEM focused school to our city. Going forward, any new Board Members will be selected via the process outlined in the bylaws. Every new Board Member search will be implemented consistently to ensure fairness, and emphasis will be placed on maintaining diversity in terms of gender, racial/ethnic, and skill set composition on the Board.

There are instances in which a Governing Board Member makes a statement or commits an act that is a negative reflection on the entire Board and/or school and must be addressed. Examples of situations include a Board Member making an unauthorized statement to the press, being convicted of a crime while a Member of the Board, or refusing to recuse themselves when faced with a conflict of interest. In either case, the Board Member who made the statement or committed the act in question must meet with the Board Chair to discuss the concern and the possibilities for resolution and moving forward. If the Board Member and Board Chair cannot reach an agreeable resolution plan, then the school legal counsel will be engaged to provide counsel. In the instance where the Board Chair is the member who made the statement or committed the act in question, the Vice Chair will conduct the process in lieu of the Chair.

In the case where a resolution cannot be agreed upon, or the Board Member makes additional statements or commits additional acts which worsen the situation, then the Board may take further action. The remaining Board Members may ask a fellow Board Member to resign, with cause, by sending them a letter via certified mail. The letter must be sent at least 30 days prior to the Board meeting during which the resignation will be accepted. If the Board Member fails, or refuses, to submit the requested letter, then the Board as a Whole may move to remove the Board Member from the Governing Board. The Board Member will have the opportunity to address the Board at said meeting, and the Governing Board's decision will be determined through a majority vote.

⁵⁵ Board Roles and Responsibilities. (2019, March 24). Retrieved from <https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities>

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none">• Include governing body bylaws in Appendix A; and• Summarize <u>key</u> governance components in the application response as follows:<ul style="list-style-type: none">○ Membership structure (number, roles, length of terms)○ Officer structure (roles, election process, responsibilities, length of terms)○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)○ Member selection, discipline, and removal processes.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (e.g., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

Desired Qualifications and Skill Sets

The governance responsibility of a school requires the commitment of a strong set of people with a diverse set of skills. In addition to having qualifications in a variety of professional training areas, it is important that the Governing Board consists of people who bring a diverse set of perspectives and balance each other well. While considering the selection of individuals for the initial founding Board, the lead founder looked at the following characteristics:

- Community individuals who are passionate about and committed to the ACES Tech mission.

Board Members who are passionate about the mission provide a positive mindset which can be felt at every meeting. They are more likely to be enthusiastic about actively participating and making contributions outside of meeting as well. The hope is that by finding individuals with this level of passion and commitment will have a positive effect on the entire Board as it does the work of creating and growing a model college readiness educational institution for Albuquerque youth.
- Community individuals who bring a diverse set of knowledge and skills to the Board.
 - STEM Career – ACES Tech will prepare students for STEM fields such as engineering and healthcare. Board Members who are professionals in STEM fields will bring knowledge and experience around what it takes to prepare a student for success in those fields. This will include advising around the basic skill development, the advanced educational opportunities, and the college readiness planning needed to set students up for success.
 - Education – Board Members who are educators will bring knowledge regarding teaching and learning which are core components of any K-12 school. Skills in areas such as curriculum development, serving special populations, developing assessments, and understanding how schools operate will be invaluable as ACES Tech becomes established and begins to grow. Perspectives from both the K-12 level and the collegiate level are important; one can speak to the efforts of preparing students for college while the other can speak to what college preparedness actually looks like.
 - Psychology/Counseling – ACES Tech team will target our student recruitment in three Albuquerque ZIP codes which have lower academic achievement and higher rates of poverty than other areas of the city. We anticipate that many of the students we enroll may require social emotional services in addition to the academic supports in order to get on track to be college and career ready. A Board Member with a psychology and counseling background brings a level of expertise in understanding the non-academic and/or psychological needs of students. ACES Tech will offer services which promote the positive overall health and well-being of our students and families, and having a professional perspective on the Board can ensure that we implement those services in thoughtful, meaningful, and effective ways.

- Legal – Governing Board Members who are attorneys bring a legal perspective to the work of governing the school. They can advise the Board regarding the completeness of policies and when to seek outside legal counsel for Board matters. It should be noted that the Board Member(s) with legal experience will not act as ACES Tech’s official legal counsel.
- Financial – Governing Board Members who have financial expertise, such as accountants, auditors, and chief financial officers, bring perspective that can ensure that the school has sound fiscal policies and practices. They can advise the annual budgeting and audit processes, and also help ensure that the school is responsibly utilizing the financial resources in support of the mission and student academic success.
- Community individuals who are concerned about the current state of education in New Mexico and wish to provide a positive contribution to improving educational opportunities for our young people.

It is important for ACES Tech Board Members to want to contribute to providing better educational opportunities to Albuquerque youth. There is a tremendous amount of room for improving the academic achievement levels of students, particularly in the southern areas of the city. There is also a large achievement gap between students of color and their white peers. Board Members who wish to change this reality will need to bring a set of intangibles, such as caring and courage, which are necessary to change the unfortunate and unnecessary educational disparities that exist in the status quo system.

- Community individuals who can relate to and connect with the southeast Albuquerque community and diverse population of students that we anticipate enrolling into our school.

The Governing Board Membership should ideally reflect the diversity of the ACES Tech student body and the target area of the school. Diversity in gender, racial/ethnic background, educational and professional makeup will lead to an opportunity to be a stronger team for handling the many aspects of leading the school. This should lead to greater creative problem solving capacity and greater understanding and empathy regarding the particular needs of our students, staff, and community.

The aforementioned qualities represent some of the important characteristics which will help ACES Tech to achieve its mission. Finding Board Members who exemplify purpose, integrity, and connection to the community will help ensure that the school serves our students well. Finding Board Members who have demonstrated success in their individual and collective educational and professional pursuits will help ensure that the knowledge and skills needed to make strategic and tough decisions will exist at every meeting.

List of Proposed Governing Body Members

During the pre-authorization phase, the lead founder of ACES Technical Charter School successfully recruited five (5) proposed Governing Board Members. The bylaws stipulate that there will be seven (7) Board Members, thus there are two outstanding memberships. This initial group of individuals were approached due to their strong educational backgrounds, professional successes, diverse ethnicities, and community engagement work. Upon sharing the vision and mission for the school, each of these individuals enthusiastically accepted a seat on the Board and expressed a desire to be a part of this new educational endeavor. For some it represents an opportunity to become further engaged in the community as a whole, and for others it represents an opportunity to specifically

improve the academic outcomes of students of color. Following is information about these amazing community servants.

Finnie Coleman, Ph.D.

Dr. Finnie Coleman is an Associate Professor in the Department of English Literature and Language at the University of New Mexico. Dr. Coleman also has years of experience as a charter school Board Member for an Albuquerque high school. Dr. Coleman has served as a professor at UNM for 14 years, he was also an assistant professor at Texas A&M University for 7 years. Dr. Coleman served as the Director of Africana Studies at UNM for seven years, and Interim Dean for the University College at UNM for over 3 years. Dr. Coleman hails from Pensacola, Florida, received a Bachelors in Economics from the Virginia Military Institute, and a PhD. In Literature from the University of Virginia.

Chelsea Gonzales, DDS.

Dr. Gonzales is a top-rated General and Cosmetic Dentist in Albuquerque, NM who is committed to providing high-quality dental care based on the foundation of honesty. "Honesty guides me at all times because patients trust me with their health. I go home each day feeling good about what I do." She and her business partner Dr. Gallagher, own Academy Dental Care, an Albuquerque based dental practice.

Dr. Gonzales' daily inspiration is helping patients believe in their health. "It is a reward to help my patients achieve a comfortable and confident smile. I am just a catalyst, but they are the one who takes ownership, invests in, and maintains their oral health. I am so fortunate to be part of the process." Dr. Gonzales prides herself in her practice philosophy around aesthetics and function which can provide her patients with a lifelong smile that they can be proud of.

She is originally from a small town in Southern California and completed her undergraduate education at University of California, Berkeley. Later she graduated with high honors from University of the Pacific, Arthur A. Dugoni School of Dentistry.

Leon Howard III, Esq.

Mr. Leon Howard is the Legal Director at the American Civil Liberties Union (ACLU) of New Mexico. Mr. Howard also teaches course at UNM which explore social justice advocacy and race and the law. He is also a Board Member of the New Mexico Innocence and Justice Project and New Mexico Ethics Watch and is past Vice-President of the New Mexico Black Lawyers Association. Prior to his role at the ACLU, Mr. Howard was a partner in a small Albuquerque firm where he focused on litigating cases that involved involving civil rights and employment discrimination.

Mr. Howard is passionate about advocating for systems, particularly government institutions, to account for groups of people who have been historically marginalized. Mr. Howard was raised in Albuquerque and a graduate of Highland High School. He earned his B.A. in Psychology and J.D. at the University of New Mexico.

Stephanie McIver, Ph.D.

Dr. Stephanie McIver has held the position of Counseling Director for the University of New Mexico Student Health and Counseling Center (SHAC) for the past 7 years. Dr. McIver is a Board Member for the Association of University and College Counseling Center Directors. She has extensive experience in providing psychological services to students, and has provided leadership on numerous committees addressing behavioral interventions and sexual assault response. Prior to working at UNM, Dr. McIver worked as a military consultant providing behavioral health services to military families. She has also worked as a clinical psychologist at Stanford University. Dr. McIver is passionate about health equity, art, music, and nature. Dr. McIver is an Albuquerque native and a graduate of Highland High School. She

grew up in Southeast Albuquerque's Hyder neighborhood, and currently resides in the Palo Alto neighborhood. She earned her Bachelor of Arts in Psychology from Spelman College, an all-female Historically Black College. She went on to earn her Masters and Doctorate degrees, both in psychology, from the Ohio State University.

Cassandra Sims, M.A.

Cassandra Sims is the primary ELA instructional coach for grades 6-12 at Mission Achievement Success Charter School in Albuquerque, NM. In addition to coaching and mentoring more than ten educators, Cassandra is the school's AP coordinator, managing and approving all AP college board courses, and implementing AP exams. Certified in English and TESOL, with a masters in secondary education, Cassandra has experience teaching grades 6-12 in English, theatre, and AVID.

Figure 59 displays the current and prospective Governing Board Members, their occupations and skill set areas.

Figure 59: Proposed Governing Board Membership and Skill Sets

Name	Occupation	Skill Areas
Finnie Coleman, Ph.D.	English Professor University of New Mexico	Higher Education Board Experience
Chelsea Gonzales, DDS	Dentist Academy Dental Care	STEM Healthcare Professional Entrepreneurship
Leon Howard, Esq.	Legal Director ACLU of New Mexico	Lawyer Entrepreneurship Board Experience
Stephanie McIver, Ph.D.	Counseling Director, UNM Student Health and Counseling	Psychology Counseling Board Experience
Cassandra Sims, M.A.	ELA Instructional Coach Mission Achievement Success	K-12 Education Curriculum Development
TBD		Finance
TBD		STEM Engineering Professional

Why the Proposed Team will Succeed

Ensure student success and academic achievement – Three of current Board Members work directly with students today, Ms. Sims at the K-12 level and Drs. Coleman and McIver at the collegiate level. Ms. Sims is a seasoned educator and works to help other teachers to improve their instructional effectiveness through her role as an instructional coach. Dr. Coleman instructs freshman in his English classes and is familiar with the level that many students are at and what instruction could take place in K-12 to ensure that students are stronger readers and writers by the time they reach college. Dr. McIver has extensive experience in counseling students and providing the services and resources that they need to succeed.

Oversee the stewardship and management of public funds and responsible government accounting – There is an ACES Tech Governing Board seat currently being reserved for an individual with

finance and accounting experience. Ensuring financial health in all aspects of the school will be the responsibility of all Board Members, and we will obtain support services from our back end service provider, Michael Vigil. Michael Vigil has decades of public school finance experience and currently serves dozens of charter schools. In addition, we will obtain an annual independent financial audit to verify our fiscal soundness. The School Leader will be responsible for ensuring that all financial resources are expended in a proper and ethical manner.

Ensure compliance with legal obligations related to government organizations and public schools –

The ACES Tech Board has one attorney, Leon Howard, who will assist with helping the Board to understand the legal obligations of the school. We will also obtain outside legal counsel that is well versed in providing legal advice and support in all mandatory reporting and operational areas of the formal public education process. The School Leader will also be responsible for learning and meeting any state legal requirements.

Select and oversee a qualified and highly effective School Leader – Multiple Governing Board Members have experience serving in leadership positions and hiring and supervising staff. This experience will help them in selecting and overseeing a highly qualified School Leader and holding that individual accountable for achieving results.

Support the applicant team in moving from an application to a fully operational school – All of the Board Members are committed to supporting the launch of ACES Tech once it is approved. Board meetings will begin immediately following approval, and Board Members will begin actively participating and overseeing major actions such as locating and acquiring a building, recruiting students, and completing the school curriculum for our incoming class of students.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership; • Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; • Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and • Specifically address how the governing body will have the skills to <ul style="list-style-type: none"> ○ Ensure student success and academic achievement; ○ Oversee the stewardship and management of public funds and responsible government accounting;

- | | |
|--|---|
| | <ul style="list-style-type: none">○ Ensure compliance with legal obligations related to government organizations and public schools;○ Select and oversee a qualified and highly effective school leader; and○ Support the applicant team in moving from an application to a fully operational school. |
|--|---|

INDEPENDENT REVIEWER EVALUATION: Click here to enter text.

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

Governing Board Selection Process

The ACES Tech Governing Board is the entity ultimately responsible for ensuring that our school succeeds in accomplishing its mission of graduating students who are college and career ready. Accomplishing that task will require a Board of dedicated individuals who are passionate about the academic success of Albuquerque youth. It will also require a team of people with the mix of skill sets and experiences required to provide leadership and guidance to the school based team. In addition the Board needs to be able to attract a highly qualified School Leader, and subsequently have the will and courage to hold that School Leader accountable for results.

The role of Governance Committee is to identify, recruit, and evaluate potential Governing Board candidates. The committee needs to find local leaders who have characteristics which align to the school's missions and goals, both now and into the future. After candidates are vetted and recommended, the Board as a whole will make final Governing Board selections via a majority vote. The following process offers more detail into how new members will be added to the ACES Tech Governing Board.

Governing Board Recruiting Process

The Governance Committee has the responsibility of identifying and recruiting potential ACES Tech Governing Board candidates. Recruiting members is a continuous effort, and the committee will maintain a list of potential candidates in anticipation of the need to elect new members. The Governance Committee will recruit potential members by word of mouth and through utilizing technology. There are many great potential Board Members living in the Albuquerque community. All Governing Board Members will be expected to utilize their personal networks to identify and talk to potential Board Members. This will include considering candidates involved in various leadership roles and community groups and organizations. These individuals will be gauged for their interest and then recommended to the Governance Committee for consideration when they are ready to enter the formal vetting process. Technology will also play large role in the Governing Board recruiting process. Searches can be conducted using sites such as LinkedIn, which contain specific characteristics, experiences, and credentials of potential candidates. Postings can be uploaded on job sites specifying the need for individuals who are passionate about our mission and want to support the school. Also, the ACES Tech website will have a page which offers instructions for contacting the school if interested in being considered for the Board. The combination of these recruiting methods should provide the Governance Committee with an ongoing list of viable candidates who could make outstanding ACES Tech Board Members.

While recruiting of potential Governing Board Members is a continual effort, all Board Members will be expected to provide the Governance Committee with at least one candidate name each year. The Governance Committee will maintain a record of recommendations made, and provide the information to the entire Governing Board as part of their ongoing Board reports.

Potential Governing Board Member Evaluation and Selection

When the need to elect a new Board Member arises, the Governance Committee will evaluate the needs of the Board to determine which individuals on the potential candidates list should be prioritized. Once the short list is determined, those individuals will be contacted by the Governance

Committee Chair via email to arrange for them to attend the next scheduled Board meeting. Prior to the meeting, the candidate should receive specific information regarding the responsibilities and level of commitment required of Board Members. The purpose of attending the meeting is for the candidate to see the function of the Board in person. It also provides an opportunity for the Board Members to ask the candidate questions and the candidate to ask the Board questions. This discussion allows each side to examine the fit of the new candidate to the role. It is important to vet the genuine alignment to the ACES Tech mission and the level of commitment of the potential Board Member. After the meeting, the Board Members will complete and candidate rating form for each candidate. This rating information will be provided to the Governance Committee for analysis. Once the Board feedback has been tallied, the Governance Committee chair will contact the finalist(s) to confirm that they are willing to serve if nominated and elected. The candidate(s) will then be informed of when the Board vote will occur, and how they will be notified of the outcome if they are not able to be present. New Governing Board Members will be elected with a 2/3 vote, thus requiring five (5) votes from the seven member Board.

Candidates who are not nominated for a current Board position will remain on the Governance Committee's potential member list, as these individuals may still make excellent Board Members in the future. The Governance Committee will remain in contact with these candidates, and they will be welcomed to support the school in any number of ways via our community involvement initiatives.

Meeting Qualifications and Timing

As previously mentioned in the process above, confirming each candidate's fit for the ACES Tech Governing Board is very important. During the Governance Committees vetting process, each candidate will be provided with specific information regarding the responsibilities and level of commitment required of Board Members. Upon attending a Board meeting, candidates and Board Members will have the opportunity to ask direct questions in an effort to determine the level of interest and commitment in both directions. Board Members, specifically, will have the opportunity to vet the extent to which the candidate will fulfill the skill set the needs of the Board.

The ACES Tech founding team is aware that any vacant Board seats will need to be filled within 45 days. Maintaining the aforementioned potential Board candidate list will allow the Governance Committee to begin contacting individuals immediately following a vacancy opening. This will allow the candidates time to appear at the following Board meeting, the Board to provide feedback to the Committee, the Committee recommending a candidate, and a final vote to occur, all within the 45 day limit. The Governing Board may need to schedule special meeting as necessary in order to meet this required timing.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties; Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties; Describe how the processes will ensure that all governing body vacancies are filled within 45 days;

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| | <ul style="list-style-type: none">• Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and• Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service. |
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INDEPENDENT REVIEWER EVALUATION: [Click here to enter text.](#)

B. Governing Body Training and Evaluation.

B.(1) Provide an **ongoing, clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:

All ACES Technical Charter School (ACES Tech) Governing Board Members will complete the mandatory training outlined in NMAC 6.80.5 – Charter School Governing Body Training Requirements. In addition, all Board Members will receive an internally produced Governing Board Handbook which contains information regarding New Mexico charter school law, including the Governing Body Open Meetings Act, and the overall school mission, purpose, and outcomes. The following plan outlines the process by which we will meet the Governing Board training requirements.

Governing Body Onboarding

Once the ACES Technical Charter School application is approved, the proposed Governing Board Members will transition to the official ACES Tech Governing Board. These Members will then focus on completing the training sessions offered by the New Mexico Public Education Department (PED). Per NMAC 6.50.5.8, all new Governing Board Members must complete ten (10) hours of governing body training within the first fiscal year of service. In addition, no new governing body member may attend a governing body meeting and vote on any governing body business before completing seven (7) hours of required in-person PED delivered training. The required initial training session topics include the following:

- Two (2) hours of training on charter school governing body ethics
- Two (2) hours of training on charter school fiscal requirements
- One (1) hour of training on understanding and evaluation academic data
- One (1) hour of training on open government requirements
- One (1) hour of training on legal and organizational performance requirements

The additional three (3) hours of mandatory training can be completed by utilizing the regular training sessions scheduled by the PED. These three (3) hours can be completed in the area of onboarding, or must fall in one of the following categories, ethics and responsibilities, fiscal requirements, evaluating and understanding academic data, open government, or legal and organizational performance requirements. The administrative code does offer a virtual course option alternate for any Board Members who apply and are granted an extraordinary circumstance waiver. In such cases, the Board Member must complete the virtual course within one month of being granted the waiver and must pass the post course assessment with an 80% on the first attempt.

The Governance Committee Chair will work to schedule the training sessions for all Board Members. Effort will be made to have multiple Board Members attend training sessions together, and priority will be to get a voting majority of Board Members trained as soon after approval as possible. Training sessions completed by Board Members will be reported to the Office Secretary, who will keep an ongoing record including the date, time, topic, instructor, and other relevant course data.

The ACES Tech Governance Committee and School Leader will work together to produce an ACES Tech Governing Board handbook. The handbook will contain our vision and mission, the Board bylaws, Board structure and committees, Board policies, open meetings act information, and an overview of the school with historical student and financial data. The Governance Committee chair, or designated committee member, will review the handbook with new Board Members upon being voted onto the Board.

Governing Body Ongoing Training

In addition to the onboarding training that will occur in the first year, all ACES Tech Board Members are required to complete eight (8) hours of governing body training provided by approved providers. The ACES Tech Governing Board will align its annual ongoing training to the guidance and standards provided by the NMPED, and will also consider internal needs which may be outside of the NMPED recommendations. Training sessions are offered by the NMPED according to the online published schedule, take place in the Albuquerque area, and are free of charge to Board Members. Training sessions completed by Board Members will be reported to the Office Secretary, who will keep an ongoing record including the date, time, topic, instructor, and other relevant course data. The training session areas required annually include the following:

- One (1) hour of training on charter school governing body ethics
- Three (3) hours of training on charter school fiscal requirements
- Two (2) hours of training on understanding and evaluation academic data, including formative and summative assessment data
- One (1) hour of training on open government requirements
- One (1) hour of training on understanding and overseeing the organizational performance of a charter school

Governing Body Training Compliance and Budget

The Office Secretary will provide a report to the Governing Board each quarter which notes the progress of each Board Member toward completing the required annual training. The Office Secretary will produce the report that will be submitted to the NMPED by the August 1 deadline, per NMAC 6.80.5.10. All Governing Board Members will be encouraged to complete their training in the first two quarters of the fiscal year.

The ACES Tech budget allocates \$1,600 each year for Board training and expenses. (Function 2300, Objects 55812 and 56115) This funding can be used for paying trainers, providing materials for training, or for mileage reimbursement when necessary.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties; • Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, <u>include how it will be tracked and monitored.</u> • Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year; • Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and

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| | <ul style="list-style-type: none">• Ensure the onboarding process and training plan address training on the open meetings act and responsibilities. |
| INDEPENDENT REVIEWER EVALUATION: Click here to enter text. | |

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE:

Annual Governing Body Self Evaluation Plan

The ACES Tech Governing Board will consist of individuals who are well qualified to serve and who believe strongly in the vision and mission of the school. In order to be most effective, the Board Members will also have a variety of skill sets and professional backgrounds so that many perspectives can influence the decisions over time as the school grows and operates. As a means of ensuring that the Governing Board itself is operating well, the Board will institute an annual self-evaluation process. The process will provide tools by which objective input can be obtained from Board Members, school staff, and the community. The data collected from tools will be used by the board to discuss improvement ideas and inform their actions going forward.

Board Evaluation Input from the Board Members

After the ACES Tech proposal is approved, the Governing Board will meet and create the Governance Committee. The Board Chair will appoint a Governance Committee Chair and that individual will be responsible for creating the Governing Board self-evaluation tools. The first tool will be a comprehensive governing board self-evaluation form. This form will be reviewed by the Governance Committee and then approved by the Governing Board. Each year at the Board's April meeting, the form will be used to conduct the annual self-evaluation. The forms will be collected and tallied by the Governance Committee Chair, or their designee, and the results provided to the Board before the July meeting. In July, the entire Governing Board will have the opportunity to discuss the objective and subjective input and use that information to create improvement ideas for the Board. This self-evaluation opportunity will provide the Board with a fair and objective process for continuous improvement.

While the self-evaluation form has not been completed as of the time of this charter school proposal, there are a number of resources which we have benchmarked on the internet. Thus we feel that the Governance Committee will have adequate examples to pull from as they create the ACES Tech Board self-evaluation form. Additionally, one member of the proposed founding Board has years of charter Board experience and will help develop the self-evaluation process. We will also seek guidance from our legal support to ensure that we are meet all statutory requirements and follow best practices. The following are governance areas that we anticipate will be included on the form:

- Board Operations – Review how the Board meetings are run, including bylaws and schedules.
- Board Membership – Analyze the makeup of the Board and any qualities or skill sets that may add capacity or depth to the Board and/or committee membership.
- Board Training – Complete the required types and amounts of Governing Board training.
- Board and School Leader Relationship - Select and oversee a qualified and highly effective school leader. Develop annual performance goals and targets.
- School Staffing – Maintain the appropriate level of teacher and administrator staffing.
- School Budget and Finance - Oversee the stewardship and management of the public funds entrusted to the school.
- Student Achievement – Fulfill the mission. Ensure student success and academic achievement. Review the educational and assessment program.
- Legal Compliance – Ensure that the school meets all legal obligations related to government organizations and public schools

Governance Committee members will also seek direct input from other charter and school board members throughout the community. This information will likely be valuable insight into ensuring that the ACES Tech Governing Board self-evaluation process is sound.

Board Evaluation Input from the School Staff

The Governance Committee will also be charged with creating a process by which school staff will have the opportunity to provide input for the annual Governing Board self-evaluation. A second tool the committee will create will be a school staff governing board feedback form. The school staff will be given the opportunity to complete the form during a set time window in the spring. The Governing Board will decide on the final time window, and it will be in time for the Governance Committee to collect and tally the information before the July Board meeting. The school staff input form has not been created as of the time of proposal's submission. However we anticipate that it will ask the school staff for objective input regarding several operational areas of the school, and it will request subjective input and thoughts regarding improvement as well.

Board Evaluation Input from the Community

The Governance Committee will also be charged with creating a process by which the general community will have the opportunity to provide input for the annual Governing Board self-evaluation. A third tool the committee will create will be a school community governing board feedback form. The school community will be given the opportunity to complete the form during a set time window in the spring. The Governing Board will decide on the final time window, and it will be in time for the Governance Committee to collect and tally the information before the July Board meeting. The school community input form has not been created as of the time of proposal's submission. However we anticipate that it will ask the school community for objective input regarding several operational areas of the school, and it will request subjective input and thoughts regarding improvement as well. This form will also include inquiries regarding the customer service that the community experiences when interacting with school staff and/or the Board Members. Included in the customer service inquiry will be an opportunity for the community to directly address their satisfaction with the handling of any grievances brought to the attention to any school or Board personnel. Feedback obtained from the community will be reviewed by the Governing Board at the July Board meeting.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards; include action steps to obtain feedback from, at a minimum, parents and families and all willing staff; The plan must include action steps to evaluate the effectiveness of the governing body in the following: <ul style="list-style-type: none"> maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2) <u>meeting all training requirements</u>

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| | <ul style="list-style-type: none">○ ensuring student success and academic achievement○ ensuring fulfillment to the school's mission○ overseeing the stewardship and management of public funds and responsible government accounting○ ensuring compliance with legal obligations related to government organizations and public schools○ selecting and overseeing a qualified and highly effective school leader○ addressing grievances received from staff and parents and families; and• Describe how the identified plan will focus on and support continuous improvement. |
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INDEPENDENT REVIEWER EVALUATION: [Click here to enter text.](#)

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

In order to accomplish the mission of the school, the ACES Technical Charter School (ACES Tech) Governing Board will need to actively monitor a number of indicators regarding the status and progress toward the schools goals. The School Leader will be responsible for providing the Governing Board with data throughout the year. These data will be provided in user friendly reports at various intervals, such as monthly, quarterly, and annually, based upon the availability of the data. To ensure that the necessary breadth and depth is provided, the School Leader and Governing Board will define a set of Key Performance Indicators (KPIs) to be included in the reports. The set of KPIs will be variable, capable of being added, revised, and/or removed on an ongoing basis depending upon the needs of individual or collective Board Members or committees. The Council of Great City Schools has developed and reported on dozens of KPIs for urban school districts throughout the country, and these will be used as a reference for developing informative and useful KPIs.⁵⁶ The Governing Board will use the data to inform their decisions regarding all aspects of policy, including the organizational, financial, and academic direction of the school.

Monitoring Organizational Outcomes

The ACES Tech Governing Board will monitor the organizational status, progress, and outcomes of the school throughout the year. The ACES Tech School Leader and Governing Board will work together to determine a set of organizational health KPIs to be used, with time intervals for reporting. The School Leader will have the task of creating user friendly reports which will be used to present KPI data to the Governing Board, staff, and school community. Figure 60 displays a set of potential KPIs that the Governing Board will use to monitor organizational effectiveness and outcomes. Potential uses are also indicated.

Figure 60: Proposed Governing Board Organizational Key Performance Indicators (KPIs)

Organizational KPI Area	Key Performance Indicators	Purpose
Human Resources	Teacher Retention Percentage	Board may re-allocate funds to adopt new mentor/induction programs or revise current programs.
Human Resources	Health Benefits Enrollment Rate	Indicator for which current health care options are serving the needs of employees.
Food Services	Breakfast Participation Rate (Schoolwide)	Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success.
Food Services	Lunch Participation Rate (Schoolwide)	High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical/free.

Information Technology	Devices per Employee / per Student	Tracks the ratio of devices to employees and students.
Maintenance & Operations	Routine Maintenance - Cost per Square Foot	Provides a measure of the total costs of routine maintenance relative to the school size (building sq. ft.)
Maintenance & Operations	Work Order Completion Time	Indicator of a school's timeliness in completing work orders.
Safety & Security	Incidents - Bullying/Harassment Incidents per 1,000 Students	Indicates the extent to which proactive positive behavior measures are working.

Monitoring Financial Outcomes

To ensure that the public funds entrusted to ACES Tech are used in a responsible way, the Governing Board will monitor the financial status, progress, and outcomes of the school throughout the year. The ACES Tech School Leader and Governing Board will work together to determine a set of financial KPIs to be used, with time intervals for reporting. The School Leader will have the task of creating user friendly reports which will be used to present financial KPI data to the Governing Board, staff, and school community. Figure 61 displays a set of potential KPIs that the Governing Board will use to monitor the school's fiscal health and spending effectiveness and outcomes.

Figure 61: Proposed Governing Board Financial Key Performance Indicators (KPIs)

Financial KPI Area	Key Performance Indicators	Purpose
Accounts Payable	Invoices - Days to Process	Measures the efficiency of the payment process.
Compensation	Pay Checks Processed per FTE per Month	This measure is a driver of the payroll costs.
Compensation	Payroll Cost per Pay Check	This measures the efficiency of the payroll operation.
Financial Management	Expenditure Efficiency - Adopted Budget Difference from Actual	Assesses efficiency in spending against the initially adopted general fund expenditure budget.
Financial Management	Grant-Funded Staff as Percent of District FTEs	Shows the level of dependency on grant funds for district personnel funding.

Monitoring Academic Outcomes

The ACES Tech Governing Board will monitor the academic status, progress, and outcomes of all students throughout the year. The ACES Tech School Leader and Governing Board will work together to determine a set of academic KPIs to be used, with time intervals for reporting. The School Leader will have the task of creating user friendly reports which will be used to present KPI data to the Governing Board, staff, and school community. Figure 62 displays a set of potential academic and school culture KPIs that the Governing Board will use to monitor student progress and academic outcomes. Potential decision making uses are also indicated.

Figure 62: Proposed Governing Board Academic Key Performance Indicators (KPIs)

Academic KPI Area	Key Performance Indicators	Purpose
State ELA Assessment	Percent of Students Earning Proficient Ratings in ELA (overall, grade level, gender, race, special needs, ELL)	Measure of the effectiveness of ELA instruction and interventions. Inform decisions regarding ELA learning.
State Math Assessment	Percent of Students Earning Proficient Ratings in Math (overall, grade level, gender, race, special needs, ELL)	Measure of the effectiveness of Math instruction and interventions. Inform decisions regarding Math learning.
Quarterly Interim Assessments	Percent of Students Earning Passing Scores (overall, grade level, gender, race, special needs, ELL)	Measure of the effectiveness of instruction and interventions in interim tested subjects. Inform quarterly decisions regarding learning and interventions.
Academic Progress	Percent of Students Passing Classes with a "C" or Better (all subjects)	Measure of student progress and success each quarter.
Enrollment	Total Number of Enrolled Students (overall, grade level, gender, race, special needs, ELL)	Measure for hitting and setting student enrollment, retention, and diversity targets.
Chronic Absenteeism	Total Number of Chronically Absent Students (overall, grade level, gender, race, special needs, ELL)	Measure of student attendance which can inform decisions needed to address concerns which lead to students missing school.
Discipline	Total Number of Students with In School / Out of School Suspensions (overall, grade level, gender, race, special needs, ELL)	Measure of school culture and the effectiveness of positive school behavior and climate efforts.

Each of the monitoring plans described above are predicated on using data to drive improvement. Once a set of relevant and measureable KPIs are determined and a process developed for monitoring them, the reports generated will give the Governing Board the information that they need to determine whether their expectations are being met. Board Members can use the reports as impetus to dive deeper into inquiring as to the root cause of certain data points and trends. These discussions have the potential to guide the decision that the Board will make, based upon the objective data before them. Academic data will clearly indicate whether the school's instructional and intervention strategies are effective. Financial data will indicate the fiscal health of the school and whether the school is spending funds in ways that best serve the students. Organization data will indicate whether the school is running its operations in efficient and effective ways. Determining and using a strong set of KPIs will empower the Board to very effectively monitor the school's operations and outcomes, allowing them to be more confident in their decisions regarding policy for the school.

⁵⁶ *Managing for Results in America's Great City Schools* (Rep.). (2018, October). Retrieved [https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/35/Managing for Results 2018.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/35/Managing%20for%20Results%202018.pdf)

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and • Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

The ACES Technical School Leader will have the important responsibility of working to accomplish the vision and mission of the school. Successfully managing the unique set of challenges that comes with the school leader position requires an individual with a strong set of skills. Local demographic and assessment data shows that many students in our target recruitment area live in lower income neighborhoods. It also shows that most elementary students are achieving at lower than proficient levels in both English Language Arts and math. In order to overcome these challenging realities and successfully achieve our mission, our School Leader will need to connect with the community and the students. The School Leader will need the competencies, and courage, to make strategic decisions and to take actions which lead to results.

Process for Hiring a Head Administrator

Hiring a highly qualified and capable School Leader is a key role of the Governing Board. In order to ensure a thorough and transparent process, the Governing Board will follow several steps intended to identify and vet the individuals that apply. The Governing Board will enter into an annual, renewable contract with the School Leader that they select. The renewal of the contract will be contingent upon performance, including an annual School Leader evaluation. The School Leader will be expected to inform the Governing Board of their intention not to renew the contract by March 1, and the Governing Board will notify the School Leader of their intention to non-renew by the same date. If the School Leader position becomes vacant unexpectedly, then the Governing Board will appoint a subordinate in the school to be the interim School Leader until a new one is selected.

Upon approval of the charter school, the ACES Tech proposed Governing Board team will transition into the formal Governing Board and will post the position of School Leader. The Board Members will collect the applications and review them in the fall of 2019. The Board will have a goal of hiring the School Leader as soon as possible after approval, well ahead of the July 1, 2020 dated indicated in the charter application. The Governing Board will hire the initial School Leader themselves. The process for hiring future School Leaders will involve engaging the school community to obtain input for the selection. The processes for hiring the initial School Leader and subsequent School Leaders are outlined in Figure 63.

Figure 63: School Leader Hiring Process

Timeline	Action Steps	Responsible Parties
Early March	Collect community input regarding the desired attributes of a School Leader, via online and available paper surveys.	Governance Committee Chair

Mid March	Post School Leader Position online and in newspapers.	Governance Committee Chair
Mid-Late March	Collect electronic application materials from candidates. Includes cover letter, resume, writing sample, and references.	Governance Committee Chair
April	Screening interview for required leadership qualities and capacity.	Governance Committee Chair
April	On site interviews for finalists. Includes visiting the school, meeting staff and the Governing Board at a special meeting.	ACES Tech Governing Board
April	Governing Board will discuss finalists upon completing the interviews and select a preferred candidate.	ACES Tech Governing Board
May	Governing Board will vote to hire the preferred candidate. Formal employment offer will be made to the approved candidate.	ACES Tech Governing Board

School Leader Qualifications and Leadership Characteristics

The candidates for ACES Tech School Leader must meet the following minimum qualifications:

- Master's degree or higher (emphasis in Educational Leadership or Organizational Leadership preferred)
- New Mexico Level IIIB Administration License
- State-required fingerprints and background check

These qualifications represent the minimum education and experience the ACES Tech founding team deems necessary to perform the role of School Leader effectively. They are also informed by the New Mexico School Personnel Act (NMSA Section 22-10A). It is presumed that a School Leader with a graduate level degree, particularly with a focus on education leadership, will have a sufficient skill set to complete the tasks required by the position. Earning a Level IIIB administration license demonstrates that an individual has adequate experience in educational settings to manage the operations effectively. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (MMSA Section 22-10A-5). These qualifications do not represent a complete picture or final analysis, but provide a baseline which can be built upon via the interview and selection process.

The candidates for ACES Tech School Leader must possess the following leadership characteristics:

- Must be the instructional leader in the school and willing to lead by example.
- Must be committed to the core beliefs of the school.

- Historical evidence of improving student achievement and taking action to eliminate the achievement gaps between students.
- Ability to build a strong, cohesive school team environment built on trust.
- Has experience working with families and students from diverse backgrounds, including racial and ethnic groups, special needs, and English language learners.
- Is knowledgeable of college readiness requirements and grade level benchmarks.
- Must be data literate and have the ability to lead the effective use of data to drive results.
- Is fair and equitable in their judgements and decisions.
- Ability to work well with community partners and advisors.
- Must be responsive to all stakeholders, including students, parents, staff, and community members.
- Meets required deadlines and holds staff accountable for results.
- Has strong listening, speaking, and writing skills.

These leadership characteristics represent a strong subset of the attributes that the ACES Tech founding team aspires for the School Leader. To perform the role of ACES Tech School Leader effectively, characteristics dealing with leadership capacity, strategic thinking, communication skills, pedagogical acumen, and integrity will all be important to have. The Governing Board may add to and/or change this list as their experience with School Leaders grows.

School Leader Characteristics and the Mission

The ACES Tech founding team is committed to creating a school which serves all students well. In addition, we are committed to ensuring that the school provides an environment that promotes students of color and young women pursuing opportunities in the areas of technology and science, and addresses the race, gender, and household income achievement gaps. To help maximize student diversity, we have decided to focus our student recruiting in an area of the city which has the highest racial diversity and some of the lowest income neighborhoods. With these facts in mind, we anticipate that there will be a number of challenges that the School Leader will need to overcome in order to make progress towards accomplishing the mission. The qualifications and leadership characteristics that have been outlined represent the levels of education, skills, and attributes that we feel will empower the School Leader to get the job done. Producing the engineering and healthcare leaders of tomorrow requires that students have a challenging and exciting course of study. Ensuring that all students are college and career ready requires a School Leader that can build an effective team, strong processes, a warm yet accountable culture, and the ability to work well with all of the school's students, staff, and stakeholders.

Proposed Founding School Leader

The ACES Tech proposed Governing Board has identified Dr. Jeron Campbell as the founding School Leader for the school. Dr. Campbell is the lead founder of the ACES Technical Charter School and has worked with the proposed Governing Board to prepare this charter proposal. The Governing Board has discussed its responsibility to independently assess and hire the founding School Leader. Dr. Campbell understands the fact that he must be vetted and hired by the Governing Board just as any other potential School Leader.

Dr. Campbell has extensive experience in the areas of education leadership, engineering, and nonprofit management. He worked at Ford Motor Company for over 10 years in the engineering and manufacturing divisions. While at Ford Motor Dr. Campbell supervised union workers in several assembly plants, conducted testing on prototype vehicles, and worked on commodity teams to reduce

cost by increasing the number of common parts across vehicle platforms. During that time, Dr. Campbell also founded a nonprofit college readiness program which offered English, math, and ACT/SAT preparation courses to Detroit youth. Despite being 100% volunteer driven, the program served over 9,000 students and helped many attain college admission and scholarships. Dr. Campbell transitioned to education full time as a Director of School Redesign and later Executive Director at Detroit Public Schools. He helped create a new school for science and medicine, and supervised 14 Detroit High School Principals. More recently, Dr. Campbell served as the Chief Data and Accountability Officer for Hartford Public Schools in Connecticut and the Chief Data, Accountability and Technology Officer for Paterson Public Schools in New Jersey. He supervised the Directors of three departments in Hartford, including School Choice, and four departments in Paterson, including assessment and staff and teacher evaluation. Dr. Campbell holds a degree in Electrical Engineering from Michigan State, a Master's in Manufacturing Engineering from the University of Michigan, and a Doctorate in Education Leadership from Harvard. He also holds education administrator licenses in seven states: Massachusetts, New Jersey, Michigan, Florida, Georgia, Arizona, and New Mexico.

Jeron Campbell's education and wide-ranging leadership experience in the engineering, education, and nonprofit sectors make him highly qualified for the position of School Leader. He has over a decade of work experience in engineering, which aligns to ACES Tech's STEM focus. He has years of senior supervisory experience in large urban school districts, and he founded a successful college readiness program for underserved students in his hometown of Detroit. These actions and achievements clearly align to the mission of ACES Tech and the Governing Board feels that Dr. Campbell will be a tremendous asset to the students that ACES Tech serves and the entire Albuquerque community.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify all leadership characteristics and all qualifications the head administrator must possess; • Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school; • Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school; • Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and • If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific

	leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
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INDEPENDENT REVIEWER EVALUATION: Click here to enter text.

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

Role of the Governing Board and the School Leader

The proposed Governing Board will utilize at least two resources to promote understanding of their role and how it is distinguished from the role of School Leader. One resource is to attend Board development training which will help them to be an effective Board. The other resource will consist of an internal Board document which provides an overview of their responsibilities. This document will be developed by the Board upon the school receiving authorization. The founding team understands many of the general differences between their roles, and they will gain further insight through participating in Board training. In general, the Board Chair leads the Board in maintaining the school's vision, mission, and goals. General Board Members roles include selecting and hiring a School Leader, creating and approving major policies, monitoring performance and holding the School Leader accountable, and serving as an advocate for the school when out in the community. More roles for Board member are provided in Section II.A. of this proposal. The School Leader leads the day to day management of the school, in alignment with the direction of the Board. Broad roles associated with this responsibility include making operational decisions and policies, providing current information to the Board, and bringing recommendations for decisions to the Board. More specific School Leader responsibilities are included on the School Leader Job Description in Appendix B. The Governing Board will provide the School Leader with their specific goals, targets, and responsibilities as part of the annual employment contract. The Board Members will have the opportunity to make adjustments to those responsibilities each year before the contract is signed.

Understanding the Charter Contract and Plan Requirements

In order to successfully meet the goals of the school, the School Leader will need to understand the charter plan and contract. The Governing Board Chair will provide copies of the charter plan and authorizer contract documents to the founding School Leader and future School Leaders that are hired. In a subsequent meeting soon after hiring the School Leader, the Board Chair will review the documents and answer specific questions regarding implementation history and status. The Board Chair will also point out how the plan and contract influence the School Leader's job functions and evaluation.

The proposed founding School Leader, Dr. Jeron Campbell, is fully aware of the charter plan as he is its primary writer. Therefore he will be able to speak to the plan during all phases of the charter authorizing process and school implementation.

School Leader Job Description

The School Leader job description is attached to the proposal as Appendix B and includes the requested information.

Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator;• Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and• Attach a job description in Appendix B that includes the following:<ul style="list-style-type: none">○ Lists all major responsibilities of the head administrator○ Includes responsibilities that are unique to charter school leaders○ Includes responsibilities that specifically relate to the school’s mission, goals, and educational philosophy○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

Evaluation Process

New Mexico statute mandates the criteria for annual school administrator evaluation (NMSA 22-10A-19). Further, the state has developed administrative codes to provide guidance for implementing the statute (NMAC 6.69.7.8 and NMAC 6.69.7.9) The TEACHNM website contains the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P) handbook which describes the mandatory components of the evaluation process.⁵⁷ We will develop our plan utilizing this handbook, thus the ACES Tech School Leader evaluation process will align to the New Mexico statute and codes.

Within twenty days of commencing duties in a new contract, the School Leader will complete a self-assessment to reflect upon their personal strengths and needs. They will use the New Mexico Principal Leadership Competencies and Indicators (NMPLCI) to complete the self-assessment. Within forty days of commencing duties in a new contract, the School Leader will complete a professional development plan (PDP) with support from the Board Chair. The PDP will contain Education Plan for Student Success (EPSS) goals and action plans for the School Leader to implement. The PDP will also indicate timing and evidence criteria for objective measurement. As the school year progresses, the Governing Board Chair, or Board designee, will conduct no fewer than two site visits at the school to observe the School Leader. In addition to the site visits, the Board Members and the School Leader will keep in constant dialogue regarding items related to the evaluation such as providing instructional leadership and managing the operations of the school.

The Governing Board will conduct two major milestone reviews of the School Leader, the mid-year and end of year reviews. The mid-year review take place in January of each year. The mid-year evaluation will give the School Leader the opportunity to provide evidence of progress towards the goals indicated in the PDP. The School Leader will be expected to reference the HOUSE-P handbook for best practices and to provide objective data in support of their work and outcomes. The Governing Board will provide constructive feedback and will utilize the mid-year evaluation to support their decision to offer the School Leader a new contract for the following school year.

At the end of the year, the School Leader will complete a self-reflection document. The self-reflection is intended for the School Leader to note the progress that they have made towards accomplishing the annual goals set in the PDP and offer additional strategies they may use to continue or improve that progress. The final stage of the annual review is the summative evaluation which is conducted by the Governing Board at the end of the year. This evaluation consists of the Board providing feedback regarding the School Leader's completion of the goals set in the PDP. The form provided by the NMPED includes five competency domains: 1) Instructional Leadership, 2) Communication, 3) Professional Development, 4) Operations Management, and 5) Scope of Responsibility in Secondary Schools. It also includes space for providing evidence of progress towards achieving their EPSS goals. Figure 64 displays the complete School Leader evaluation process.

Figure 64: School Leader Evaluation Process

Timeline	Action Steps	Responsible Parties
Within 20 days of commencing duties in new contract.	Self-Assessment (Form A of NMPED process)	School Leader

Within 40 days of commencing duties in new contract.	Complete Professional Development Plan (PDP)	School Leader Board Chair
Continuous	PDP Site Visit (2 minimum)	Board Chair (or designee)
January	Mid-year Review of School Leader's progress	ACES Tech Governing Board
End of Year	Self Reflection	School Leader
End of Year	Summative Evaluation of School Leader	ACES Tech Governing Board

Being Accountable to the Mission, Students, and Community

The ACES Tech School Leader will be expected to meet or exceed the school's stated mission and their annual targets and goals. ACES Tech has high expectations for its staff and students, and the School Leader must perform at a high level if they are to ensure that all students are college and career ready at graduation. As such, an important part of the School Leader's evaluation will consist of providing objective and subjective evidence to support their work and progress towards accomplishing the school's mission and goals. Figure 65 displays examples of the areas that the Governing Board will hold the School Leader accountable for and the types of evidence that might be utilized during the evaluation.

Figure 65: School Leader Accountability Areas

Accountability Area	Suggested Evidence
Student Success and Academic Achievement	Assessment Results Course Passing Rates Attendance Rates
Fulfilling the School's Mission	College Readiness Rates College Acceptance Rates
Management of School Funds	Number of Audit Findings Grant Spenddown Rates Budget Accuracy
Legal Compliance	On Time State Submissions Accuracy of State Submissions Responses to IPRA Requests
Customer Service to the Community	Grievance Response Time Parent Testimonies at Board Meetings
School Culture	Student Survey Results Staff Survey Results Attrition rates

⁵⁷ HANDBOOK for Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico. (2010, February 19). Retrieved from http://teachnm.org/uploads/docs/housse_handbook.pdf

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Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria;• Include action steps to evaluate the effectiveness of the head administrator in the following:<ul style="list-style-type: none">○ ensuring student success and academic achievement○ ensuring fulfillment to the school's mission○ overseeing the stewardship and management of public funds and responsible government accounting○ ensuring compliance with legal obligations related to government organizations and public schools○ addressing grievances received from staff and parents and families;• Describe how the plan specifically takes into account the mission and goals of the proposed school; and• Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

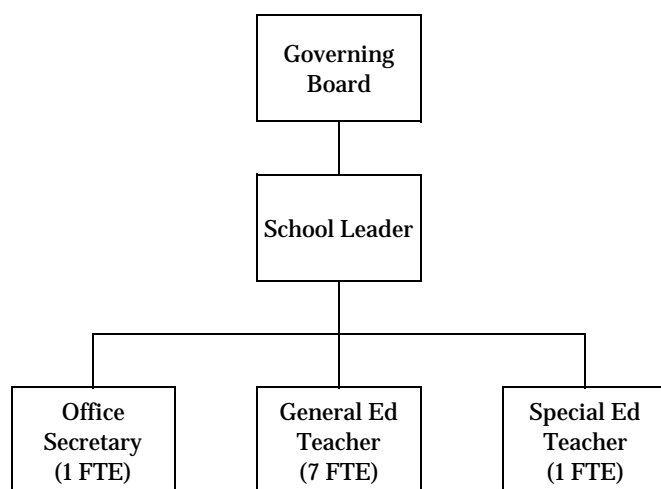
D. Organizational Structure of the Proposed School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

APPLICANT RESPONSE:

ACES Technical Charter School (ACES Tech) personnel will consist of individuals who have the qualifications, skill sets, and experience necessary to accomplish our mission of preparing all students for colleges and careers. The staff will implement the educational plan with fidelity, manage our operations effectively, and comply with all federal and state laws and guidelines. The organizational charts and related narrative for all positions, Years 1 through 5, follow in Figures 66 to 70 of this section. The reporting relationships and job functions are also described. There is additional detail regarding qualifications and job functions in the separate job descriptions of Appendix C. The number and types of staff will grow from Years 1 to 5 to ensure that we have the necessary staff in place to provide a comprehensive, exciting, and challenging educational experience to our growing student body.

Figure 66: School Year 1 (2020-2021)



In Year 1, ACES Tech will begin the year with its initial cohort of 125 grade six students. The entire school staff will consist of 8 FTE teachers (including 1 FTE special education teacher), 1 FTE Office Secretary, and 1 FTE School Leader. The Governing Board is the lead governance body, and their role will be to uphold the mission and hold the School Leader accountable for results. The School Leader will manage all instructional staff and the Office Secretary. With 8 teachers and 125 students, there will be a 16:1 ratio. When the two office staff are added, there is a total staff to student ratio of 13:1. Figure 66 displays the organization chart for Year 1.

Governing Board

The ACES Technical Charter School Governing Board will consist of a body of individuals who have accepted the voluntary role of upholding the mission of the school. Governing Board members are responsible for ensuring that the school is ethically, financially, academically, and operationally sound. The Board will create and approve policy, and will provide consistent oversight of major operational areas through their collective leadership and committee structures. The four initial Board committees

will include: Finance, Audit, Governance, and Academic Excellence. The Board has the important duty of selecting and supporting the School Leader. They will hold the School Leader accountable for achieving the school's mission and goals via a comprehensive evaluation process. The Board has a duty of transparency and all general meetings and minutes will be open and available to the public per the Open Meetings Act.

School Leader

The ACES Tech School Leader will be the only staff member that the Governing Board will hire and hold directly accountable for meeting annual goals. The School Leader will be required to attend and provide reports at all general Board meetings, and will also attend committee meetings and other meetings as determined by their contract. The School Leader will be responsible for providing leadership for the school and implementing all aspects of the educational program. The School Leader will manage all staff in the school, including the recruiting, hiring and evaluating of highly qualified individuals for all positions. They must ensure that all staff receive the training and resources needed to provide quality instruction and assessments, and will complete the required observations and evaluation processes as required by law. Overall, the School Leader is responsible for all programs and processes relating to instruction, school operations, central administration business management, and community relations. The direct responsibility of many of these duties will be delegated to other administrative staff members as the school enrollment grows and the number of staff begin to increase.

Classroom Teachers

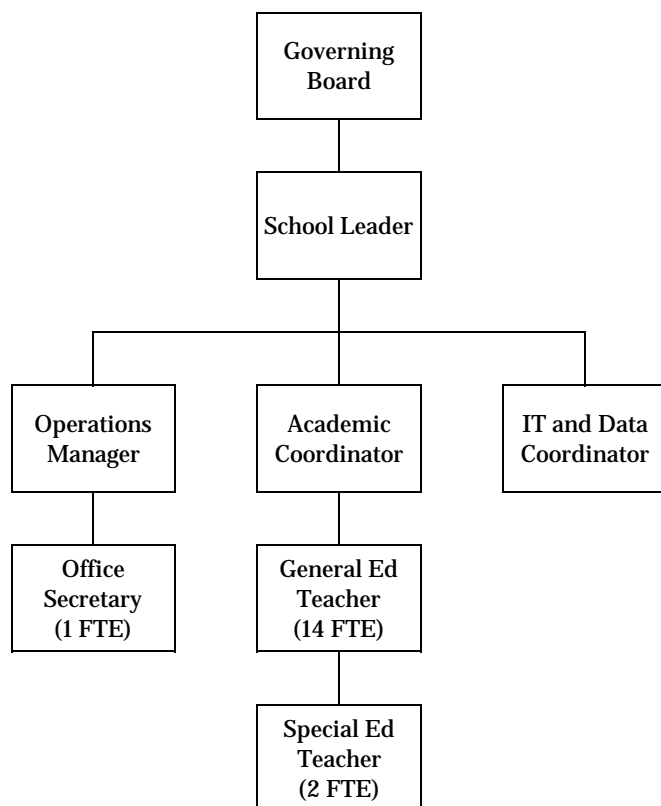
General education teachers are responsible for providing challenging, standards-based instruction to our students. They are also responsible for managing all academic and disciplinary aspects of their classrooms, working productively with their peer teachers to improve student learning, and maintaining professional communication with their students' parents. Teachers will report directly to the School Leader until an intermediate academic supervisor is hired. Teachers will be evaluated using the NMTEACH evaluation process and guidelines.

Special Education Teachers

Special education teachers are responsible for providing challenging, standards based instruction to our special population students. They are also responsible for managing all academic and disciplinary aspects of their classrooms, or the subset of special needs students within a classroom. Special education teachers will assist in managing the Response to Intervention (RtI) and Individualized Education Program (IEP) writing process as needed until a special needs supervisor is hired. Special education teachers will report directly to the School Leader until an intermediate special education supervisor is hired. Special education teachers will be evaluated using the NMTEACH evaluation process and guidelines.

Office Secretary

The Office Secretary is responsible for managing the school front office and providing excellent customer service to all staff, students, and the community. They assist with collecting, entering and managing data, completing documents, and supporting all aspects of day to day school processes. Office secretaries will report directly to the School Leader and will report to the Operations Manager as well once they are hired.

Figure 67: School Year 2 (2021-2022)

In Year 2, ACES Tech will begin the year with 250 grade six and seven students as our second cohort joins the school. The entire school staff will consist of 16 FTE teachers (including 2 FTE special education teachers), 1 FTE Office Secretary, 1 FTE Academic Coordinator, 1 FTE Operations Manager, 1 FTE IT and Data Coordinator, and 1 FTE School Leader. The Operations Manager will take over the day to day operations of the school, while the Academic Coordinator will assume responsibility for the academic program and supervision of the teachers. The IT and Data Coordinator will manage the student information system and technology infrastructure. All three of these new administrative positions will report to the School Leader. With 16 teachers and 250 students, there will be a 16:1 ratio. When the 3 administrative staff are added, there will be a total staff to student ratio of 12:1. Figure 67 displays the organization chart for Year 2.

Academic Coordinator

The Academic Coordinator will lead the development, improvement, and evaluation of the educational program and curriculum. This individual will supervise and coach all instructional staff, and will lead in creating the professional development plan for all staff. The Academic Coordinator will build a strong team teaching culture where best practices are shared and common assessments developed using the professional learning community (PLC) process. They will also interact with parents and community stakeholders to relay information and work to continuously improve learning and opportunities for students. The Academic Coordinator will report directly to the School Leader.

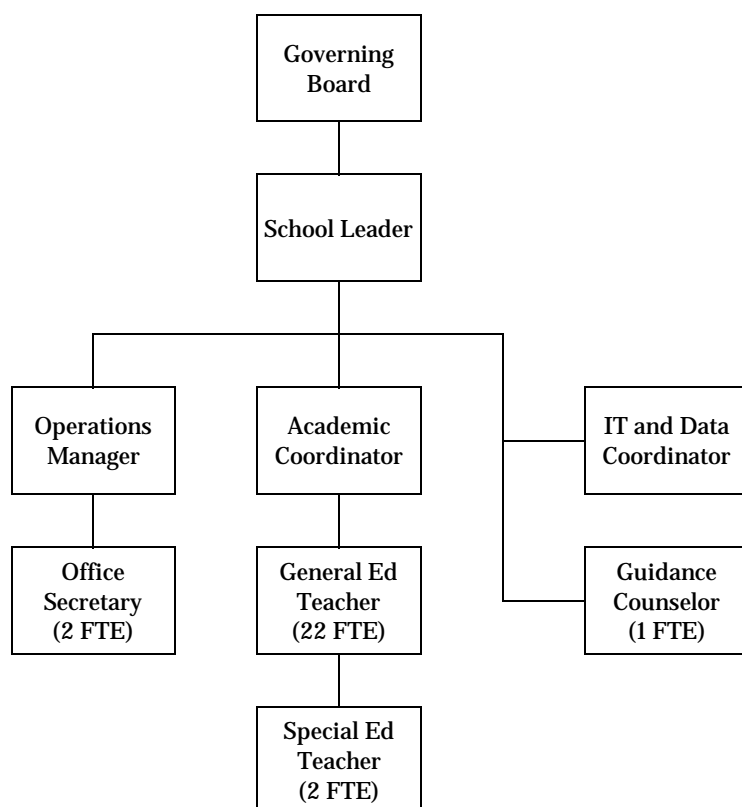
Operations Manager

The Operations Manager is responsible for planning, coordinating, and managing the day-to-day business operations of the school. This individual will also assist the School Leader with administrative duties, as needed. The Operations Manager will supervise the IT and Data Coordinator, manage the admission and enrollment process, manage the financial administrative and purchasing processes of the school, and ensure that the facility is safe, clean, and orderly. The Operations Manager will report directly to the School Leader.

Information Technology (IT) and Data Coordinator

The IT and Data Coordinator is responsible for the collection, management, and reporting of all student and school data. This individual will manage and program the student information system (SIS), and will provide training to all staff, students, and parents to improve the level of data literacy for all stakeholders. The IT and Data Coordinator will create and update a set of data reports which provides detailed information regarding student progress to all staff and the Governing Board. They will also respond to all data requests. The IT and Data Coordinator will ensure that all required data reports are complete, accurate, and submitted to the State in a timely fashion. In addition, the IT and Data Coordinator will manage all aspects of the technology in the school. The IT and Data Coordinator reports to the Operations Manager.

Figure 68: School Year 3 (2022-2023)



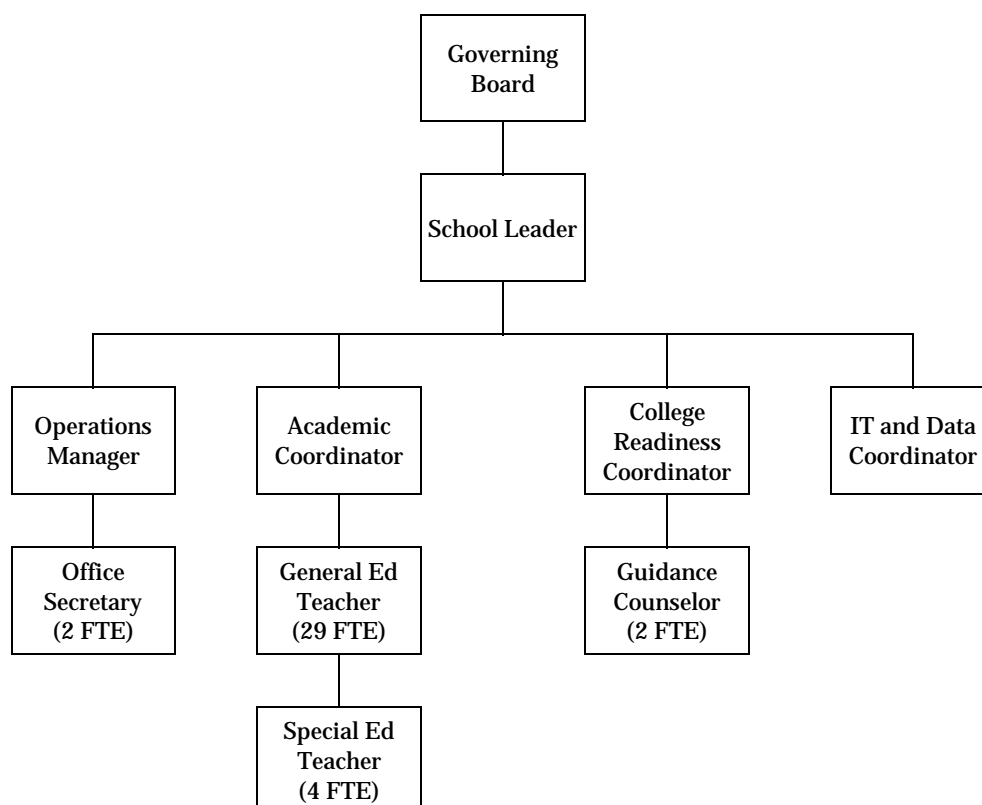
In Year 3, ACES Tech will begin the year with 375 grade six, seven, and eight students as our third cohort of 125 joins the school. The entire school staff will consist of 24 FTE teachers (including 2 FTE special education teachers), 2 FTE office secretaries, 1 FTE Academic Coordinator, 1 FTE Operations

Manager, 1 FTE IT and Data Coordinator, 1 FTE guidance counselor, and 1 FTE School Leader. The guidance counselor will assume the responsibility of creating personalized college and career readiness plans, and monitoring the progress of each student. A second Office Secretary will be added to the administrative staff, and will provide additional support for managing the day to day office operations. The guidance counselor will report to the School Leader and the Office Secretary will report to the Operations Manager. With 24 teachers and 375 students, there will be a 16:1 ratio. When the 2 administrative staff are added, there will be a total staff to student ratio of 12:1. Figure 68 displays the organization chart for Year 3.

Guidance Counselors

ACES Tech guidance counselors will provide a comprehensive counseling program which addresses the academic, social/emotional, and career development aspects of college readiness. Guidance counselors will actively promote equity for all students in the delivery of services and the exposure to opportunities. Counselors will work with each student to develop and maintain an individual college and career readiness plan and report progress to their supervisor and the School Leader. Counselors will inform and advice teachers and parents regarding student related concerns, and will support the Rtl student support process as well. Counselors will report to the College Readiness Coordinator.

Figure 69: School Year 4 (2023-2024)



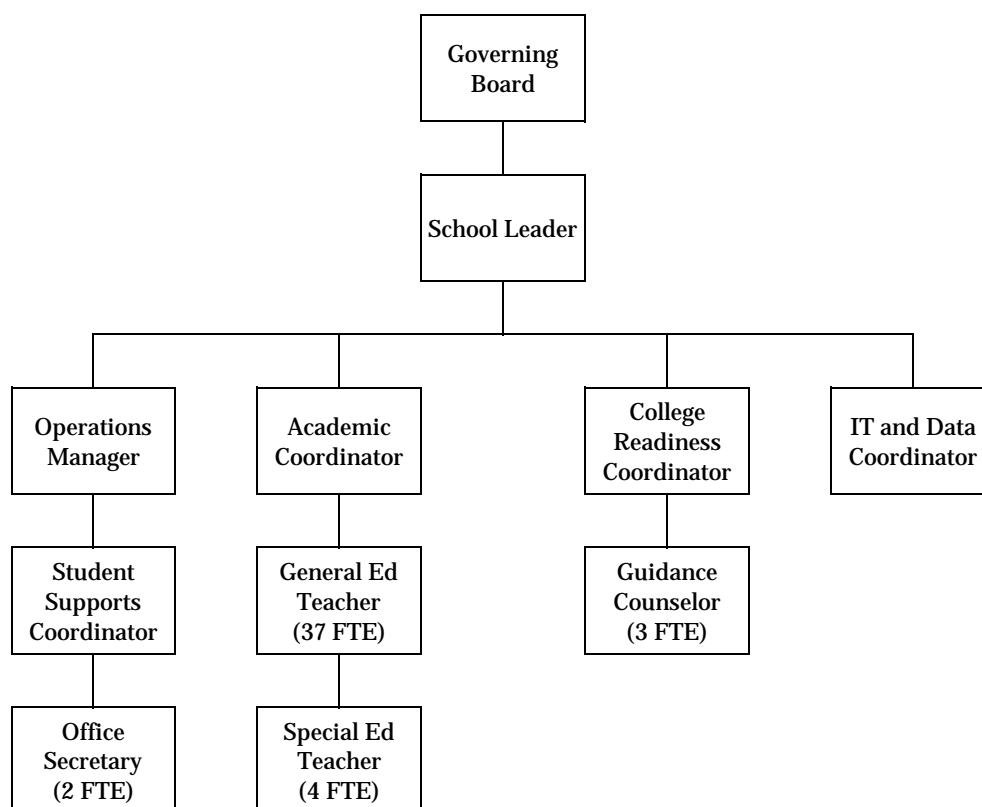
In Year 4, ACES Tech will begin the year with 500 grade six through nine students as our fourth cohort of 125 joins the school. The entire school staff will consist of 31 FTE teachers (including 4 FTE special education teachers), 2 FTE office secretaries, 1 FTE Academic Coordinator, 1 College Readiness

Coordinator, 1 FTE Operations Manager, 1 FTE IT and Data Coordinator, 2 FTE guidance counselors, and 1 FTE School Leader. The College Readiness Coordinator will champion our college readiness culture, build strong college readiness processes, and supervise the guidance counselors. A second guidance counselor will reduce the student to counselor load and ensure that the team has the capacity and time to provide meaningful guidance to all students. The guidance counselors will report to the new College Readiness Coordinator, who in turn will report to the School Leader. With 31 teachers and 500 students, there will be a 15:1 ratio. When the 2 administrative staff are added, there will be a total staff to student ratio of 12:1. Figure 69 displays the organization chart for Year 4.

College Readiness Coordinator

The College Readiness Coordinator will work to ensure that ACES Tech maintains a culture of excellence in all that we do. This individual will manage the school wide student behavior plan and the staff professional development plan. They will supervise all guidance counselors, and will ensure that a professional and college preparatory climate exists throughout the school. The College Readiness Coordinator will build and maintain relationships with colleges and universities, workforce certificate programs, and community partners that support student growth. The College Readiness Coordinator will report directly to the School Leader.

Figure 70: School Year 5 (2024-2025)



In Year 5, ACES Tech will begin the year with 625 grade six through ten students as our fifth cohort of 125 joins the school. The entire school staff will consist of 41 FTE teachers (including 4 FTE special education teachers), 2 FTE office secretaries, 1 FTE Academic Coordinator, 1 Student Supports Coordinator, 1 College

Readiness Coordinator, 1 FTE Operations Manager, 1 FTE IT and Data Coordinator, 3 FTE guidance counselors, and 1 FTE School Leader. The Student Supports Coordinator will assume responsibility for managing all intervention programs as well as supports for our special needs population. A third guidance counselor will further reduce the student to counselor load and ensure that the team has the capacity and time to provide meaningful guidance to all students. The Student Supports Coordinator will report to the Operations Manager and the guidance counselors will report to the College Readiness Coordinator. With 41 teachers and 625 students, there will be a 15:1 ratio. When the 2 administrative staff are added, there will be a total staff to student ratio of 12:1. Figure 70 displays the organization chart for Year 5.

Student Supports Coordinator

The Student Supports Coordinator will manage all support services and ensure that compliance requirements are met. This individual will coordinate all special education and gifted services, implement special population mandates, and keep all stakeholders informed via professional development and communications. The Student Supports Coordinator will act as a liaison for the school and outside service providers. They will also connect families to appropriate services in the community. The Student Supports Coordinator will report to the Operations Manager.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include an organizational chart; • Include a narrative that describes the structures and relationships represented in the organizational chart; • Include all entities essential to the operation and success of the proposed school; and • Reflect an understanding of the appropriate relationship between each of the relevant entities.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	
<p>D. (2) Provide clear, comprehensive, and cohesive job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and appropriate reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as Appendix C.</p>	
<p>APPLICANT RESPONSE:</p> <p>ACES Tech will recruit, hire, and retain highly qualified staff who are committed to achieving our mission of graduating students who are prepared for the colleges and careers of their choice. Our proposed organizational structure will support all aspects of our challenging and exciting educational program, with a focus on high quality instruction and academic supports. ACES Tech will grow our staff in correlation to our annual enrollment growth goal of 125 students per year. Figures 71 and 72 display the certified and non-certified staff that ACES Tech proposes hiring over our first 5 years of operation. The brief overview descriptions for each role are provided beneath the figures.</p> <p>The full ACES Tech staff job descriptions have been attached in Appendix C.</p>	

Figure 71: Certified and Licensed ACES Tech Staff

Certified and Licensed ACES Tech Staff					
ACES Tech Position	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
School Leader	1	1	1	1	1
Academic Coordinator		1	1	1	1
Classroom Teacher	7	14	22	29	37
SPED Teacher	1	2	2	4	4
College Readiness Coordinator				1	1
Counselor			1	2	3

School Leader

The ACES Tech School Leader will be the only staff member that the Governing Board will hire and hold directly accountable for meeting annual goals. The School Leader will be required to attend and provide reports at all general Board meetings, and will also attend committee meetings and other meetings as determined by their contract. The School Leader will be responsible for providing leadership for the school and implementing all aspects of the educational program. The School Leader will manage all staff in the school, including the recruiting, hiring and evaluating of highly qualified individuals for all positions. They must ensure that all staff receive the training and resources needed to provide quality instruction and assessments, and will complete the required observations and evaluation processes as required by law. Overall, the School Leader is responsible for all programs and processes relating to instruction, school operations, central administration business management, and community relations. The direct responsibility of many of these duties will be delegated to other administrative staff members as the school enrollment grows and the number of staff begin to increase.

Academic Coordinator

The Academic Coordinator will lead the development, improvement, and evaluation of the educational program and curriculum. This individual will supervise and coach all instructional staff, and will lead in creating the professional development plan for all staff. The Academic Coordinator will build a strong team teaching culture where best practices are shared and common assessments developed using the professional learning community (PLC) process. They will also interact with parents and community stakeholders to relay information and work to continuously improve learning and opportunities for students. The Academic Coordinator will report directly to the School Leader.

Classroom Teachers

General education teachers are responsible for providing challenging, standards-based instruction to our students. They are also responsible for managing all academic and disciplinary aspects of their classrooms, working productively with their peer teachers to improve student learning, and maintaining professional communication with their students' parents. Teachers will report directly to the School Leader until an intermediate academic supervisor is hired. Teachers will be evaluated using the NMTEACH evaluation process and guidelines.

Special Education Teachers

Special education teachers are responsible for providing challenging, standards based instruction to our special population students. They are also responsible for managing all academic and disciplinary aspects of their classrooms, or the subset of special needs students within a classroom. Special

education teachers will assist in managing the Response to Intervention (RtI) and Individualized Education Program (IEP) writing process as needed until a special needs supervisor is hired. Special education teachers will report directly to the School Leader until an intermediate special education supervisor is hired. Special education teachers will be evaluated using the NMTEACH evaluation process and guidelines.

College Readiness Coordinator

The College Readiness Coordinator will work to ensure that ACES Tech maintains a culture of excellence in all that we do. This individual will manage the school wide student behavior plan and the staff professional development plan. They will supervise all guidance counselors, and will ensure that a professional and college preparatory climate exists throughout the school. The College Readiness Coordinator will build and maintain relationships with colleges and universities, workforce certificate programs, and community partners that support student growth. The College Readiness Coordinator will report directly to the School Leader.

Guidance Counselors

ACES Tech guidance counselors will provide a comprehensive counseling program which addresses the academic, social/emotional, and career development aspects of college readiness. Guidance counselors will actively promote equity for all students in the delivery of services and the exposure to opportunities. Counselors will work with each student to develop and maintain an individual college and career readiness plan and report progress to their supervisor and the School Leader. Counselors will inform and advice teachers and parents regarding student related concerns, and will support the RtI student support process as well. Counselors will report to the College Readiness Coordinator.

Figure 72: Non-Certified ACES Tech Staff

Non-Certified ACES Tech Staff					
ACES Tech Position	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Operations Manager		1	1	1	1
Student Supports Coordinator					1
IT and Data Coordinator		1	1	1	1
Office Secretary	1	1	2	2	2

Operations Manager

The Operations Manager is responsible for planning, coordinating, and managing the day-to-day business operations of the school. This individual will also assist the School Leader with administrative duties, as needed. The Operations Manager will supervise the IT and Data Coordinator, manage the admission and enrollment process, manage the financial administrative and purchasing processes of the school, and ensure that the facility is safe, clean, and orderly. The Operations Manager will report directly to the School Leader.

Student Supports Coordinator

The Student Supports Coordinator will manage all support services and ensure that compliance requirements are met. This individual will coordinate all special education and gifted services, implement special population mandates, and keep all stakeholders informed via professional

development and communications. The Student Supports Coordinator will act as a liaison for the school and outside service providers. They will also connect families to appropriate services in the community. The Student Supports Coordinator will report to the Operations Manager.

Information Technology (IT) and Data Coordinator

The IT and Data Coordinator is responsible for the collection, management, and reporting of all student and school data. This individual will manage and program the student information system (SIS), and will provide training to all staff, students, and parents to improve the level of data literacy for all stakeholders. The IT and Data Coordinator will create and update a set of data reports which provides detailed information regarding student progress to all staff and the Governing Board. They will also respond to all data requests. The IT and Data Coordinator will ensure that all required data reports are complete, accurate, and submitted to the State in a timely fashion. In addition, the IT and Data Coordinator will manage all aspects of the technology in the school. The IT and Data Coordinator reports to the Operations Manager.

Office Secretary

The Office Secretary is responsible for managing the school front office and providing excellent customer service to all staff, students, and the community. They assist with collecting, entering and managing data, completing documents, and supporting all aspects of day to day school processes. Office secretaries will report directly to the School Leader until an intermediate supervisor is hired.

**Why the Identified Roles are Key
School Leader**

The ACES Tech School Leader is key to the operation and success of the school because they provide the overall leadership and direction for staff and are the instructional leader of the school. They are also the individual that the Governing Board will hold accountable for accomplishing the school's mission.

Academic Coordinator

The Academic Coordinator is key to the operation and success of the school because they will provide overall academic and curricular leadership for the school. This individual will lead the implementation of our STEM focused educational program. They will also ensure that staff have the capacity and training to instruct and support students at a high level.

Classroom Teachers

General education teachers are key to the operation and success of the school because they provide core instruction in all academic areas to the ACES Tech students. Classroom instruction is the core work of the school, and our success will be determined by the quality of everyday instruction and learning. Classroom teachers provide inspiration to students to pursue their dreams and are the first line of defense in ensuring that students are physically and mentally healthy.

Special Education Teachers

Special education teachers are key to the operation and success of the school because they provide specialized instruction and services to our special population students. Their work is a vital component of ensuring equity and maximizing learning through meeting the personalized needs of all ACES Tech students.

College Readiness Coordinator

The College Readiness Coordinator is key to the operation and success of the school because they will lead and continuously develop our college readiness culture. This individual will work with staff, students, parents, and the community partners to provide an array of college and career educational readiness opportunities to all.

Guidance Counselors

ACES Tech guidance counselors are key to the operation and success of the school because they will provide tailored college and career advice and support to all of our students. These individuals will play a key role in ensuring that all students are, and remain, on the path to academic success.

Non-Certified ACES Tech Staff**Operations Manager**

The Operations Manager is key to the operation and success of the school because they manage the day-to-day operations of the school. From facilities maintenance to technology, they will ensure that ACES Tech provides a safe, clean, and modern educational environment for all staff and students.

Student Supports Coordinator

The Student Supports Coordinator is key to the operation and success of the school because they provide leadership in all areas of student supports, e.g. for our special education, gifted, and homeless populations. This individual also coordinates relationships with community resources and connects families to those services.

Information Technology (IT) and Data Coordinator

The IT and Data Coordinator is key to the operation and success of the school because they ensure that the technology infrastructure and capabilities are up to date and they manage our student information system. They also create the school and student data reports which empower our data driven culture.

Office Secretary

The Office Secretary is key to the operation and success of the school because they provide front office support and customer service to all stakeholders. Their work keeps the school operations moving efficiently from day to day.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the following: <ul style="list-style-type: none"> ○ all certified and licensed staff identified in the application ○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school ○ any non-traditional roles or positions;

- | | |
|--|---|
| | <ul style="list-style-type: none">• Describe why the identified roles are key to the operation and success of the proposed school; and• Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following:<ul style="list-style-type: none">○ List all major responsibilities of the positions○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy○ Identify all hiring requirements including qualifications and licensure or certification○ Identify reporting lines ("reports to") that aligns to the organizational chart. |
|--|---|

INDEPENDENT REVIEWER EVALUATION: [Click here to enter text.](#)

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs, is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (job search process, timelines etc.) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

The ACES Tech founding team recognizes that accomplishing the mission of the school will require the recruiting, hiring, and retaining of highly qualified and motivated staff. Our office and instructional staff members will need to bring strong skill sets, a teamwork mentality, and the willingness to do what it takes to ensure that ALL of our students succeed. They will need to be personally committed to a high degree of professionalism and integrity, in addition to believing in our goals and core values. We will utilize a comprehensive and modern approach to staffing our school, and many of the features of our plan are outlined below.

Staffing Plan

ACES Tech will staff our school in accordance to accomplishing our mission, implementing our academic plan, and serving our growing student population. Our plan is to enroll 125 students in our first year cohort, and to subsequently enroll another 125 students each year until we reach our full enrollment of 875 student in year seven. Figure 73 displays the staffing plan for the first five years of the school. Each role that is shown aligns to the mission of providing a challenging and exciting educational experience for all students as we prepare them for their colleges and careers of choice.

Figure 73: ACES Tech Staffing Plan

School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Students	125	250	375	500	625
Office Staff					
School Leader	1	1	1	1	1
Academic Coordinator		1	1	1	1
College Readiness Coordinator				1	1
Counselor			1	2	3
Operations Manager		1	1	1	1
Student Supports Coordinator					1
IT and Data Coordinator		1	1	1	1
Office Secretary	1	1	2	2	2
Total Office Staff	2	5	7	9	11
Instructional Staff					
Classroom Teacher	7	14	22	29	37
SPED Teacher	1	2	2	4	4
Total Teachers	8	16	24	33	41
Student:Teacher Ratio	16:1	16:1	16:1	15:1	15:1
Student:Staff Ratio	13:1	12:1	12:1	12:1	12:1

Recruiting Process

Being a brand new charter school, it will take time for ACES Tech to build its brand in the workforce marketplace. We will need a strong recruiting plan in order to attract highly qualified individuals for our school. Our annual recruiting process will begin early in the academic year and will continue until all positions, or future vacancies, are filled. The ACES Tech staff recruiting plan will utilize a broad range of traditional and innovative outreach strategies to find potential candidates for our office and teaching positions. One resource that has guided our initial strategy is a best practice report developed by the Illinois Network of Charter Schools and the National Alliance for Public Charter Schools.⁵⁸ We anticipate utilizing a number of the recruiting strategies they outlined, tailoring them to our own specific needs as indicated here.

Track Recruitment Data: ACES Tech is a data driven school, and that will extend to measuring our personnel hiring effectiveness. Some of our strategies will include the following:

- Ask current employees to sign commitment letters in January and February to help us predict expected openings.
- Track how many candidate inquiries and applications we receive from various actions and events (employee referrals, job fairs, job websites, etc.)
- Collect information regarding the reasons staff exit the school, such as dates, demographics, and exit interview responses.

Effective Online Marketing: ACES Tech will use modern recruiting methods, via popular internet sites and social media, to build our brand and target the best candidates for our school. There are many best practices online which we can use to develop our approach.

- Set ACES Tech apart from the pack with an effective and attractive value proposition.
- Target teachers and staff with particular skill sets and experiences.
- Keep our website and postings current at all times.
- Utilize a variety of social media platforms and evolve as the internet market evolves.

Pipeline Programs: Establishing recruiting pipelines is an effective way of finding high quality candidates and filling open positions more quickly.

- Employee referrals can result in finding more candidates, at a faster rate, and for less cost, than other methods of recruiting. We will consider offering some sort of monetary, or non-monetary, reward to employees for referring successful candidates.
- Establishing a summer teaching program might be a way to evaluate potential teachers' performance and extending offers to those who do well.
- ACES Tech will build relationships with teacher preparation colleges and programs in New Mexico and beyond as a means of connecting with strong graduates.

Recruiting STEM Teachers: The ACES Tech founding team anticipates that attracting highly qualified mathematics and science teachers may be a challenge. Thus we begun to research effective ways to recruit such individuals, including:

- Establishing a marketing approach which highlights the engineering and science aspects of our educational plan, as well as our desire to address the achievement and opportunity gaps.
- Create monetary incentives for teachers in high shortage areas, such as mathematics and science.
- Ensure that our school culture is one that supports and retains highly qualified mathematics and science teachers.

- Provide professional development opportunities and experiences which attract and retain highly qualified mathematics and science teachers.

Hiring Processes

ACES Tech will implement a comprehensive hiring process to screen and evaluate the candidates who apply for our open positions. The School Leader will be responsible for completing the hiring process for teachers and office staff. Other school based staff will become involved in particular phases of the process, as required. The hiring process can be completed within a time window of one week, depending upon candidate availability. The goal for hiring will be to fill new and vacant positions as quickly as possible and to have a full complement of staff hired no later than two weeks prior to the start of a new school year.

Achievement First is a high performing charter school network which has a successful hiring process which we have used as a benchmark.⁵⁹ The teacher hiring process consists of four major steps: Application Review, Phone Interview, School Visit, and Reference Checks. Figure 74 displays the teacher hiring process.

Figure 74: ACES Tech Teacher Hiring Process

ACES TECH HIRING PROCESS	Step 1: Application Review	Step 2: Phone Interview	Step 3: School Visit			Step 4: Reference Check
			Observe Class, Meet Teachers	Sample Lesson	Feedback Session	
Champion	School Leader	School Leader	School Leader School Staff	School Leader School Staff	School Leader School Staff	School Leader
Process	Review resume and application to assess qualifications	Interview to evaluate teaching style and mission fit	Half day spent observing class and Q+A with staff	45 minute lesson	Lesson feedback; candidate self- assessment; interview	Check three references, one from past supervisor
Candidate Criteria	Urban teaching experience; Data driven instruction; Desire to close achievement gap	Instructional and class management styles; Evidence of data use; Parental interaction	Fit with mission and culture	Mastery of content and instruction; Effective interaction with students	Self-reflection; response to feedback; desire to learn and grow; thoughts on achievement gap	Strong references that support the interview experience to that point

Office Staff Hiring Process

The office staff hiring process will differ from the teacher hiring process as there will not be a need to evaluate a sample instructional lesson. The major steps in the office staff hiring will be the same, consisting of: Application Review, Phone Interview, School Visit, and Reference Checks. The School Leader will generate a list of highly qualified candidates based upon reviewing their applications and resumes. The School Leader will conduct a phone interview with each candidate to elicit their responses

to prepared questions and determine the fit to our overall mission and values. The School Leader will narrow the candidates to 2, no more than 3, finalists who will be invited to the school for an on-site interview. The site visit will consist of a tour of the school and visiting at least one class. The on-site interviews will be conducted by the School Leader and one other designated person who is either a superior or subordinate of the position being hired. The School Leader will consider the results of the other interviewer when making their final hiring decision. An offer will be extended to the preferred candidate and the other finalists will be thanked for their interest in the position and completing the process.

Hiring Timeline

Upon approval of the ACES Tech charter proposal, the Governing Board will first hire the School Leader. We anticipate that this decision will be made at the first official Board meeting. Once hired, the School Leader can begin the recruiting and hiring process for the school. The planning year hiring timeline is outlined in Figure 75.

Figure 75: ACES Tech Planning Year Hiring Timeline

ACES TECH HIRING TIMELINE	Champion	Timeline
Development of Final Recruiting Criteria and Application	School Leader	September 2019
Recruiting and Accepting of Applications and Resumes	School Leader	November 2019 and ongoing
Application Review and Phone Interviews	School Leader	February 2020 and ongoing
In-Person Interviews and Half Day School (future) Visits	School Leader	March 2020 and ongoing
Reference Checks	School Leader	March 2020 and ongoing
Extending of Offers	School Leader	March 2020 and ongoing

Recruiting and Hiring Metrics: ACES Tech will gauge the success of our recruiting strategies by setting goals for our annual hiring. Indicators such as the rate of return among previous year's hires and the acceptance rate of offers extended to new teachers will be important measures of our hiring effectiveness. Some examples of the hiring goals we will set include:

- 100% of positions filled before the summer professional development session begins
- 90% of previous years hires will receive a return offer letter
- 85% of extended offers are accepted by candidates
- Receive resumes equaling at least 20 times the number of open teaching positions and 10 times the number of office positions

Reasonable and Adequate Staffing

The ACES Tech founding team believes that our recruiting and hiring plans will ensure that we are fully staffed in our first year of operation and beyond. The recruiting strategies are designed to attract a number of highly qualified applicants for each open position. The hiring process is designed to fully vet each preferred candidate and ensure that they are able and willing to help accomplish our mission. The

hiring can also be implemented in a short amount of time, if needed, in order to fill unforeseen vacancies. The active measuring of our recruiting and hiring outcomes will assist our team in continuously improving our processes over time. All of these components make us confident that these processes will support ACES Tech in providing its educational program effectively and consistently on an ongoing basis.

Alignment to the Budget and Enrollment

As shown in Figure 73 above, the five-year staffing plan was created to ensure that ACES Tech can provide its educational program as the student enrollment increases. The largest personnel expense in our budget is for classroom teachers, and we bring in approximately eight new teachers per year which is ideal for our instructional model and schedule. The five-year budget in Appendix G indicates the funded personnel for each year, and aligns to the staffing plan outlined in this section of the proposal. Budget lines are allocated for base compensation and benefits, and annual increases are taken into account as well. Figure 73 displays the staffing plan, including the number of teachers and administrative staff in relation to the annual student enrollment.

Staffing Adjustments

Employee compensation and benefits make up a large portion of the annual budget, and are dependent upon student enrollment funding. While the ACES Tech founding team is confident that we will reach our annual enrollment goals, we will be prepared in the case we do not. The ACES Tech staffing plan, and other budget line items, will be adjusted if we do not reach our anticipated enrollment in any given year. One action will be to adjust our equipment, materials, and supply budget line item allotments to align to any newly projected enrollments. Another action will be to cancel or delay new personnel hiring until the enrollment projections are met. An example would be to delay the hiring of an administrator such as a Coordinator, in which case those duties would remain with the School Leader or designee until a hire can be justified. In the unlikely case where we were to see significant student attrition, then we would need to take staff reduction action in order to balance our budget. Responsible financial planning requires us to take all scenarios into account, and we are committed to taking the appropriate actions necessary to ensure the accountable management of the public funds entrusted to our school.

Following is an example of our preparedness to reduce staff if necessary. The SEG is the largest single source of funds for public schools, and is student enrollment dependent. Let us assume that ACES Tech falls 16% below expected initial enrollment, which would equal 105 students instead of our target 125. In this scenario, we would reduce our Year 1 teaching force from eight teachers to six. This reduction, plus concurrent budget actions due to the smaller enrollment, will create a 16% cost savings to match the loss of expected enrollment from 125 to 105 students in Year 1 of operation.

⁵⁸ National Best Practices: Teacher Recruitment and Pipelines (Rep.). (2016, November 21). Retrieved <https://www.publiccharters.org/publications/national-practices-teacher-recruitment-pipelines>

⁵⁹ Achievement First The Design and Implementation of a Highly Effective Teacher Recruitment System (pp. 10-18, Rep.). (2007). San Francisco, CA: New Schools Venture Fund.

Total	Expectations
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Points Available	
8	<p>A complete response must</p> <ul style="list-style-type: none">• Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties;• Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff;• Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years;• Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and• Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

Teaching quality and school leadership are two of the most important factors in raising student achievement. Teachers and school leaders must continuously learn and maintain current skills in order to most effectively implement our educational plan.⁶⁰ The ACES Technical Charter School (ACES Tech) professional development plan is the documented approach we will use to ensure that our staff and teachers continue to grow and strengthen their practice throughout each year of their careers. ACES Tech will use a team approach to identify and address the learning needs of our educators and students. We will utilize our innovative master schedule to ensure that teachers have time for collaboration during the regular school day. All time set aside for scheduled professional development (PD) will be used for that purpose. All staff will be informed that professional development time should not be used for staff meetings or other non-PD related purposes. The ACES Tech team will also use multiple modes of instructional delivery towards improving school operations and student learning. Figure 76 displays the various modes that will be used to deliver quality professional development.

Figure 76: ACES Tech Professional Development Modes

Professional Development (PD) Modes	Purpose	Presenters
School Wide Professional Development	The core PD sessions that are developed in response to identified needs. Topics could include building data capacity, differentiating instruction, cultural awareness, improving assessments, etc.	School leader, Teacher leaders, Consultant
New Teacher Orientation	Various pedagogical and operations training sessions for new staff.	School leader, Teacher leaders, Deans
Learning Walks and Observations	Teachers observe their peers with a focus on a problem of practice.	Teachers
Online and Traditional Coursework	Staff and teachers taking courses for various certificates and degrees.	Course instructors and professors
Conferences	Opportunity to learn from a variety of experts from around the state or country.	Conference presenters
Workshops	Staff will gain insights into current research, effective teaching strategies and state initiatives. (e.g. NMPED)	Workshop presenters
Book Study	Study a topic relevant to teaching and learning to gain a deeper understanding of research based practices.	School leader, Teacher leaders, Consultant
Grade level Meetings	All content areas in one grade meet to discuss cross curricular projects, academic interventions, student work products, etc.	School leader, Teachers

Vertical Meetings	All grades for one content area meet to discuss curricular alignment, skill prerequisites, assessment, etc.	School leader, Teachers
Focused Ad hoc PD Sessions	PD which rises out of a need to grow a skill or respond to a student learning or school culture concern.	School leader, Teacher leaders, Consultant
Individual Professional Development	Reading, study, or research taken on by an individual staff team member.	One staff or teacher

Professional Development Plan

ACES Tech will design, implement, and evaluate a professional development plan which meets the requirements of NMAC 6.65.2.8, 6.65.2.9., and 6.65.2.10. The plan will be based upon the learning needs of our staff and students, and will be provided using many modes of delivery throughout the year. All staff will complete a professional development plan (PDP) at the beginning of the year per NMSA 22.10A.19 and their progress towards achieving the plan will be evaluated. To support the work and growth of all staff and teachers, professional development will be offered continuously and everyone will be expected to utilize what they have learned. Figure 77 displays the professional development standards outlined in NMAC 6.65.2.8 and the approach that ACES Tech will employ to meet them.

Figure 77: Professional Development Standards

Professional Development (PD) Standards	Approach for Meeting NM State Requirement (NMAC 6.65.2.8)
Context Standards	
Learning Communities	ACES Tech will require all teachers to participate in small learning communities. Time for meetings and training for effectiveness will be provided.
Leadership	The School Leader will utilize professional development as a key lever for driving continuous improvement and improved student learning and outcomes.
Resources	ACES Tech will invest time in the master schedule and financial in the budget towards in-school and out-of-school PD opportunities for staff and teachers.
Process Standards	
Data-Driven	The ACES Tech team will create and analyze reports on a variety of school and student data indicators. Data will be disaggregated by racial and ethnic subgroups as a means of ensuring equity in opportunity and learning.
Evaluation	Professional development efforts will be evaluated for relevance, short term effectiveness, and long term effectiveness towards the school reaching its goals.
Research-Based	ACES Tech team staff and teachers will be encouraged to employ research-based methods and to practice action research as they develop lessons and assessments.
Design	Professional development will be delivered using multiple modes to accommodate various expected learning outcomes. Follow up PD will be scheduled to promote deeper learning in particular skills and strategies.

Learning	Professional development will be delivered in ways that reflect multiple learning styles. This will correlate to the expectation for teachers to teach to students learning preferences and individual intelligences.
Collaboration	ACES Tech staff will work as a team in order to maximize results, and professional development focused on helping educators work together successfully will be offered.
Content	
Equity	ACES Tech will provide staff with PD which promotes a school where all students experience a safe, respectful, joyful, and rigorous learning environment regardless of their race, social class, or ethnic background.
Quality Teaching	ACES Tech instructional staff will experience PD which expands and strengthens their content knowledge. They will also gain instructional and assessment strategies to assist our students in maximizing their learning.
Family Involvement	Professional development which targets understanding how to involve families and community will be offered to our staff. This is essential for encouraging active parent participation among our diverse student population.

Professional Development Evaluation

The ACES Tech leadership team will create and implement processes by which professional development is evaluated in accordance with NMAC 6.65.2.9. The process will consist of the five components and action steps displayed in Figure 78. Efforts will be made to ensure that feedback to teachers is presented and used in a productive and not punitive manner. The goal is for all of the adults to improve our practice so that we can all help our students to improve their learning.

Figure 78: Professional Development Evaluation

Professional Development (PD) Evaluation	Approach for Meeting NM State Requirement (NMAC 6.65.2.9)
Participant Response	ACES Tech will collect participant surveys after each PD session. These surveys will provide fast feedback to help guide future PD opportunities.
Participant Learning	The participant surveys will inquire about new knowledge and skills that the participants have gained from the PD.
Organizational Change	During teacher evaluations, teachers will be asked about the extent to which the PD that they have participated in has affected the overall school organization and culture.
Participant Use of Knowledge	ACES Tech leadership will consider the PD that teachers have participated in as a component of classroom observations. This will be a measure of training utilization.
Student Learning	The ACES Tech leadership team will consider how previous PD offerings have affected student learning outcomes, as relevant assessment and behavioral data becomes available.

Timelines and Responsible Parties

The ACES Tech School Leader will be responsible for developing the professional development plan for the initial year of operation. The full professional development schedule for the summer professional development session will be completed during the planning year. A tentative schedule for the school year will be developed during the planning year, but will be revised based upon input and feedback from the teaching team during the summer professional development. Each subsequent year, the School Leader will lead the development of the professional development calendar and will ensure that the annual budget allocations support the plan. The Academic Coordinator, once hired, will take over the professional development planning responsibilities for the School Leader. The goal will be to complete the plan by end of May for the following school year.

While we have some preliminary thoughts around the length and frequency of various professional development modes, most of them will not be determined until the planning year. The 13 day summer PD session is currently set for July 20 – August 5, 2020. The school wide PD days are currently set for October 15, 2020 and January 6, 2021. The more frequent modes of professional development, such as grade level meetings and learning walks, have not been finalized at this time.

Mentorship for Novice Teachers

Providing mentoring to new ACES Tech teachers will be an important way to help them become acclimated to our school culture, learn our processes, and begin their journey of becoming a successful educator. Mentoring will be one of the strategic activities we do to help teachers to continuously improve their instruction and grow as a member of the team. New teachers will receive an orientation program when they start and will be provided the opportunity to attend available workshops and support activities for novice teachers offered by the State or our partners.

The ACES Tech mentoring program will be beneficial for all parties involved. Selected teacher mentors will build coaching experience and insights as they lead the process. New teachers will have a more welcoming and engaging experience in their first year. They will have the opportunity to learn in a space where discussions will be confidential and will not be used as part of the school's evaluation or discipline process. It is expected that these factors will help to build trust between the mentor and mentee and will, also, help our school to retain the best new teachers.

In the first year of operation, the School Leader will mentor all staff as the school's processes and culture being developed are in their nascent stages. The new teacher mentor process will be developed during Year 1 and will formally begin in year two of operation.

Goals of the ACES Tech Mentor Program

- Supporting the overall transition of new teachers to the school.
- Helping to acclimate new teachers to the culture and processes of the school.
- Build professional trust and comradery among the ACES Tech team.
- Provide an opportunity for veteran teachers to grow as mentors.
- Sharing best practices and improving instructional capacity among the staff
- Attract and retain highly qualified teachers to ACES Tech.

Mentor Selection and Preparation

The School Leader will select new teacher mentors via an application process. Mentors will ideally have several years of experience and will be paid a stipend. Mentors will be expected to develop a student learning centered professional relationship with the new teacher, sharing their knowledge regarding curriculum, instruction, and assessment, while providing guidance as the teacher learns the school policies and processes. Mentors are expected to go above and beyond to support the new

teacher's instructional growth and to build trust through frequent and confidential communication. The School Leader's mentor selection process will be guided by the following criteria:

- Experienced teacher, particularly ACES Tech experience.
- History of achieving strong student results.
- Strong interpersonal skills and record of working well in teams.
- Willingness to support another teacher's growth.
- Demonstrated commitment to the ACES Tech mission, values, and beliefs.

Mentor Selection Process

The process for selecting ACES Tech teacher mentors involves a few simple steps.

- Prospective mentors can be nominated by the School Leader, other staff members, or themselves.
- Prospective mentors must complete an application.
- The School Leader will review the application.
- Approved applicants will become part of the mentor pool.

Mentor Development and Responsibilities

Mentors will be provided with targeted professional development which will make them more effective in their mentoring of others. The training will cover the roles and responsibilities of a mentor and a mentee, key strategies for effective mentoring, and expectations for success. The mentor is expected to facilitate the mentees learning as opposed to being the person with all of the answers. It will be important that the mentee takes responsibility for their own growth, not have the mentor control the relationship and drive its outcomes. Important topics and best practices that may be included in the training include the following:

- Adult learning theory
- Coaching techniques
- Building others confidence
- Reflecting on mentoring practice

Professional Development Plan Budget Support

The ACES Tech budget allocates money each year for professional development. The amounts allocated in the general fund range from \$2,000 in Year 1 up to 10,250 in Year 5 (Function 1000, Object 53330). If we receive Charter School Program (CSP) funds, there is \$18,750 in the planning year, \$18,750 in Year 1 and \$37,500 in Year 2 to be used for staff training (Fund 24146, Function 1000, Object 53330). There are Title II funds in years 2 through 5 for teacher training as well, a portion of which will be used to support the new teacher mentoring program (Fund 24154, Function 1000, Object 53330).

Professional Development Plan Support for Mission and Goals

The ACES Tech professional development plan supports the continuous learning and growth of all staff members. This broad set of knowledge and skills on our team will be necessary for accomplishing the aggressive targets that we have set for annual student achievement. As we work towards implementing our educational plan and later reflect upon our progress, we will make the additions and adjustments necessary to strengthen our PD plan. The goal is to ensure that our team of dedicated educators receives the skills and supports required to prepare all of our students for college and career by graduation.

Professional Development Customization

The professional development plan that we are proposing will address the need for depth and breadth across the adult educational learning spectrum. The broad number of modes we will use support the various styles of adult learning in the building, and promote productive and positive interaction throughout the year. Staff members will have the opportunity to learn from each other in teams, observe each other and provide feedback, receive one on one mentoring, and go to workshops and conferences throughout the state and beyond. Staff will also be encouraged to pursue certificates and courses which add to their knowledge in areas of specific interest to them.

⁶⁰ Mizell, H. (2010). Why Professional Development Matters. Oxford, OH: Learning Forward.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> ○ Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10 ○ Describe how the school will ensure professional development time is not used for routine staff meetings; • Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8; and • Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <ul style="list-style-type: none"> ○ are supported by the budget ○ support the implementation of the proposed school's educational plan, mission, and performance goals ○ not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation** of how you will address employees' recognized representatives.

APPLICANT RESPONSE:

ACES Technical Charter School (ACES Tech) is an institution dedicated to improving the academic success and life outcomes of all students. Our mission is to offer students a challenging and exciting educational experience and for all students to graduate prepared for the college and career of their choice. All children have innate gifts, and ACES Tech strives to motivate all students to develop their individual interests and capabilities.

Employing a highly qualified and motivated staff is a vital component to achieving our mission. ACES Tech will build and maintain a culture of excellence in all that we do. All employed staff will be expected to conduct themselves professionally and to treat others respectfully. We will work to build an atmosphere where business and instruction are done with integrity and fairness. Each employee will be provided with the ACES Tech employee handbook, which will contain the policies and expectations regarding their employment. The handbook will contain information related to employee attendance, employee compensation and benefits, retirement, workers compensation. The Governing Board will approve the employee handbook during the planning year. All terms of employment for ACES Tech employees will comply with applicable federal and state employment law, including the School Personnel Act.

Classes of Employees

ACES Tech will hire qualified individuals to work in the various capacities needed to provide excellent instruction and to operate a well-functioning school. At the time an employee is hired, or transfers to a new job, their position will receive a classification. The general classifications of employees are full time, part time, short term, or temporary. Positions are also classified as exempt or non-exempt in accordance with the Fair Labor Standards Act (FLSA) and applicable state law.

Full time Employees: An employee, unless substituting for a teacher or educational assistant, who is scheduled to work 32 or greater hours per week.

Part time Employees: An employee who is regularly scheduled to work less than 32 hours per week.

Short-Term: An employee who is hired for a specific period of time to complete a specific project. The employee will be notified of the specific conditions and length of their employment. Short-term employees are not guaranteed continuing or future employment at the end of their work term.

Temporary: An employee who works in the summer or as an intern.

Contract: An employee who is employed by an outside entity and is contracted to provide a specific service and/or complete a project for the district.

Exempt: An employee who IS NOT entitled to overtime pay when they work over 40 hours in a week.

Non-Exempt: An employee who IS entitled to overtime pay when they work over 40 hours in a week.

Administrative: An exempt, salaried employee who works throughout the full year.

Certified: An employee who holds a specific license required for their job function.

Non-certified/Classified: An employee who does not require a specific license to complete their job function.

Pay and Benefits

ACES Tech will place a premium on hiring highly qualified individuals who demonstrate unwavering support for our mission. Our pay and benefits will reflect our value for our employees and the work that they do. In order to ensure that our students receive the best instruction and supports, we want to recruit and retain the best people available. Two important strategies that we will implement to accomplish this are instituting a starting salary which is 7% above that of our community school district, and providing each teacher with two preparation periods per school day.

Both certificated and classified employees' annual salaries will be commensurate to their verified qualifications and work experience. They will both also be paid on a semi-monthly basis. The complete salary guide for instructional staff is displayed in Attachment C. Figure 79 displays the instructor salary guides for levels 1, 2 and 3 at different degree accomplishments. The employee handbook will outline information and guidance for employees regarding step placements and movement. Figure 80 displays the base pay, with 2% year to year raises, for each instructional support position for the first five years of school operation.

Figure 79: Instructor Salary Guides (abbreviated from full chart)

Education/ Experience	Level 1 License		Level 2 License		Level 3 License	
	BA	BA+15	BA	BA+15	MA	MA+15
0	\$43,870	\$44,070				
1	\$44,309	\$44,511				
2	\$44,752	\$44,956				
3	\$45,199	\$45,405				
4	\$45,651	\$45,859				
5	\$46,108	\$46,318	\$54,575	\$54,881		
6	\$46,569	\$46,781	\$55,121	\$55,430		
7	\$47,035	\$47,249	\$55,672	\$55,984	\$64,842	\$65,246
8	\$47,505	\$47,721	\$56,229	\$56,544	\$65,490	\$65,898
9	\$47,980	\$48,199	\$56,791	\$57,110	\$66,145	\$66,557
10	\$48,460	\$48,681	\$57,359	\$57,681	\$66,807	\$67,223

Figure 80: Instructional Support Position Salaries

Experience	Head of School	Operations Manager	Coordinator	Counselor	Data Coordinator	Office Secretary
Year 0	\$84,000					\$30,000
Year 1	\$84,000					\$30,600

Year 2	\$85,680	\$69,000	\$60,000		\$42,840	\$31,212
Year 3	\$87,394	\$70,380	\$61,200	\$52,910	\$43,697	\$31,836
Year 4	\$96,000	\$71,788	\$62,424	\$53,968	\$44,571	\$32,473
Year 5	\$97,920	\$73,223	\$63,672	\$55,048	\$45,462	\$33,122

Employee Benefits

All full time ACES Tech employees will receive a benefits package which includes health insurance including dental and vision, life insurance, disability coverage, unemployment, and worker's compensation. All employees will also receive an employer contribution towards their retirement, Medicare, and social security. The ACES Tech leadership team will reassess our benefits package each year in order to ensure that it remains competitive.

Daily Work Schedules

The ACES Tech school day begins at 8:00am. The school day ends at 4:25pm on Mondays, Tuesdays, and Wednesdays. The school day ends at 4:05pm on Thursdays and Fridays. All ACES Tech staff will be required to report to work at 7:45am to ensure that the school is ready to begin instruction at 8:00am.

Annual Work Calendar

The ACES Tech school calendar consists of 185 total instructional days and 15 professional development days. The instructional support staff will work year-round. All instructional staff will begin working on July 20, 2020, the first day of professional development, and will work until May 26, 2021.

Leave

- **Sick Leave:** Each full time staff member will earn one sick day per month that school is in session, with the day being added at the beginning of each calendar month. The maximum number of sick days will be 9.
- **Personal Leave:** Each full time staff member will receive two personal leave days per year.
- **Family and Medical Leave:** ACES Tech employees who have been employed for at least 6 months will be entitled to unpaid leave for up to 12 weeks to attend to their medical and family needs. Full time employees who have worked at least 1 year will be eligible for maternity/paternity leave as well, a portion of which can be paid per FMLA guidelines. All individual instances of FMLA leave will be implemented in accordance with the Family and Medical Leave Act (FMLA).
- **Bereavement:** Each full time staff member will be entitled to 3 consecutive days of paid bereavement leave for an immediate family member. Immediate family member definition will align with FMLA.
- **Jury Duty:** Any ACES Tech staff members who is summoned to jury duty will be granted paid leave for up to 2 weeks. After that time frame the time will be unpaid. The staff member must provide the School Leader with a copy of the jury duty summons.

Major Conditions of Employment

There are several overall conditions of employment with ACES Tech. As part of the hiring process, employee candidates must provide an application with truthful answers, pass a background check, and provide evidence of licensure if the position requires a current license. Once hired, employees will be expected to model the professionalism outlined in the employee manual and to abide by the law in their actions.

Employee Conflict and Grievance Resolution Process

ACES Tech will strive to be a school where everyone, adults, students, and all stakeholders, feel respected and valued. Our employee and student manuals will include guidelines and processes related to conflict and grievances. These guidelines will be meant to provide every employee with a means by which to express concerns that they may have with co-workers, supervisors, or any other person that they interact with at work. No form of delay, retaliation, or discrimination should be done towards the complaining employee. Below are examples of preliminary process for addressing employee conflicts and grievances.

Conflict with Co-worker

1. The complainant employee should first attempt to resolve the conflict with the co-worker.
2. The complainant employee should meet with a supervisor to explain the conflict. The supervisor will then act as a mediator, meeting with both employees separately, and then together, to try to reach resolution.
3. If no mutual resolution is reached between the employees, then the supervisor will decide on a resolution. The supervisor's resolution will be deemed final.

Conflict with Supervisor

1. The complainant employee should first attempt to resolve the conflict with their supervisor in person.
2. If no satisfactory resolution is reached, then the employee should write a written note to the School Leader explaining the complaint. The School Leader must respond within 3 business days.
3. If the School Leader is unable to provide a satisfactory resolution, or the complaint is regarding the School Leader, then the employee should write a note to the Governing Board explaining the complaint. The Governing Board will review and respond to the complaint within 15 business days. The Governing Board's resolution will be deemed final.

Employee Discipline

If any ACES Tech employee behaves or acts in a manner which is not in alignment with expectations outlined in the employee handbook, then they will be subject to disciplinary procedures. These procedures will include progressive forms of addressing the behavior or actions of the employee, including the following steps:

- Verbal reprimand – a verbal warning regarding a breach of the expectations set forth in the employee handbook. Verbal reprimands do not go into the employee file.
- Written reprimand – a written reprimand details the employee's breach in expectations and/or performance. Written reprimands go into the employee's file.
- Paid leave – if the actions of an employee are under investigation, then that employee may be placed on paid leave until such investigation is concluded. The School Leader will issue the paid leave letter and notify the employee of future status.

- Unpaid leave – an employee may be placed on unpaid leave for a specified amount of time as discipline for behavior or actions which are shown to be far below or in direct conflict with expectations set forth in the employee manual.
- Termination – an employee who has repeatedly violated, or not met, the expectations set forth in the employee handbook may be terminated with written notice in accordance with NMSA 22.10A.24.

All employees will receive the benefit of a fair and equitable process for any complaints levied against them or any discipline being considered for as a result of their behaviors and/or actions. All laws will be followed regarding employee discipline and legal council will be sought by the School Leader and/or Governing Board prior to completing all final decisions.

Re-contracting

ACES Tech employment contracts will for one school year at a time and will be written in accordance to NMSA 22.10A.21. Contracts which may be written for less than one year include contracts issued to fill vacancies or contracts issued to fill grant funded positions. ACES Tech staff will receive written notices of reemployment or nonrenewal prior to the end of the school year, per NMSA 22.10A.22. In order to ensure consistency across school years, ACES Tech will seek return commitment confirmation from employees by March of each year. Offer letters and contract renewal information will be issued to current employees by May of each school year. The renewal offer will include up to date salary and benefit information, as well as any adjustments to the duties of the employees.

Contract Termination

ACES Tech will inform employees that their employment has been terminated in accordance with NMSA 22.10A. If the employee has been working with ACES Tech for less than 3 years, then their employment may be terminated at the end of a contract term for any reason that the School Leader, or administrative supervisor, deems sufficient. If the employee has been working with ACES Tech for more than 3 years, then their termination must be with just cause. In either case, ACES Tech will ensure that employees receive timely evaluations of their performance, and that any disciplinary processes initiated are properly filed. These personnel processes will provide evidence to justify any employee's termination. A non-personnel related exception for termination will include a sudden reduction in education funding which may predicate an unanticipated reduction in force.

Employee Unions

ACES Tech does not anticipate negotiating with an employee bargaining unit in our first year. If the need arises to negotiate with a bargaining unit, then the ACES Tech Governing Board will negotiate the agreement. The ACES Tech Governing Board and ACES Tech non-union staff will act in compliance with the Public Employees Labor Relations Act and applicable state law regarding employee unions and school-specific employee representatives.

All ACES Tech staff will receive an updated employee manual each year. The manual will contain information related to employment policies, procedures, and work expectations and conditions. ACES Tech will strive to be a model employer where respect, fairness, transparency, and inclusion are imbedded in the everyday culture of the school.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract);• Identify the primary conditions of employment for each class of employees, including:<ul style="list-style-type: none">○ Benefits and pay terms○ Daily work schedules and annual work calendars○ Major conditions of employment○ Employee conflict and grievance resolution processes○ Employee discipline, re-contracting, and contract termination processes; and• Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:

Parental Involvement

ACES Tech will not accomplish its mission without the genuine and continuous support of our students' parents. When actively engaged with schools, parents can be a vital partner in student success throughout the K-12 educational process. Parents are naturally each student's first teacher and thus have a heavy amount of influence on each student's attitude towards education. They also have unparalleled authority and influence over areas that keep students on track for college and career readiness. Parents can ensure that students attend school regularly, respect their teachers and peers, complete assignments, and participate in activities and events. Students with involved parents, no matter what their income or background, are more likely to earn higher grades and test scores, enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, and graduate and go on to postsecondary education.⁶¹ All of these examples demonstrate the ways in which parents can support the ACES Tech mission of preparing all students for college and career. The research based benefits give us just reason for maximizing parental involvement and providing structures which facilitate various forms of parental involvement.

Tech Tools for Parents

One of the primary ways that ACES Tech will engage and involve parents is through the use of technology tools. We intend to procure a student information system (SIS) which contains a parent portal and mobile application that parents can use to stay fully engaged with the school and their student's teachers. PowerSchool is an example of a student information system with a parent portal and their website (<https://www.powerschool.com/>) discusses the following benefits of keeping parents engaged via technology:

- Real-time, instant access – parents can access assignment grades, daily attendance, and comments directly from the teacher's gradebook.
- Multiple ways to stay engaged – parents can gain access to the secure portal from a desktop, laptop, mobile device, or use the mobile app on a smartphone, tablet, or smart watch.
- Easily communicate with teachers – parents can send and receive emails with teachers
- Progress reports – parents can opt to receive automate progress updates on a daily, weekly, or monthly automated emails.
- Multiple languages – parents can access information translated into 19 different languages

Parent Involvement Framework

Many of the community members that completed our survey indicated that parental involvement is an important factor in the success of a school. To inform the ACES Tech plan for successfully partnering with parents, we have referenced the work of National Network of Partnership Schools (NNPS) at Johns Hopkins University. The NNPS recommends implementing a program which is managed by a school level action team made up of school personnel, students, and community members. Per the

NNPS model, the action team creates a one-year action plan for specific activities that they will implement, improve, and maintain. The team also evaluates the progress of their activities during at the end of the year.

The research of the NNPS has led them to identify six major types of involvement. Each type of involvement in turn includes many different practices of partnership.⁶²

Figure 81: Instructional Support Position Salaries

6 Types of Involvement	Explanation	Sample Practices
Parenting	Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.	Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
Communicating	Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.	Conferences with every parent at least once per year, with follow ups as needed. Language translators assist families, as needed.
Volunteering	Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.	Parent room or family center for volunteer work, meetings, and resources for families.
Learning at Home	Involve families with their children on homework and other curriculum-related activities and decisions.	Information for families on skills required for students in all subjects at each grade.
Decision making	Include families as participants in school decisions, and develop parent leaders and representatives.	Active PTA/PTO, advisory councils, or committees for parent participation and leadership.
Collaborating with the Community	Coordinate resources and services from the community for families, students, and the school, and provide services to the community.	Information for families on community health, cultural, recreational, social support, and other programs or services.

The School Leader will be responsible for leading the effort to keep parents engaged in the school. Each of the involvement types listed in Figure 81 will be explored, and we will create practices which reflect the most effective ways to work with our community of parents. In the case that a parent association is created and a parent leader is selected, the School Leader or designee will be expected to attend the parent meetings, answer parent questions, and provide timely feedback to issues that may be brought up during the discussions. As the school grows, the duty of attending meetings will be shared by the Academic Coordinator, with support from the School Leader. By any means, the parent leader will have direct access to the school leader at all times.

Assurance of Voluntary Involvement Without Penalty

In no way will parents be forced or compelled to volunteer or participate in any function as a condition of their child's enrollment in our school. This includes not limiting their opportunity to inquire, register, enroll, or participate in any event or activity in any way. In addition, parent participation is strictly voluntary. There will not be any amount of service to the school which is deemed mandatory for any parent or community member. There will be no need for a school involvement opt-out process for parents.

Educator Involvement

The primary formal structure which will allow our teachers to be engaged in the operation of the school is via professional learning communities (PLCs). Our master schedule will include consistent weekly blocks of time for PLCs and it will be mandatory for teachers to participate. PLCs give teachers the opportunity to discuss student progress, curriculum effectiveness, parent interactions, technology usage and/or concerns, and a myriad of other topics. The PLCs will be teacher led, thus providing the environment for authentic discussion and input. The School Leader will be expected to participate in and support PLCs in every way, including responding in a timely fashion to concerns that teachers bring forward during the discussions.

Community Involvement

The entire community will have the continuing opportunity to schedule times to meet with school representatives or to communicate via email through the school website. Providing a welcoming school environment is an important factor for our school, and community inquiries and requests for meetings must be responded to in a timely and respectful manner. This customer service minded message will be included in the professional development that school staff receives.

One of the primary initiatives that ACES Tech will institute in an effort to actively engage the community is the creation of our Professional Advisory Committee. This board will consist of local professionals, primarily in the technology and healthcare fields, who have agreed to support our school and contribute to the academic success of our students. The goal of the board will be to assist the school in accomplishing our mission of preparing students for college and career. One way that the board will do this is by providing information to the school leadership team regarding the workforce needs of the community and how the school might ensure that students are prepared for future opportunities. Another function of the board will be to initiate real world opportunities for students such as facility tours, learning through volunteering, and paid internships with local companies. The board will also be directly engaged with students, including participating in school activities as panelists, tutoring, and providing mentoring to students.

⁶¹ Henderson, A. T., Mapp, K. L., & Averett, A. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: National Center for Family & Community Connections with Schools.

⁶² Epstein, J. L. (2009). School, family, and community partnerships: Your handbook for action. Thousand Oaks, CA: Corwin.

Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify school operation and governance structures that will provide the following:<ul style="list-style-type: none">○ A meaningful opportunity for parental input and participation○ A meaningful opportunity for professional educator input and participation○ A meaningful opportunity for community input and participation;• Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;• Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and• If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

APPLICANT RESPONSE:

Creating and maintaining an educational environment where everyone feels safe and respected is a goal of the ACES Tech founding team. To that end, ACES Tech will have a complete grievance and concern resolution process in place for all parents, students, and community to utilize when necessary. To ensure that discrimination has not occurred, ACES Tech employees will be directed to investigate all grievances and concerns, regardless of the form in which the concern was submitted or manner stated. The core tenants of the process are outlined as follows.

Mutual Resolution of a Concern

An individual who wishes to address a concern may first take the step of requesting to participate in a voluntary conversation between themselves and the accused individual. Both the complaining individual and the accused individual may be accompanied by a person of their choice for support during the discussion. If both parties conclude the discussion with a mutually acceptable resolution, then no further action need be taken. If the parties do not agree on a resolution, then the next step would be to file a formal grievance.

Filing a Grievance or Concern

Any person may file a grievance of concern at any time. Complaints may be submitted via postal mail or via email and should be addressed to the School Leader. The grievance or concern should include the following:

1. Be written.
2. Include the printed name of the filer of the grievance, and/or their parent/guardian.
3. Be signed by the filer of the grievance and/or the parent/guardian.
4. Contact information for the filer of the grievance, including mailing address, phone number, and email.
5. The name of the person being accused.
6. A description of the grievance or concern, including dates, places, witnesses, and other pertinent details.
7. A description of what the filer of the grievance deems as acceptable resolution (when appropriate).

Review Process

All grievances will be given an impartial review via the following steps. The School Leader will complete the review, and will make a sincere effort to adhere to the stated timeline.

1. Review the written grievance and included information.
2. Collect pertinent data and evidence. This step should take no more than 10 business days of the grievance filing date.
3. Meet with the filer of the grievance to discuss the findings and potential next steps and/or resolutions. This step should occur within business 15 days.
4. If the filer of the grievance agrees with a presented, or arrived at, resolution, then the resolution should be enacted and the filer will receive a copy of the resolution. This step should occur within 20 business days.

5. If the resolution involves direct communication between the filer and the accused, then they may each be accompanied by a person of their choice for support during the discussion. The School Leader may act as mediator or an outside professional may be utilized.
6. If the two parties are unable or unwilling to reach a mutually agreeable resolution, then the School Leader will make a determination as to the resolution of the grievance and copies of the resolution will be provided to both parties within the 20 business days.

Appeal Process

If the filer of the grievance does not feel that an acceptable resolution has been reached, then they may appeal to the ACES Tech Governing Board. The Governing Board will review the grievance and provide the filer with a written response within 30 days of the filing of the appeal. The Governing Board's decision regarding the grievance will be considered final. Any student or parent who is not satisfied with the Governing Board's decision may attempt an appeal to the State Department of Education via their processes.

Accessible, Fair, and Timely Process

The grievance and complaint resolution process information will be made available to students, parents, and the community utilizing multiple means of communication. This will include access via the school website as well as paper copies upon request. Key aspects of the procedure will be translated into the language of our students, parents, and community when verifiable translation is possible. Google translate may provide acceptable unverified translation due to its range of language options.

The purpose of this process is to provide an accessible, fair, and timely resolution process to all students, parents, and community members. In no way should the initiation, or appeal, of a concern cause a negative reflection on the individual's status as an ACES Tech student, parent, or community stakeholder. A person who retaliates against anyone who initiates the grievance and concern process may be subject to disciplinary action.

The timelines described for completing the investigation in 10 days, meeting the filer of the grievance within 15 days, and reaching resolution within 20 days, are meant to ensure a timely conclusion to the grievance or concern. All attempts should be made to meet those timelines.

McKinney Vento

ACES Tech will ensure that our grievance and concern resolution process meets the guidelines of the McKinney-Vento Act and NMAC 6.10.3.8 and 6.10.3.9 as relates to students experiencing homelessness. The School Leader will act as the school's initial homeless liaison. Efforts will be made to resolve any grievances initiated by homeless students or parents via the aforementioned process. If the student or family is not satisfied with the School Leader or Governing Board's decision, then they may further appeal to the State Department of Education. ACES Tech will forward the grievance statement, and the State's dispute resolution form, and the final resolution, to the Department of Education's homeless liaison within 5 calendar days. The filer of the grievance may also select to appeal directly to the Department of Education by forwarding the pertinent information within 5 calendar days.

ACES Tech leadership will understand that if a student experiencing homelessness files a grievance related to enrollment, then the student is to be enrolled immediately and provided the opportunity to participate fully in the school. The McKinney-Vento rights will be provided to any student and/or guardian experiencing homelessness. It will include contact information for the ACES Tech homeless liaison as well as other information required by law.

Special Needs

The State Department of Education provides parents of students with disabilities a number of processes by which to resolve grievances and concerns (NMAC 6.31.2.13.G). ACES Tech will work to create and maintain positive working relationships with all students and families. This will include following federal and state guidelines relating to education students with special needs. If and when a student or parent expresses a concern regarding the appropriateness or implementation of a student's Individualized Education Program (IEP), the following steps are available to help come to a resolution.

- IEP grievances or concerns may be resolved informally by convening a new IEP meeting at any time.
- The state's special education bureau (SEB) will provide a third party mediator when a request is made by parents and schools.
- A parent may file a grievance with the state SEB directly, and select a Facilitated IEP (FEIP) meeting or mediation.
- A parent, or the school, may also file for a due process hearing with the state.

ACES Tech will comply with all state law regarding the resolution of grievances involving students with IEPs. We will take steps to ensure that information about our grievance and concern resolution procedures will be communicated to students with disabilities, parents, and the community. Per the Americans with Disabilities Act (ADA) of 1990, we will ensure that students and parents with disabilities are furnished with adequate aids which allow them to participate in the grievance process. In order to ensure legibility, the grievance may be transcribed by a supporting school official when necessary.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties; • Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; • Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and • Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment/enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

The ACES Technical Charter School (ACES Tech) founding team has established the goal of enrolling 125 students per year, every year. In order to accomplish this goal, we have created a community outreach and student recruitment plan. Albuquerque has a number of established schools for parents to consider, from traditional middle to charter to private schools. In order to raise community awareness of our school, ACES Tech will need to launch a student recruitment process immediately following the approval of our charter proposal. Our budget has funds allocated for marketing the school to the community beginning in our implementation year. The work that we have done building relationships throughout the initial proposal process provides us with a formidable start to our student recruiting. Our proposed Governing Board members, School Leader, and Office Secretary will work to continue that momentum going forward.

Prospective Student Outreach and Recruitment

The ACES Tech community outreach effort begins with our mission: All ACES Technical Charter School students will experience a challenging and exciting education and will graduate exceptionally prepared for any college and career of their choice. We will share our mission during our community outreach campaigns and we believe that it will resonate with parents and students throughout the Albuquerque region. Our goal is to create an environment and educational program in which any student will be inspired to dream big and achieve at their highest level. Our curriculum will have particular focus on the development of skills for the STEM fields, but that will not preclude students who have other interests from being successful in our school. ACES Tech will be a school where parents can feel confident that their child will gain a strong academic foundation while growing the social emotional and leadership skills necessary to succeed in their post-secondary endeavors.

Everyone is a Recruiter

Recruiting our future students will be the responsibility of our entire school community. Our Governing Board, School Leader, school teachers, staff, parents, and community partners will all play a role. For our initial class of students, the Governing Board and School Leader will spread the word about the school through their personal and professional networks, as well as actively participate in community based functions and events. This will include reaching out to the parents at all elementary schools which end at 5th grade, particularly in our target ZIP codes. Our community partners, including our Professional Advisory Committee members and supportive local organizations, will be provided with information which enables them to share the school with parents of prospective students. We anticipate that many of the parents who register their students for our lottery will do so based upon a trusted personal reference. Thus, as new parents begin to sign their students up for the annual lottery, we will encourage them to spread the word about the school within their networks as well. Personal contact and positive references will be important means for achieving our enrollment goals, and we will work to utilize everyone in our school ecosystem to support this effort.

Using Multiple Modes of Media

ACES Tech will also utilize traditional means of advertising and informing the public of our school. We will utilize part of our budget for advertising in local newspapers and on billboards. We will purchase ads in local magazines as well, particularly child centered and technology focused publications. Our goal

will be to build our brand and to let the community know that we will be a school of choice for any parent who wants their child to be prepared for the technology and health care careers of the future. In addition to traditional advertising, ACES Tech will naturally utilize technology to spread the mission about our school. Email campaigns, social media messages and blogs, tweets, etc. will be important means for connecting with the community and keeping them informed of our events and activities. Lastly, we will develop a strategy for using YouTube videos to promote the various attributes of our school. In the spirit of inclusion and respect for our diverse community, we will work to provide our communications in multiple languages. We intend to use this wide range of media to help us ensure equal access to information for families throughout Albuquerque.

Reaching Underrepresented Groups

The ACES Tech founding team considers it very important that we recruit AND retain a student population that is both racially and economically diverse. The purpose for selecting the three target ZIP codes, 87106 87108, and 87123, was to accomplish that objective. In addition to being majority Hispanic, these three ZIP codes contain the highest percentages of African American and Native American residents in Albuquerque. Two of these ZIP codes are in the top three in terms of percentage of Asian American population.⁶³ While the entire target area is indeed diverse overall, attending the neighborhood association meetings has revealed that there are very definite racial divisions among the many neighborhoods. Almost every association meeting was completely homogenous, either all white, black, or Hispanic. Despite this reality, all of the neighborhood associations members expressed the need for better educational options for student and supported our plan to open a STEM focused school on the southeast side. Members of several neighborhood associations completed our one page survey, providing us with direct input as to what they hoped for in a school. These data points provide us with important information about the various southeast Albuquerque neighborhoods and will inform our recruitment strategies going forward.

Open to All

ACES Tech will market the school to the entire Albuquerque community. All students will be welcomed to apply to our annual lottery process, including those from any racial or ethnic group, gender, economic background, religious background, or any other identity factor. We anticipate that our technology and healthcare (STEM) focus will attract a number of parents who are more affluent and currently work in those career fields. Our effort to emphasize recruiting in neighborhoods where the populations are more racially diverse, and lower in the income spectrum, is meant to increase the overall education opportunities for all students. We believe that our strategy of including our entire school community in our student recruitment effort will help us to achieve a student population that is truly reflective of the southeast Albuquerque neighborhood population that it is our goal to serve.

Evaluating Effectiveness and Making Adjustments

Evaluating the effectiveness of our student recruiting campaign can be done in very objective terms. An important initial measure will be the total number of families who express interest in enrolling and who submit applications for our annual spring lottery. We will track this number electronically on an ongoing basis, utilizing either Excel or a lottery management software, up to the date of the lottery drawings. This data will be disaggregated by subgroup, such as race and neighborhood, based upon the information provided by the families. The goal each year will be for the number of applicants to exceed the 125 students that we intend to enroll. After the lottery, the next two measureable indicators will be the number, and percentage, of accepted students who actually accepts their seat in the upcoming class. This information will be disaggregated by subgroup as well. Finally, once our full class of 125 students is known, our School Leader will produce a report which describes the demographic details for

the group. This report will include the recruitment results from each stage of the enrollment process, and will be provided to the Governing Board for discussion and planning for the following year.

The ACES Tech founding team will honor each dollar that the public entrusts us with, thus an important measure regarding our student recruitment effort is the level of financial efficiency achieved. One way that efficiency will be measured by comparing the budget resources spent and the revenue generated by the students enrolled. Every student that enrolls in our school increases the amount of per pupil SEG dollars that we receive from the state. If we can produce \$200,000 in SEG revenue for a \$20,000 marketing investment, that may be considered a great return. We will also look for ways to continuously improve our financial efficiency. An example indicator would be if we can achieve our lottery applicant and admission acceptance numbers each year while decreasing the amount of dollars used for marketing. Those types of improvements can be used to increase funding allocations for other areas, such as personnel, academic opportunities, and additional supports for students.

In order to understand and improve the way that our community experiences our student recruiting efforts, ACES Tech will also collect subjective feedback information from our admitted parents and students. Parents will be asked about their impressions of the school prior to signing up for the lottery, as well as their experiences interacting with school representatives throughout the enrollment process. This information will be used to inform our recruitment processes, methods, and messaging in future years.

Recruitment Timelines

Recruiting students for our school will be a year round activity. Every event that we sponsor in our school, or attend in the community, will be another opportunity to highlight the awesome attributes and successes of our school. Upon receiving authorization approval, our School Leader will begin the process of completing our school logo and website. Once the website is online, the School Leader will make the enrollment interest form available for interested parents of fifth grade students. The School Leader will keep parents and the entire community aware of the school's forward progress through the implementation year, including the window for submitting applications and the date of the school lottery. The fall of 2019, immediately following authorization approval, will be the time when the Governing Board and School Leader begin to quickly ramp up our community presence, outreach, and open recruiting of our first cohort of 125 students. Figure 82 displays a number of the anticipated action steps, timelines, champions, and budget amounts. We feel that these activities will give us a strong opportunity to meet or exceed our goal for applications. Lastly, we anticipate earning the Charter School Program grant, in which case these costs will be covered by those funds. Otherwise, we will need to raise the necessary funds ourselves through donor grants and the community.

Figure 82: Anticipated Student Recruitment Actions Steps

Action Steps	Timelines	Champion	Budget
Talk to professional and personal networks.	Planning Year and ongoing	Governing Board School Leader	\$0
Attend community events.	Fall 2019 and ongoing	Governing Board School Leader	\$0
Complete the school website.	September 2019	School Leader	\$1,000
Publish enrollment interest form. Ensure translated.	September 2019	School Leader	\$300

Speak at neighborhood association meetings and other community organization meetings.	Fall 2019 and ongoing	School Leader	\$0
Purchase paper media ads in news and magazines	Fall 2019 and ongoing	School Leader	\$3,000
Implement a social media campaign (messages, blogs, tweets).	Fall 2019 and ongoing	School Leader	\$500
Create and publish YouTube videos.	Fall 2019 and ongoing	School Leader	\$300
Make application available online. Ensure translated.	November 2019	School Leader	\$300

⁶³ Zip Atlas. (2018). Zip Code Atlas, Area Code, City & State Profiles. Retrieved from various pages within zipatlas.com: <http://zipatlas.com/>.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs; Describe: <ul style="list-style-type: none"> how the plan is tailored to ensure equal access to the school why the plan is likely to attract a student body that is demographically reflective of the local community and school district; Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and Explain why the recruitment and enrollment timelines are reasonable.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and **support equal access** to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.

APPLICANT RESPONSE:

ACES Tech will strive to enroll a student population that is reflective of the diverse Albuquerque community. Our recruitment and enrollment processes will be fair to all and will be implemented in compliance with New Mexico State statutes. ACES Tech will not discriminate on the basis of race, color, national origin, gender, disability, age, or any other factor in our enrollment and lottery processes, educational programs, and activities. All students are welcome to submit our enrollment materials, and will be given a fair opportunity to enroll. ACES Tech will not create overt, or covert, selection criteria or barriers which dissuade any students from pursuing a seat in our school.

As a start-up school, NMSA 22-8B-4.1A states that ACES Tech will have the option of enrolling students on a first-come, first served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the school. In all subsequent years, per NMSA 22-8B-4.1B, ACES Tech will give preference to enrolled students who intend to return the following year and to siblings of currently enrolled students. ACES Tech will follow this process as described in statute, with all current students and any siblings receiving preference for enrollment in each following year. For all others seeking admission, the goal of the lottery is to provide all applicants with an equal chance of being admitted. The formal lottery process will be established and approved by the Governing Board after authorization. Input for the lottery process will be sought from the community and our legal counsel.

Pre-lottery Entry Procedures

ACES Tech will ensure that our lottery processes are well defined in preparation for our annual enrollment lottery. Roles and responsibilities will be determined and assigned as a means of avoiding process errors on the day the lottery is held. The School Leader will hold overall responsibility for managing the enrollment process and lottery, and will be assisted by Governing Board members, staff, and designated volunteers as needed. Precautions will be taken to assure parents that no conflict of interest exists during the process, such as a parent or relative of an applicant participating in the lottery drawing. In addition to separation of duties, the School Leader may opt to conduct a practice lottery in front of neutral observers in order to confirm the robustness of the overall process.

ACES Tech aspires to be a school of choice for both parents and students in Albuquerque. It will take time to build our results and reputation, thus student recruitment will be a year round activity. Upon authorization, the ACES Tech School Leader will continue to conduct meetings, pursue partnerships, and attend community functions as a way of expanding our presence and brand. During the time between authorization and the lottery, we will begin distributing specific enrollment process information to families and stakeholders. This will include physical items including printed materials such as flyers and giveaway items such as branded ink pens and magnets. Information will also be disseminated via the internet, including on our website, email lists, and social media sites. The goal will be to cast a wide net over the community in order to ensure that a broad number of potential students and families are aware of ACES Tech and our enrollment process. All interested parents will be encouraged to submit enrollment interest forms during the fall 2019 pre-application timeframe. These forms will be accepted in paper or electronic form, and will be used to build our initial parent contact list.

Parents will be invited to submit formal applications to ACES Tech from January 1 until the first Friday week of April. This means that our inaugural application period will occur from Wednesday, January 1, 2020 until Friday, April 3, 2020. The lottery will occur on the second Friday in April; our first

occurring on April 10, 2020. Our stretch goal is to receive a 60% surplus of applications for our available seats. In our inaugural year, this will equal 200 applications for our 125 sixth grade seats. Achieving our application goal will help to ensure that we fill all of our seats in Year 1, and that we have a strong wait list to fill any seats left open after the lottery. If, by any chance, we were to receive fewer than 125 applications, then all of the students who applied will be admitted to the school. Any students who submit applications afterwards will also be offered admission, in the order received, until all seats are filled.

Lottery

Upon receiving a total number of applications which exceeds the number of available seats, ACES Tech will conduct a randomized lottery process. There are a number of methods available by which to carry out a random selection of students, including manual and electronic. In the fall of 2019, the ACES Tech Governing Board will make the final decision as to which name drawing method will be used for the lottery. The lottery will be held in an open, public forum and the drawing will include the names of all students who have submitted an application. The date, time, and location of the ACES Tech lottery will be made broadly available throughout the community. The School Leader will ensure that multiple communication methods, including physical mailers and electronic media, are utilized to inform all applicants and the community at large.

Once the application deadline has passed, all applications will be compiled and names prepared for the lottery. The School Leader, assisted by the Curriculum lead, will manage the preparation for the lottery. This may include assigning numbers to applicant students' names and creating a key for use during lottery. The parents will also be provided with the students correlating number. One potential human randomizing method of conducting the lottery will be to use a round drum with numbered balls. If using a human randomizing method, care will be taken to alleviate any concerns of tampering with the process. A community volunteer not affiliated with the school will be asked to select the balls from the drum. An example of a computer based tool that we may use for managing our lottery is called School Mint. This program allows parents to submit applications using a cell phone or computer and easily monitor the entire enrollment process. It also randomizes students and accurately selects them for admission. During and after the lottery, the program provides school leadership with data dashboards which display what phase of the enrollment process each parent is currently completing, what schools the applicants are coming from, and whether parents have accepted their offer for admission. There are pluses and minuses to each of these methods, such as community confidence and total cost. We are confident that we will decide on a method that will exceed our goal of implementing the transparent and accurate lottery that our parents want and deserve. In lotteries subsequent Year 1, we will conduct a separate lottery for each grade level that has available seats. Prior to the annual April lottery, parents will be asked to inform the School Leader if they intend to re-enroll their student for the next grade or if they intend to enroll their student into another school. This information will help us to make seats available to other interested families during the lottery process.

Post-lottery Registration

After the lottery is completed, the parents of all selected students will receive an offer for enrollment and an enrollment packet. Any parent that is not present will receive up to three acceptance notification phone calls and the letter and packet will be mailed to them. All accepted families will have two weeks from the date of the lottery to sign the offer letter and complete and submit the packet. The ACES Tech School Leader will hold two parent information sessions during the two week post-lottery window. Parents will be welcome to attend and ask questions or receive clarification on any enrollment or school related topic. Support will be on hand to help parents to complete the enrollment packet.

In an effort to provide customer service to families and to build a positive relations, ACES Tech will take a proactive approach completing our enrollment requirements. We recognize that some parents may not understand the entire process or have all of the required information in their immediate possession. Instead of punishing parents who do not complete the packet on time, we will use the signed offer letter as their commitment to enroll their student and focus on providing the support that they need to provide all of the required information. After families have submitted their enrollment packets, the information will become a part of the permanent school records and each student's cumulative file. ACES Tech staff will then begin the process of obtaining official education records from prior schools and initiating the process of creating the information if the student's previous education records do not exist or cannot be obtained.

Waitlist Maintenance and Entry

Once all available seats are filled, the names of the remaining applicants will be drawn in order to create a wait list. All parents, present and not present, will be notified of their student's position on the wait list. Once two weeks have passed, failure of any parent to minimally sign their offer letter and provide evidence of beginning to complete the packet will result in the seat being offered to the next student on the wait list. Parents of admitted wait list students will have one week to sign their offer letter and submit the enrollment packet, or the seat will again be offered to the next waitlisted student.

If any parent decides to decline their admission after submitting the enrollment packet, their seat will be offered to the next student on the wait list. In all, any seat that opens up post lottery, for any reason, will be filled according to this process. Likewise, any student who does not attend school during any of the first 3 days of school will be considered a no-show. The school will place a call to the parent upon each absence, and if the student is absent with no viable excuse then they will be removed from the roll and their seat will be made available to the next student on the wait list. In the case that a student leaves the school mid-year, their seat will be offered to a student on the wait list. If seats remain after exhausting the wait list, then ACES Tech will continue to admit students as they submit applications throughout the year.

If a student applies to ACES Tech mid-year, their name will be added to the bottom of the wait list. One exception is if the new applicant student has a sibling at our school, in which case the Governing Board policy might state that the sibling will be placed at the top of the wait list.

Equal Access

All of the ACES Tech enrollment processes, from recruiting to application collection to enrollment, will be designed to be fair and accessible to the entire Albuquerque community. Our School Leader and Governing Board members will present our school as being an open and inviting place where all students will receive a challenging and exciting educational program. To promote expanded access, our enrollment information will be distributed via paper and online, and in multiple languages.

Leading up to the lottery, families will be kept up to date on the status and progress of school enrollment. During the application phase, the School Leader and other staff will be available to support parents who are making the important school selection decision. At the lottery, efforts will be made to ensure that families trust the integrity of the process and are at ease with the results. Post-lottery, parents will receive support for completing their enrollment packet at the two post-lottery information sessions. We will use electronic means to keep families informed of their wait list status throughout the summer and into the new year. All of these efforts will be implemented to encourage a positive overall enrollment process.

In the spirit of using data to drive decisions, steps will be taken to promote continuous process improvement. Throughout our recruiting efforts, parents will be encouraged to ask questions and provide feedback about our processes. Our School Leader will analyze the applications to identify what

neighborhoods and schools interested students are coming from. During the lottery, ACES Tech staff members, or volunteers, will be assigned to record all enrollment selections and take minutes of the event for our records. These minutes may be used to help improve the process for future lotteries.

In the interest of equity, the Governing Board process should contain remedies for potential errors which might occur during the lottery. In the case where a lottery process error is found which is the fault of the school, the School Leader will take the lead in resolving the error. If the error only affected one or a small number of students, the resolution may consist of placing the affected students at the top of the wait list or admitting a student despite having reached capacity. If the error is found to have affected many students, then the remedy may involve repeating the entire lottery. The policy should mandate whichever remedy is in the best interest of fairness to all involved.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties; • Describe each of the steps of the process to include the following: <ul style="list-style-type: none"> ○ Pre-lottery entry ○ Lottery ○ Post-lottery registration ○ Waitlist maintenance and entry; and • Describe how the lottery process supports equal access to the school.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE:

A conflict of interest exists when a Governing Board member or employee of ACES Tech has a personal interest that may influence him or her when making a decision for the school. New Mexico statute 22-8B-5.2 addresses charter Governing Board conflicts of interest. The law primarily addresses financial conflicts, but there are other types of conflicts that may exist as well, e.g. a Board member takes a position that is contrary to the school's mission. While it is not possible to avoid all potential conflicts of interest, ACES Tech has drafted a Conflict of Interest Policy which meets each component of the state statute. The ACES Tech Conflict of Interest Policy is submitted with this proposal as Attachment D. The required Conflict of Interest Disclosure Form is included as Attachment E.

Every Board Member and employee will be expected to abide by the Conflict of Interest Policy. The Conflict of Interest Policy outlines the process for individuals to disclose conflicts, or potential conflicts, of interest. It also provides guidelines for the Board to follow when for determining whether a conflict exists. When a conflict is found, the policy establishes rules and exceptions around discussing and voting on relevant transactions. It also provides guidance for recording minutes when a transaction with a conflict of interest is considered by the Board.

Meeting NMSA 22-8B-5.2

Parts A and B of the state statute are included verbatim within Article VII, section 1 of the ACES Tech Conflict of Interest Policy in order to ensure that those components are met. Part C is included verbatim as Article VII, section 2 of the ACES Tech Conflict of Interest Policy in order to ensure that it is met. Part D of the statute is included verbatim in Article X, within the definition for Relative, to ensure that it is met.

Disclosure and Penalties for Violation

Disclosure of conflicts of interest is an important part of following the policy with fidelity. It is also important for ensuring that the school's interests are protected. If any Board member or employee is found to have not disclosed or violated the Conflict of Interest Policy, they will be subject to discipline up to and including potential removal or dismissal. They may also be held accountable for any financial loss that the school has incurred due to the violation. ACES Tech has drafted the following disclosure statement, which will be read and signed annually by each Board Member, Officer, and key employee of the school.

Conflict of Interest Disclosure Statement

Please initial in the space at the end of Item A or complete Item B, whichever is appropriate; complete the balance of the form; sign and date the statement; and return it to the Board Treasurer.

A. I am not aware of any relationship or interest or situation involving my family or myself that might result in, or give the appearance of being, a conflict of interest between such family member or me on one hand and ACES Technical Charter School on the other.

Initials: _____

B. The following are relationships, interests, or situations involving me or a member of my family that I consider might result in or appear to be an actual, apparent, or potential conflict of interest between such family members or myself on one hand and ACES Technical Charter School on the other.

Initials: _____

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;• Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011); and• Include all forms the governing body will or may be required to submit pursuant to the policy.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

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

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE: N/A.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; • Describe, in detail, the relationships; • Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; • If any such relationships exist identify the following: <ul style="list-style-type: none"> ○ The specific, identified organizations ○ Contact information for that organization ○ Specific individuals in the organization that will be associated with the proposed school; and • Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE: N/A.

Total Points Available	Expectations
4	<p>A response is only required if relationships were identified in questions I.(1)</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all MOUs or formal agreements that are attached in Appendix D; • Include proposed formal agreements or MOUs that are signed in Appendix D; and • Identify the responsibilities, activities, and costs of both sides.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers, specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission and the educational program and curriculum**. For further information please see the following link:

<https://webnew.ped.state.nm.us/information/waivers/>

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	<input checked="" type="checkbox"/>	<p>According to NMSA 22-10A-20(C), "The average class load for an elementary school teacher at an individual school shall not exceed twenty-four students when averaged among grades four, five and six"</p> <p>The grade configuration for ACES Tech will be 6 to 12, thus our school will have one grade level which falls under the statute. Our class load plan calls for each teacher to instruct 25 students per class period. The daily teaching load for our teachers in grades 7 to 12 will be 125 students, well below the state maximum of 160 students.</p> <p>This waiver will permit us to maintain a balanced schedule for all teachers and students. The funds not used to hire additional instructional support will be used to support resources for ancillary and social emotional supports for students who need them. Supporting the overall physical and socio-emotional health of our students will keep them at a level of positivity where they can learn and participate productively with their peers. Positive intervention supports student performance and thus our mission of ensuring that all students are on pace for college and career readiness at every stage of their education.</p>
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input type="checkbox"/>	Click here to enter text.
Staffing pattern	<input type="checkbox"/>	Click here to enter text.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input checked="" type="checkbox"/>	<p>According to NMSA 22-15-8(B), "Pursuant to the provisions of the Instructional Material Law, each school district, state institution or private school as agent may select instructional material for the use of its students from the multiple list adopted by the department."</p> <p>ACES Tech has reviewed the Instructional Materials lists and identified several curriculum items which will</p>

		fit our needs. We anticipate that the NM adopted list may contain materials for most of our future courses. However, we wish to request a waiver to prepare for exceptions. We intend to offer a wide range of STEM courses to our students and we anticipate the need to purchase materials that are not on the adopted list. Our mission is to provide a challenging and exciting STEM curriculum, ensuring that our students are college and career ready. Example of potential course materials include those related to electronic circuit analysis or robot design and programming. New discoveries are made all the time, and the state's multi-year adoption cycle may not keep up with these fast changing areas.
Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School Leader duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input type="checkbox"/>	Click here to enter text.
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.

Total Points Available	Expectations
3	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all non-discretionary waivers that will be utilized; Describe how the non-discretionary waiver will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum; Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum how the school will meet the requirements for being granted a discretionary waiver.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

K. Transportation and Food.

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are supported by the proposed budget.

For further information, please see the following link:

<https://webnew.ped.state.nm.us/bureaus/transportation/>.

APPLICANT RESPONSE:

ACES Technical Charter School (ACES Tech) has the mission of providing all students with a challenging and exciting educational experience and ensuring that all students graduate prepared for the college or career of their choice. In order for us to achieve our mission, students need to attend school regularly and arrive on time or they will miss valuable instruction. ACES Tech will welcome any student, from any part of the Albuquerque region, to apply to our annual admission lottery. In order to promote greater economic and racial diversity in our school, we plan to place our recruiting focus on the southeast side of Albuquerque. Among the 12 elementary schools in our target ZIP codes (87106, 87108, and 87123), the percentage of economically disadvantaged students ranges from 33% - 100%, with an average percentage of 80%. Offering a transportation option may ease the burden on families and students who live further from our future school location. We anticipate that about 30% of our students will utilize the school bus transportation if offered. In order have the necessary funding to provide transportation in Year 1, we will need to receive the Charter School Program (CSP) grant administered by the state of New Mexico. We would receive a transportation reimbursement from the state starting in Year 2.

ACES Tech has contacted the transportation department at Albuquerque Public Schools to inquire about contracting with them for transportation. Their representative, Royce Binns, replied a bus would cost \$205 per day for the sample bus route that was provided. That would amount to \$37,925 for our 185 school days. We have also contacted Herrera School Buses and Coaches, Inc., a private transportation company, to inquire about their services and costs. Their representative, Angela Lussier, replied that transportation for our students could be provided for \$250 per bus per day. Our master schedule includes 185 instructional days which leads to a total of \$46,250. Additional bus services will be required for field trips and activities that students will engage in throughout the year. We anticipate 15 field trips and activities during the year, which will add \$3,750 to the annual total. If approved, we will revisit these contacts for a current quote as the 2020 school year approaches. We will also investigate the potential benefits and any drawbacks related to leasing or purchasing a bus and hiring our own licensed and qualified bus driver. We will also take into account that any busses we use must be compliant with the Americans with Disabilities Act.

As part of our lottery application process, parents will indicate whether they are interested in taking advantage of school bus transportation for their student. Once our initial cohort of students is admitted, we will know the exact addresses of the students who would like transportation. This information will allow us to create a bus route which best serves our students. The School Leader will lead the effort to procure bus services and determine the bus route(s) and pick-up/drop-off points. The School Leader will communicate the final transportation plan to all families and keep them informed of any changes or updates.

The School Leader will complete a draft of policies and procedures related to transportation. They will be expected to utilize best practices from schools in Albuquerque and throughout New Mexico. The draft policies and procedures will be submitted to the Governing Board for final approval and then communicated with families and students via the parent and student handbook. All policies and procedures will follow state statutes and guidelines, including, but not limited to, following all

transportation procurement guidelines, providing any required transportation services for all eligible students, and ensuring that drivers are properly trained on current processes and mandates. We will also ensure that our busses are fully operational, clean, and regularly inspected for safety per state law.

Since transportation costs will not be reimbursed until Year 2, the ACES Tech budget provides for the total cost for Year 1. In the absence of acquiring another source of revenue, we will need to use the CSP grant to fund this expense (Fund 24146, Function 2700, Object 55112). If we are not awarded CSP funds, we will begin providing transportation in Year 2 when there is more revenue to cover the start-up year (Fund 13000, Function 2700, Object 55112). Please note that transportation will be provided for any special needs student who's IEP requires that they receive transportation, irrespective of whether grant funds are acquired.

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.</p> <p>These are awarded as “preference points” if the school plans to provide to and from school transportation to all students.</p> <p>All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and or contracting needs ○ Hiring or contracting ○ Establishing training needs and inspection process needs ○ Establishing travel routes and pickup/drop off points ○ Establishing transportation policies and practices ○ Identifying student transportation needs; • Identify how the school will fund the transportation plan costs; and • Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

K.(2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

ACES Tech has the mission of providing all students with a challenging and exciting educational experience and ensuring that all students graduate prepared for the college or career of their choice. An important part of achieving this mission is for students to eat healthy meals regularly in order to be prepared to learn and participate at their highest level. Based upon researching the economic data for the community in our target ZIP codes, we anticipate that providing reliable bus transportation and healthy meals will help our students, and thus our school, to be more successful. Among the twelve elementary schools in the target area, the percentage of economically disadvantaged students ranges from 33% - 100%, with an average percentage of 80%. One food service indicator that correlates to the economic data, and informs our desire to provide daily, healthy school meals, is the number of schools in our target area which qualify for the Community Eligibility Provision (CEP). In order to qualify for CEP, a school must have a minimum percentage (≥ 40 percent) of students who qualified for free lunch in the previous year. Among the twelve elementary schools, 67% are currently CEP schools. Figure 83 displays the percentage of economically disadvantaged students and the K-5 elementary schools in our target ZIP codes which had the CEP designation during the 2018-2019 school year. The economically disadvantaged population information was obtained from the Albuquerque Public Schools (APS) and the CEP data was obtained from the APS website as referenced.

Figure 83: Community Eligibility Provision Data

2018-19 APS CEP Data	% Econ Dis	CEP
Apache Elementary	98%	Yes
Bandelier Elementary	38%	No
Emerson Elementary	96%	Yes
Hawthorne Elementary	98%	Yes
La Mesa Elementary	99%	Yes
Lowell Elementary	100%	Yes
Manzano Mesa Elem.	58%	No
Monte Vista Elementary	33%	No
Montezuma Elementary	99%	Yes
Tomasita Elementary	98%	Yes
Whittier Elementary	94%	Yes
Zia Elementary	52%	No
Average % / Total %	80%	67%

Source: Albuquerque Public Schools Website. Retrieved on 3/27/2019 from: <https://www.aps.edu/food-and-nutrition-services/documents/cep-sites>

Plan for Establishing Food Services

The ACES Tech School Leader will work with the Governing Board to establish a timeline for developing and implementing a food service plan for our school. The School Leader will lead the drafting

of a Request for Proposals (RFP) as part of our effort to identify and partner with a capable and high quality food service management company. Once approved by the Governing Board, the RFP will be made public on March 2, 2020 and responses will be due by March 30, 2020. During the time that the RFP is out for bid, there will be a question and answer period to answer any questions that potential bidders may have. If our facilities are at a point where we can facilitate a tour, then all potential food service bidders will be required to tour our facility as part of the RFP process. The RFP bid evaluation team made up of the School Leader, the Curriculum Lead, and a volunteer from the community, will make a final decision regarding our food service provider by May 4, 2020 and present the selection to the Governing Board for approval. Once approved, the food service contract will be awarded.

ACES Tech will strive to ensure that all of our school vendors meet or exceed all guidelines and best practices for quality food service delivery. Companies that bid on our RFP must meet all required timelines and present themselves in a way that demonstrates the required knowledge and expertise. Included in the RFP will be a detailed per meal and annual cost breakdown, with direct and indirect service fees. Each company will need to demonstrate their capacity and resources to serve the necessary number of meals throughout the year. They will also need to explain their experience with the School Breakfast and National School Lunch Programs. In addition to partnering with a high quality vendor, ACES Tech intends to take the steps to become a food service authority. This distinction gives us the responsibility for reporting the monthly account of meals to the state for reimbursement. Being a food service authority also allows us more decision making power regarding factors such as the hiring of food service workers and the selection of menus towards healthier choices for students.

The ACES Tech food services plan will account for serving healthy meals to students with dietary restrictions. These restrictions might be identified in a special needs student's Individualized Education Program (IEP), dictated by a doctor's order, be due to an allergy, or may exist for religious reasons. According to Food Allergy Research and Education, one in thirteen children have a food allergy, and 40% of children with food allergies are allergic to more than one food. In addition, the prevalence of peanut and tree nut allergies has appeared to grow dramatically.⁶⁴ All student dietary restrictions will be requested from families through the lottery admission process. The Data and IT Coordinator will produce a report which displays the dietary restriction, if any, of each child. The ACES Tech School Leader will ensure that the school staff and the food service vendor have current information regarding student dietary restrictions. General signage and information will be shared with students to ensure that they are aware that some people have food restrictions and to be conscientious when sharing foods with friends.

The ACES Tech founding team has made contact with one food service provider, John McCarthy at Canteen of Central New Mexico. Canteen is one of the 16 vendors on the approved FSMC vendor list for 2018-19. We asked if he could provide a ballpark quote for the purposes of completing our initial budget. Mr. McCarthy replied that while he could not provide a detailed quote outside of the official RFP process managed by the state, he would recommend conservative figures such as \$3 for each breakfast and \$3.50 for each lunch. These numbers are good if one wants to be on the conservative side. We also checked the internet for current federal food reimbursement data and were able to find values of \$2.14 for breakfast and \$3.33 for lunch. This equates to \$5.47 per student per day and we have used that value for initial budget. While we are looking forward to analyzing the excellent food service vendors here in New Mexico, we will be sure to strictly follow the RFP process managed by the Student Success and Wellness Bureau of the PED.

In order to have the capacity to provide quality daily meals for our students, ACES Tech will need to invest in food service equipment. Food service providers may have varying requirements and/or recommended specifications regarding necessary equipment, so we will make our final determinations after the food vendor is selected. Some of the equipment that we expect to have to purchase includes: a food warmer, a large refrigerator, a milk cooler, a salad bar, and line serving equipment. We anticipate

partnering with a food service provider who will deliver pre-packaged meals, which can be easily distributed during the daily lunch and Tech Time period. The building that we are currently considering already has the necessary food service appliance on site, thus we did not budget for those items pending our final facility location decision.

Food Services Plan

Based upon the income and CEP data for the elementary schools in the target ZIP codes, we anticipate that a large percentage of our students will qualify for free and reduced price meals. In an effort to ensure that every student eats a nutritious breakfast and lunch every school day, ACES Tech will apply to participate in the National School Lunch Program and School Breakfast Program. The program allows schools to get reimbursements for serving breakfasts and lunches, which meet federal requirements, to all eligible students. In order to maximize the identification of families and students who qualify for free and reduced lunch, we will strongly encourage families to provide one of the required forms of evidence of income. In our first year, the School Leader will manage the school meal communications, applications, and processes. When we are able to hire a second administrator, they will assume those duties. In order to simplify the food service process while increasing the number of students we serve, our school will apply for the CEP program as soon as we are eligible to do so. If our school qualifies for the CEP program, then all students, irrespective of income, will be eligible for free meals. If our school does not qualify for CEP, then children whose families who are in the highest lunch program income bracket will pay full price for their meals.

ACES Tech will meet or exceed all federal and state requirements related to our school meal program. We will maintain all data associated with serving school meals, including disaggregating the data by free, reduced, and paid categories. We will also document all efforts to pursue family information and all financial transaction details related to the meal program. We will also analyze the data by race and subgroup in order to review any trends or information that may inform our professional development, community engagement, and or resource allocations throughout the year for subgroups of students.

Funding the School Meal Program Prior to Reimbursements

Due to the delay before receiving the first reimbursement for meals served to students, ACES Tech anticipates that we will need to include the costs associated with meals served early in the year in our annual budget. We anticipate that we will need to provide breakfast and lunch to our students for the first 11 weeks of school, equating to 59 days of school. The School Leader will submit our monthly reimbursement request at the end of August, and we anticipate receiving our first reimbursement by October 19, 2020. At a rate of \$5.47 per day for breakfast and lunch, the total budgeted amounts for the first 5 years are displayed in Figure 84. ACES Tech will pursue private gifts to help pay for the student meals during the anticipated annual pre-reimbursement time frame.

Figure 84: Anticipated Budget Requirement for Pre-Reimbursement School Meals

School Year	Student Enrollment	Anticipated Budget Requirement
Y1: 2020-2021	125	49 school days * \$5.47 * 125 students = \$33,504
Y2: 2021-2022	250	49 school days * \$5.47 * 250 students = \$67,008
Y3: 2022-2023	375	49 school days * \$5.47 * 375 students = \$100,511
Y4: 2023-2024	500	49 school days * \$5.47 * 500 students = \$134,015
Y5: 2024-2025	625	49 school days * \$5.47 * 625 students = \$167,519

⁶⁴ Facts and Statistics. (n.d.). Retrieved March 29, 2019, from <https://www.foodallergy.org/life-with-food-allergies/food-allergy-101/facts-and-statistics>

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer food services at the school. These are awarded as “preference points” if the school plans to participate in free and reduced lunch programs.</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and/or contracting needs ○ Hiring or contracting ○ Establishing training and inspection process needs ○ Identifying and completing relevant program application and reporting requirements; • Identify all federal and state food service programs the school plans to participate in; • Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and • Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/legacy/pdf/planning/Con2_PSFA_Ed_Specs-FMP_Contract%20_Rev_03-05-15.pdf

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

APPLICANT RESPONSE:

The ACES Technical Charter School team submitted our Facilities Master Plan and Public School Facilities Authority (PSFA) checklist on Wednesday, April 10, 2019. The PSFA responded on April 18, 2019 with an approval letter for the proposed ACES Tech Specs. The documents are attached in Appendix E.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; and • Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

Determining Facility Needs

The quality of a school's facility can have a major effect on the entire school community, particularly the students. In order to meet our mission of providing a challenging and exciting educational experience to all students, ACES Tech will need to secure a high quality and highly functional educational facility. To ensure that we meet state facility requirements, we have reviewed the relevant components of New Mexico NMAC 6.27.30. That code outlines the capital outlay adequacy standards for all public schools, and we used it as a guide when creating our facility square footage plans. Figure 85 displays the three facility square footage scenarios that we anticipated as we began our facility search. We have labeled these the minimal, greater, and ideal square footage plans. The size and structure of buildings throughout our target ZIP codes varies greatly, and preparing these three scenarios gives us a clearer picture of what school spaces we will gain or lose due to anticipated, or unanticipated, square footage constraints. Please note that a facility not having the square footage desired in the greater and ideal scenarios does not preclude an activity from occurring, it may merely cause the implementation team to be more creative in our use of space. There will undoubtedly be opportunities to utilize particular spaces in multipurpose ways.

In accordance with New Mexico charter school law, all interested families and students will be encouraged to apply to the ACES Tech enrollment lottery. In an effort to maximize the economic and racial diversity of our student body, we will target our marketing and recruitment in three Albuquerque ZIP codes: 87106, 87108, and 87123. To assist in our search for a facility in this target area, the ACES Tech team is working with Debbie Dupes, First Vice President, Advisory and Transaction Services at CBRE in Albuquerque. Ms. Dupes has worked with several charter Albuquerque schools in the past as those schools sought out buildings to lease or purchase.

During the search, the CBRE team was able to identify several potential facilities in the ZIP codes that we have targeted. Ms. Dupes also informed us of several buildings that were not in the target area, but still within Albuquerque. The buildings included current school facilities that were being vacated due to relocation, and office buildings and retail buildings which have been unoccupied for some time. After a search in the first week of April in 2019, Ms. Dupes and CBRE identified two buildings in our target area which were available, met our square footage requirements, and could support our academic program. Specific information regarding the two facilities is in Attachment F.

Figure 85 – ACES Tech Facility Square Footage Plans

School Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade Levels	6	6-7	6-8	6-9	6-10
Number of students	125	250	375	500	625
Minimal Square Footage Facility Plan					
Classroom sq. ft. Total	3,500	7,000	10,500	12,500	15,625
Special Education Room	450	450	450	450	450
Physical Education Complex	7,000	7,000	7,000	7,000	7,000
Dining Area (1/3 enrollment)	625	1,250	1,875	2,500	3,125

Kitchen (Serving only)	200	200	200	200	200
Administrative Offices	338	330	330	330	330
Faculty Workspace/Lounge	125	250	375	500	625
Restrooms	500	500	500	500	900
Total Square Footage	12,738	16,980	21,230	23,980	28,255
Greater Square Footage Facility Plan					
Classroom Storage	250	500	750	1,000	1,250
Science Classroom	0	1,000	1,500	2,000	2,500
Science Lab w/equipment	80	80	80	80	80
Special Education Kitchenette	15	15	15	15	15
Music Classroom	500	1,000	1,500	2,500	3,125
Technology Aided Classroom	375	750	1,125	1,500	1,875
Physical Education Dressing Rooms and Offices	1,700	1,700	1,700	1,700	1,700
Student Health Space	125	250	375	500	625
General Storage	125	250	375	500	625
Total Square Footage	15,908	22,525	28,650	33,775	40,050
Ideal Square Footage Facility Plan					
Art Classroom	500	1,000	1,500	2,500	3,125
Career Education Classroom	500	1,000	1,500	2,000	2,500
Library	375	750	1,125	1,500	1,875
Parent Workspace	63	125	188	250	313
Maintenance/Janitorial Space	125	250	375	500	625
Total Square Footage	17,470	25,650	33,338	40,525	48,488

Overview of one Potential Facility

The ACES Tech team has reviewed the commercial listings for several buildings which were available as of spring 2019. Early in our search, we came across one building, the former SAHQ Academy charter school, which had many of the specifications that suit our needs. Located at 1404 Lead Ave SE, the building sits in one of our target Albuquerque ZIP codes, 87106. The building's owner has obtained e-occupancy certification. The building is in a great location for a STEM focused school due to its close proximity to the University of New Mexico's main campus, Central New Mexico Community College's main campus, Presbyterian Hospital's downtown location, and Lovelace Hospital. As of spring 2019, the amount of space available for lease was between 8,000 and 27,120 square feet, enough to house our school for the first two years. The building contains several renovated classroom spaces, a large auditorium space, and abundant space for administrative offices. The building is also uniquely equipped for athletic related activities, with a full size weight room, indoor and outdoor basketball courts, and men and women's locker rooms. The set of specifications available at this location make it a viable option for us to continue to evaluate upon receiving approval to open our charter school. Attachment F contains a copy of the lease/purchase information brochure for 1404 Lead Ave SE.

Albuquerque Public Schools Facility Inquiry

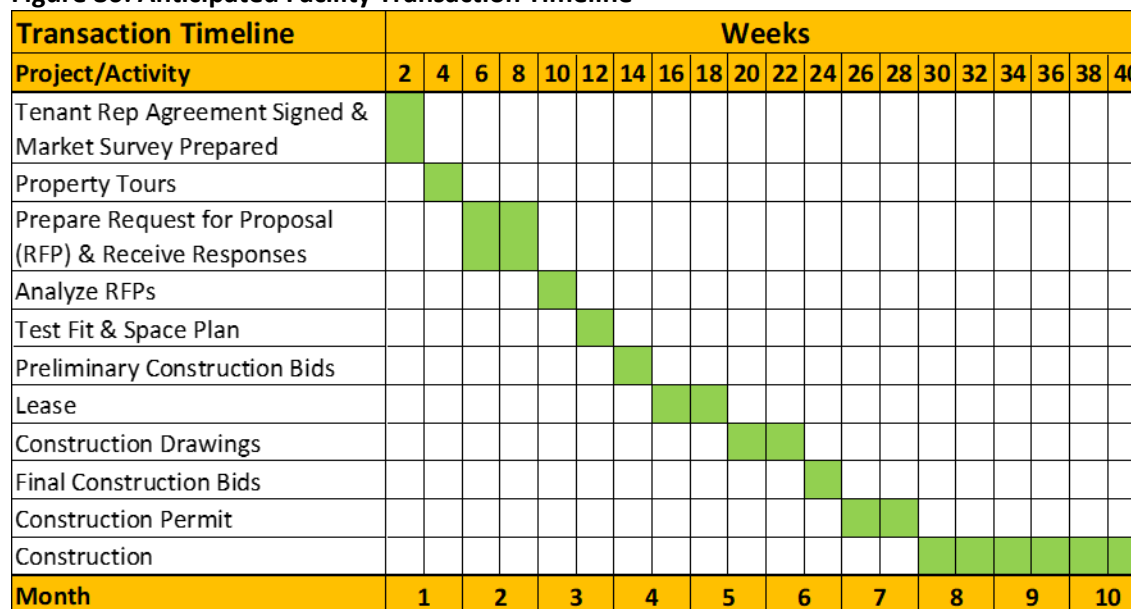
Per PSFA requirements, on March 23, 2019 the ACES Tech founding team sent Ms. Raquel Reedy, Superintendent of Albuquerque Public Schools (APS), a letter and email requesting information

regarding the status of APS buildings. She immediately responded that the request would be looked into. We have not received a definitive response as of this submission. In addition to inquiring about the future plans for the use of APS buildings, the ACES Tech team sent a formal Inspection of Public Records (IPRA) request to Heidi Raybould, the district's public records compliance officer. The purpose of the IPRA request was to attain specific information regarding the percentage of underutilized space in each APS owned school building. The three categories of information requested included: 1) the total capacity of each school building, 2) the total 2018-19 enrollment in each school building, 3) the total percentage of capacity space currently utilized in each building. The district responded on April 9, 2019 with a list that included the following categories of information for each school building: 1) 2018-19 40th day enrollment, 2) 2018-19 capacity, 3) seats made available for student transfers, and 4) the open seats available. Based upon the information provided by the APS district, there does not seem to be an existing APS owned building which is suitable for housing the ACES Tech school.

Facility Identification and Preparation Plan

During the fall of 2019, following the authorization of ACES Tech, the founding team will look to finalize our search for viable facilities in our target ZIP codes of 87106, 87108, and 87123. If we discover that a new building has been placed on the market which is more ideal than the previously discussed building at 1404 Lead Ave, or if the building at 1404 Lead Ave has become unavailable, then we will consider securing another building. Our partner in identifying our facility, Ms. Dupes with CBRE, has provided the proposed facility transaction timeline displayed in Figure 86. While the timeline indicates 40 weeks, it presumes that the located building will require a great deal of construction. If we were to locate a building that previously housed a school, and had current e-occupancy certification, the extent and timing of the construction phase may likely be significantly reduced.

The parties responsible for preparing the building for the opening day of school include the building owner, our broker Ms. Dupes, the contractors selected for any renovations, the ACES Tech Governing Board, and our School Leader. Based on conversations with other charters, the building owner funds the necessary renovations for the school. For any building that we decide to pursue for our school, we would identify whether the building has obtained e-occupancy and any lease agreement will meet the requirements of NMSA 22-8B-4.2. We will seek the approval of the New Mexico Public Schools Facility Authority prior to entering into a lease purchase agreement with a facility owner.

Figure 86: Anticipated Facility Transaction Timeline

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Demonstrate the applicant has done the following: <ul style="list-style-type: none"> Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership; Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location; Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs; and Identify how the project to prepare the facility will be funded.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

III. Financial Framework

A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio.

A.(1) Academic Year	Number of Students		Grade Levels		Student/Teacher Ratio	
Year 1	125		6		16:1	
Year 2	250		6, 7		16:1	
Year 3	375		6, 7, 8		16:1	
Year 4	500		6, 7, 8, 9		15:1	
Year 5	625		6, 7, 8, 9, 10		15:1	
At Capacity (Enrollment Cap)	875		6, 7, 8, 9, 10, 11, 12		16:1	

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan; Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity”, based on the long term strategic plan; and Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

B. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement**, New Mexico public school funding.

APPLICANT RESPONSE:

The 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet is attached as Appendix F in the Appendices of this proposal. In accordance with NMSA 22-8-6.1, our first year budget is based upon the projected number of program units generated by our anticipated student population. We have used the at-risk index and staffing cost multiplier prescribed by the PED for charters looking to open in Albuquerque.

Per enrollment data obtained from Albuquerque Public Schools (APS), the overall percentage of districtwide student enrollment identified as having special needs is 18%. The percentage of the total student population in the twelve K-5 elementary schools in our target recruitment ZIP codes (87106, 87108, and 87123) is 16%; and for the four 6-8 middle schools in our target recruitment ZIP codes, the percentage is 23%. Based upon this information, we anticipate that we will enroll a number just slightly higher than the overall APS district, thus the special needs population used in the ACES Technical Charter School 910B5 worksheet equals 19%. Figure 87 displays the special needs populations at APS elementary and middle schools in the target recruitment ZIP codes.

Figure 87: Special Education Student Data in Target ZIP codes (2018-2019)

Elementary School Name	Total Enrollment	Special Education
Apache Elementary School	325	68
Bandelier Elementary School	519	64
Emerson Elementary School	459	73
Hawthorne Elementary School	364	74
La Mesa Elementary School	479	46
Lowell Elementary School	257	37
Manzano Mesa Elementary School	702	128
Monte Vista Elementary School	484	41
Montezuma Elementary School	392	95
Tomasita Elementary School	329	73
Whittier Elementary School	285	43
Zia Elementary School	317	68
Target Elementary Schools	4,912	810
Percentages		16.49%

Middle School Name	Total Enrollment	Special Education
Jefferson Middle School	838	152
Kennedy Middle School	466	131
Van Buren Middle School	519	136
Wilson Middle School	449	104
Target Middle Schools	2,272	523
Percentages		23.02%
Districtwide	90,634	16,357
Percentages		18.05%

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a complete 910B5 Worksheet in Appendix F; • Use appropriate values and computations in each year; • Use projected unit value; and • Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE:

The proposed ACES Technical Charter School (ACES Tech) five-year budget plan, based upon the 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, is attached as Appendix G in the Appendices of this proposal.

The five-year budget plan uses the anticipated total revenues to be received based upon our projected year to year enrollment. ACES Tech anticipates enrolling 125 students in the first year and then enrolling an additional 125 students each year until our capacity of 875 is reached. The five-year budget accounts for the first five years of enrollment growth, with the school population equating to 125, 250, 375, 500, and 625 students in each consecutive year.

The five-year budget plan was built to align to the ACES Tech mission of providing a challenging and exciting educational program with the goal of every student graduating ready for the colleges and careers of their choice. The budget allocates funds to support the facility, staffing, curriculum and materials, supplies, and student supports necessary to achieve our mission and goals.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F; • Support the proposed school's mission and all elements of the proposed program laid out in the application; and • Align with the proposed school's five-year growth plan.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

The ACES Technical Charter School (ACES Tech) founding team is proposing a five-year budget which reflects the expressed educational needs of the Albuquerque community. Our analysis of those needs are based upon subjective data attained through conversations with many individuals and groups in the community, and also objective data attained from the state, the local school district, and over 150 surveys completed by Albuquerque residents. The budget will support our school's mission and the implementation of our STEM focused academic program. The five-year budget was developed using our anticipated revenue and expense assumptions and forecasting, and we utilized the support of a local expert with many years of New Mexico charter budget management. Our budget includes revenue from a variety of potential sources, including the state of New Mexico, Title I, Title II, IDEA, the National School Lunch Program, and potentially the federal Charter Schools Program (CSP) grant. We did not include any private foundation funding as we have not secured any at the point of this submission. However, we do intend to apply for private foundation funding from New Mexico as well as national organizations who fund high potential start up charter schools.

A high level summary of our proposed five-year budget is displayed in Figure 88. ACES Tech anticipates that we will maintain a positive operating income every year due to reaching our target enrollment, acquiring revenue from public and private sources, and making sound financial decisions. We will maintain an acceptable fund balance in order to weather any unanticipated financial challenges that may occur. However, we will not prioritize a high fund balance predicated on potential future financial problems in lieu of serving the needs of students who have real academic problems today.

Figure 88: ACES Tech Proposed Five-Year Budget Overview

11000 - Operational Fund	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$1,058,037	\$2,159,784	\$2,985,652	\$3,984,327	\$4,986,135
Total Expenses	\$1,026,165	\$2,118,156	\$2,965,156	\$3,969,685	\$4,910,506
Revenue - Expenses	\$31,871	\$41,628	\$20,496	\$14,643	\$75,629
Ending Fund Balance	\$31,871	\$73,499	\$93,995	\$108,638	\$184,267
Ending Fund Balance %	3.0%	3.4%	3.1%	2.7%	3.7%
13000 - Transportation	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue		\$50,000.00	\$50,000.00	\$100,000.00	\$100,000.00
Total Expenses		\$50,000.00	\$50,000.00	\$100,000.00	\$100,000.00
14000 - Instructional Materials	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$4,125	\$8,250	\$12,375	\$16,500	\$20,625
Total Expenses	\$4,125	\$8,250	\$12,375	\$16,500	\$20,625
21000 - Food Services	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$120,169	\$240,338	\$360,507	\$480,676	\$600,845
Total Expenses	\$120,169	\$240,338	\$360,507	\$480,676	\$600,845
24101 - Title I	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$47,500	\$95,000	\$142,500	\$190,000	\$237,500
Total Expenses	\$47,500	\$95,000	\$142,500	\$190,000	\$237,500
24106 - IDEA - B	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$3,600	\$7,200	\$10,800	\$14,400	\$18,000
Total Expenses	\$3,600	\$7,200	\$10,800	\$14,400	\$18,000
24146 - Charter School Program	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$250,000	\$250,000			
Total Expenses	\$250,000	\$250,000			
24154 - Title II	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue		\$6,125	\$12,250	\$18,375	\$24,500
Total Expenses		\$6,125	\$12,250	\$18,375	\$24,500
31200 - Public School Capital Outlay	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
Total Revenue	\$91,625	\$91,625	\$183,250	\$274,875	\$366,500
Total Expenses	\$73,300	\$73,300	\$146,600	\$219,900	\$293,200
Grand Total Revenue	\$1,575,056	\$2,908,322	\$3,757,334	\$5,079,154	\$6,354,105
Grand Total Expenses	\$1,524,860	\$2,848,369	\$3,700,188	\$5,009,536	\$6,205,176
Total Revenue Per Student	\$12,600	\$11,633	\$10,020	\$10,158	\$10,167
Total Spending Per Student	\$12,199	\$11,393	\$9,867	\$10,019	\$9,928

Revenue Assumptions

In developing our initial five-year budget, the ACES Technical founding team has made several assumptions and projections. Our budget is based on the annual state per pupil funding allowance remaining constant for the five-year budget timeframe. We anticipate that we will successfully recruit 200 student applicants to enter our initial lottery and that we will begin the 2020-2021 school year with 125 students enrolled. We also anticipate that we will enroll another 125 students each year for our first 5 years, reaching a total of 625 students during the fifth year of our initial authorization timeframe. Figure 89 displays the total annual revenues, for all funds and years.

Figure 89: ACES Tech Annual Revenues

Fund	Function	Object	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
11000	0000	11111			\$31,871	\$73,499	\$93,995	\$108,638
11000	0000	43101		\$1,058,037	\$2,159,784	\$2,985,652	\$3,984,327	\$4,986,135
13000	0000	43206			\$50,000	\$50,000	\$100,000	\$100,000
14000	0000	43211	\$0	\$4,125	\$8,250	\$12,375	\$16,500	\$20,625
21000	0000	44500	\$0	\$120,169	\$240,338	\$360,507	\$480,676	\$600,845
24101	0000	44500	\$0	\$47,500	\$95,000	\$142,500	\$190,000	\$237,500
24106	0000	44500	\$0	\$3,600	\$7,200	\$10,800	\$14,400	\$18,000
24146	0000	44500	\$350,000	\$250,000	\$250,000			
24154	0000	44500	\$0		\$6,125	\$12,250	\$18,375	\$24,500
31200	0000	43209	\$0	\$91,625	\$91,625	\$183,250	\$274,875	\$366,500
ANNUAL TOTALS			\$350,000	\$1,575,056	\$2,908,322	\$3,757,334	\$5,079,154	\$6,354,105

Fund 11000 – New Mexico Student Equalization Guarantee (SEG)

The state per pupil funding allowance revenue amounts included in the budget represent the output from the 2019 910B5 State Equalization Guarantee (SEG) worksheet. The worksheet includes our total anticipated student membership of 125 grade six students. The worksheet also includes our anticipated special needs population of 24 students (19%), including 12 Level A and B students (9.6%), 6 Level C students (4.8%), and 6 Level D students (4.8%). These percentages correlate to the special needs population currently enrolled in the Albuquerque Public Schools: 18% districtwide, 16% in our target ZIP code elementary schools, and 23% in our target ZIP code middle schools. The SEG worksheet outputs only include funding for Level C and Level D students. Other budget factors that are tied to the Albuquerque Public Schools include the T & E Index of 1.12, the Teacher Cost Index (TCI) of 1.0, and the at-risk index of .177. In addition to the state funding, we have included figures for the Charter School Program (CSP) grant for which we intend to apply.

Fund 13000 – Transportation Funding

We anticipate that many of our students will benefit from having transportation provided to get them to and from school. The New Mexico Public Transportation Department offers a transportation reimbursement to charters, beginning in the year after transportation is initially provided. The ACES Tech five-year budget uses a transportation reimbursement rate of \$733 per student. We will need to fund our own student transportation in Year 1, and we intend to use CSP funds if awarded. Per the NM PED website, charter schools are to negotiate with the local school district to establish transportation for eligible students. Thus far, we have contacted Albuquerque Public Schools and the Herrera Bus Company to inquire about pricing. We will contact them both again upon authorization for updated quotes.

Fund 14000 – Instructional Materials

The New Mexico PED reimburses schools for the purchase of instructional materials through the instructional material fund. The amount is \$33 per student, and we anticipate that it will be paid in January of each year.

Fund 21000 – Federal School Nutrition Programs

Good nutrition is an important factor in our students' lives and in their academic readiness and performance. The Center for Disease Control (CDC) website states that most US children consume as much as half of their daily calories at school.⁶⁵ Not only do well balanced meals provide healthy nourishment for students as they grow and learn, it also helps to prevent common health concerns, like obesity, that have become all too prevalent in our society. According to Albuquerque Public Schools data, the majority of the students who attend elementary schools in our target ZIP codes qualify for free and reduced lunch. The ACES Tech team is committed to pursuing available resources to ensure that our students have access to healthy meals every day. There are several programs that we intend to pursue, including the Community Eligibility Provision (CEP), the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and New Mexico's Breakfast after the Bell (BATB) program. The federal nutrition reimbursement revenue included in our five-year budget reflects participation in the NSLP. The budget projects a reimbursement amount of \$961.35 per student each year. This amount is calculated using the formula: [$\$5.47 \text{ per day} \times 185 \text{ days of school} \times 95\% \text{ attendance rate} = \961.35]. The \$5.47 per student per day amount is derived from adding the federal reimbursement rate of \$2.14 for breakfast and the federal reimbursement rate of \$3.33 for lunch.

Fund 24101 – Title I

The federal government provides funding, through its Title I program, to schools with high numbers of low income children. The funding is to help ensure that all children meet challenging state academic content and achievement standards.⁶⁶ Schools with enrollments where at least 40% of students are from low income families may use Title I funds for schoolwide programs designed to improve achievement for all students. Our five-year budget uses a Title I amount of \$380 per student. We multiply that by the number of students enrolled each year. ACES Tech will spend our anticipated Title I funding on instructional staff and any remaining funds on academic software, student supplies, and learning support services for our students.

Fund 24106 – IDEA-B

The federal government provides funding, through its Individuals with Disabilities Education Act (IDEA), to schools for the purpose of providing a free appropriate public education (FAPE) for students with disabilities which affect their academic performance. IDEA Part B supports programs in K-12 schools for students identified with one or more of 13 defined disability categories. ACES Tech anticipates that we will enroll students with Level C and Level D disabilities. We are assuming that IDEA Part B will provide \$250 per student to support their educational progress. Our budget uses 19% as the enrollment percentage, based upon 18% of students identified as special needs in Albuquerque Public Schools, including 16% in elementary schools, and 23% of students in middle schools in our target ZIP codes. We anticipate that half of the 19% students with special needs will be level C and D, thus 12 students will qualify for IDEA Part B funding in Year 1 and we would receive \$3,600. This will increase by another 12 students and \$3,000 each year until in Year 5 there are 60 qualifying students and \$15,000 in IDEA B funds.

Fund 24146 – Charter School Program (CSP) Grant

The New Mexico Public Education Department (PED) was awarded \$22.5M from the federal government which can be used to support new charter school start-ups. We have allocated funds in the CSP portion of our five-year budget, in the case that we will qualify for and successfully win the grant. However, it should be noted that we have proposed a balanced five-year budget which, although lean, is independent of receiving CSP funds. If we receive the CSP funds, they would be based on our school's proposed grade levels and enrollment cap in the fifth year. ACES Tech will have three middle school grades (6-8) and two high school grade levels (9-10) in our fifth year. The CSP grant provides amounts of \$2,000 per student for middle school and \$2,300 per student for high school. In our fifth year, we anticipate an enrollment of 360 middle school students and 240 high school students. This population would lead to an amount of \$1,272,000, however, the CSP funding amount will be lower as the available funds will be shared among several schools. Our CSP budget presumes that we would receive \$850,000 in CSP funds, all of which is required to be spent in the first three years of operation. If we do receive the CSP grant, the ACES Tech founding team intends to allocate 350,000 of the funds in year one, and \$250,000 in years two and three. The funding will be used to fund instructional materials, classroom technology, classroom furniture, professional development, and student recruiting in all three years. It will be used to support the salaries of the School Leader and curriculum lead in the planning year only.

Fund 24154 – Title II

The federal government provides funding, through its Title II program, to schools for the purpose of improving teacher and principal quality, and increasing the number of highly qualified teachers in the classroom. These funds can be used for professional development for teachers, teacher training and retention, and principal professional learning. Our five-year budget uses a Title II amount of \$49 per student. We multiply that by the number of students enrolled each year. ACES Tech will spend our anticipated Title II funding on high quality professional development training for our teachers and any remaining funds on job embedded activities for teachers. Upon contacting the New Mexico Title II office, we were informed that we would not receive Title II funds in Year 1. We intend to use CSP funds to support teacher PD in our planning year and years 1 and 2 if we were to receive those funds.

Fund 26999 – Private Funding Sources

ACES Tech will pursue funding from private sources to assist in financing the operations and educational opportunities of our school. Sources that provide funding to charters include the Walton Family Fund, New Schools Venture Fund, the Charter School Growth Fund, and others. We also anticipate that our Governing Board will successfully raise \$40,000 in funds each year for the school. That potential additional funding is not included in our proposed five-Year budget.

Fund 31200 – Lease Assistance

New Mexico law provides for lease assistance funding for charter schools. The per student lease assistance rate used in the five-year budget is \$733.00, per information received during the New Mexico Public Education Department training session. Lease assistance payments are disbursed to charter schools after each quarter. If we deem it necessary, we will initiate a discussion with our future facility's current owner to negotiate deferring lease payments until after our first state reimbursement is received.

Expense Priorities

Staffing Plan

If our charter school proposal is approved, ACES Tech will begin operations and hire two individuals during the planning year. These will be the School Leader and a Curriculum Lead. In Year 1, a full complement of eight teachers and other staff will launch the first year of operations. Additional teachers, coordinators, guidance counselors, and staff will be hired each year until we reach our student enrollment capacity in Year 7. Figure 90 displays the staffing plan for our first 5 years. Only salary expenses are displayed, not the associated benefits.

Figure 90 – Personnel Expenses for the Initial Five-Year Budget

ACES Tech Position	Year 0	Year0 FTE	Year 1	Year1 FTE	Year 2	Year2 FTE	Year 3	Year3 FTE	Year 4	Year4 FTE	Year 5	Year5 FTE
General Fund												
Classroom Teacher			\$ 338,624	6.4	\$ 694,179	13	\$1,131,343	21	\$1,471,430	27	\$1,871,228	35
SPED Teacher			\$ 52,910	1	\$ 106,878	2	\$ 109,016	2	\$ 217,016	4	\$ 221,356	4
Coordinator					\$ 60,000	1	\$ 61,200	1	\$ 122,424	2	\$ 184,872	3
Counselor							\$ 52,910	1	\$ 106,878	2	\$ 161,926	3
Head of School			\$ 84,000	1	\$ 85,680	1	\$ 87,394	1	\$ 96,000	1	\$ 97,920	1
Operations Manager					\$ 69,000	1	\$ 70,380	1	\$ 71,788	1	\$ 73,223	1
Office Secretary			\$ 30,000	1	\$ 30,600	1	\$ 61,212	2	\$ 62,436	2	\$ 63,685	2
IT and Data Coordinator					\$ 42,840	1	\$ 43,697	1	\$ 44,571	1	\$ 45,462	1
			\$505,534	9.4	\$1,089,177	20	\$1,617,151	30	\$2,192,542	40	\$2,719,673	50
Title 1												
Classroom Teacher			\$ 31,746	0.6	\$ 52,910	1	\$ 53,968	1	\$ 107,958	2	\$ 110,117	2
			\$ 31,746	0.6	\$ 52,910	1	\$ 53,968	1	\$ 107,958	2	\$ 110,117	2
Charter School Program (CSP)												
School Leader	\$ 84,000	1										
Curriculum Lead	\$ 30,000	0.5										
	\$114,000	1.5										
Totals	\$ 114,000	1.5	\$ 537,280	10	\$1,142,087	21	\$1,671,119	31	\$2,300,500	42	\$2,829,790	52

Planning Year 0

We anticipate that the ACES Technical planning year will be funded by Charter School Program Grant (CSP) and by any private funding that we successfully attain. The planning year expenses will include the staffing and benefits for a School Leader and a Curriculum Lead in Year 0. The funding will be used to fund instructional materials, classroom technology, classroom furniture, professional development, and student recruiting in Year 0 as well.

School Years 1 to 5

The major expense categories in our five-year budget include personnel salary and benefits, facilities costs, and school operations.

Personnel Salaries

The staffing component of the budget constitutes the majority of our expenses. Our staffing plan was developed to support our schools mission of providing a challenging and exciting educational experience to all ACES Tech students. The staffing plan, shown in Figure 90 above, consists of hiring highly qualified teachers and administrative personnel, with an emphasis on strong classroom

instruction and student supports. Classroom teachers make up approximately 80% of the total school staff in each of our first 5 years of operation. In an effort to attract and retain excellent teachers, we calculated our starting salaries to be 7% higher than the surrounding district. We feel that prioritizing classroom instruction both in terms of the number (lower class size), quality (skilled instruction), and pay (improved applicant pool) of teachers will directly influence the degree to which we will accomplish our mission and goals.

To determine our starting salary amounts, we began by referencing the recent state law minimums for teacher salaries. As of the 2019-2020 school year, the minimum starting salary for a level one teacher is \$41,000 and for a level two teacher is \$50,000. The corresponding starting salaries on our ACES Tech salary guide are \$43,870 and \$53,500. To determine the base salary for budget purposes, we took the 10Yr ACES Tech salary for a level one teacher, \$48,460, and a level two teacher, \$57,359, and averaged those values to arrive at a salary of \$52,910. Using this salary amount assumes that we will hire both level 1 and level 2 teachers, and that those teachers will have varying amounts of experience.

The administrative staff salaries were determined as follows. The state minimum salary for a Middle School Leader is \$84,000. The state minimum salary for a High School Leader is \$96,000, and this increase is reflected in Year 4 of operation when the first student cohort begins grade 9. The salary for the Operations Manager will start at \$69,000, and coordinator position pay will start at \$60,000. The exception will be the IT and Data Coordinator position, which will start at \$42,840. Guidance counselors will start at our averaged teacher pay rate of \$52,910. The Office Secretary pay will start at \$30,000. The ACES Tech budget assumes a 2% year over year increase for all staff.

Benefits

In line with our goal of attracting and retaining highly qualified teachers and staff, ACES Tech anticipates offering a competitive benefits package. For the purposes of the proposed five-year budget, we have used the following factors for the benefits categories: Educational Retirement (14.15%), ERA - Retiree Health (2%), FICA Payments (6.2%), Medicare Payments (1.45%), Health and Medical Premiums (13.17%), Life Insurance (.11%), Dental (1.02%), Vision (.12%), Disability (.11%), and Unemployment Compensation (2%). These benefit factors are provided to ACES Tech by The Vigil Group, which has supported us in the development of our five-year proposed budget. The Vigil Group is an Albuquerque based company and provides financial support services to many of New Mexico's charter schools.

Facilities

ACES Tech has not identified the final location for the start of the 2020-2021 school year. We have identified a potential building, which has the e-occupancy certification and lies within our target ZIP codes. For the purposes of proposing a complete budget, we utilized the figures on the lease flyer provided by the owner's commercial real estate agent. The flyer indicates that the building has a total of \$27,120 sq. ft. and rents for a rate of \$8 per sq. ft. for a maximum rental rate of \$216,960 annually. Due to our student enrollment growth model, we would not require the use of the entire building in our first year, but we could use all of it beginning in our second year. We would negotiate either using the entire building for a lower rate, or renting part of the building in our first year and the remaining portion in our second year. To determine our desired annual rental payments, we utilized the minimal square footage required to house our school and multiplied that by the \$8 per sq. ft. Those calculations indicate an annual lease amount ranging from \$111,114 in Year 1 to \$276,040 in Year 5 of operation. Our budget also includes factors for maintenance and utilities. There is \$80 per new student allocated for furniture and equipment, \$1 per sq. ft. for electricity, \$.50 per sq. ft. for natural gas, \$.25 per sq. ft. for water and sewage. These values are relatively close to values we have seen in other school budgets. Lastly, our budget contains \$1,000 per month for communication services, allocating an estimated \$500 for phones and \$500 for high speed internet.

General Fund Expenditures

The general fund areas of the budget pay for most of the staffing, facilities, and materials necessary for operating the school. Major line items cover the expenses for our teachers, support services, administration, curriculum materials and supplies. The following general fund narrative components are separated by the function codes.

Fund 11000 – Operational Fund Expenditures

Function 1000 - Instruction

Function 1000 supports the direct instructional interactions between teachers and students. The largest portion of function 1000 includes the teacher salaries and benefits, already described above. In addition to teachers, there is funding for professional development (Object 53330) at roughly \$250 per teacher and funds for professional services (Object 53414) at \$40 per student to support classroom instruction, such as in-class language instruction support. The amounts allocated are general estimates based upon our expectation of a significant number of students (20%) who are language learners. Year 2 has an extra \$35,000 allocated to create a customized multi-language instruction model based upon the learning from our 1st year of operation. There are also funds allocated for general classroom supplies (Object 56118) at \$160 per student, with supplies on this line reduced in Year 1 to support balancing the operating budget. Figure 91 displays the budget expenditures for Function 1000.

Figure 91 – Expenditures for Function 1000

FUND	FUNCTION	OBJECT	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
FUNCTION 1000 - Instruction												
Personnel Services - Compensation												
11000	1000	51100	\$338,624.00	6.4	\$694,179.20	13.0	\$1,131,342.78	21.0	\$1,471,429.64	27.0	\$1,871,228.23	35.0
11000	1000	51100	\$52,910.00	1.0	\$106,878.20	2.0	\$109,015.76	2.0	\$217,016.08	4.0	\$221,356.40	4.0
			\$391,534.00	7.4	\$801,057.40	15.0	\$1,240,358.54	23.0	\$1,688,445.72	31.0	\$2,092,584.63	39.0
Purchased Professional and Technical Services												
11000	1000	53330	\$2,000.00		\$4,000.00		\$6,000.00		\$8,250.00		\$10,250.00	
11000	1000	53414			\$45,000.00		\$15,000.00		\$20,000.00		\$25,000.00	
			\$2,000.00		\$49,000.00		\$21,000.00		\$28,250.00		\$35,250.00	
Supplies												
11000	1000	56118	\$5,000.00		\$40,000.00		\$60,000.00		\$100,000.00		\$200,000.00	
			\$5,000.00		\$40,000.00		\$60,000.00		\$100,000.00		\$200,000.00	
1100	1000		\$556,499.44	7.4	\$1,213,232.40	15.0	\$1,821,745.34	23.0	\$2,497,827.32	31.0	\$3,172,035.03	39.0

Function 2100 – Support Services - Students

Function codes in the 2000 range support staff and activities which improve or enhance instruction. Function 2100 supports the well-being and learning readiness of students and families. The largest portion of function 2100 includes the salaries and benefits for coordinators and guidance counselors, already described above. There are funds allocated for contracted specialists (Object 53218) who will provide individualized ancillary support to our C and D classified special needs students. These services are estimated at \$70 per hour, and we presume that each student classified as C and D will receive one half hour of service per week, on average, throughout our 37 week school year. According to ZipRecruiter, hourly rates vary depending upon the services provided. One example is that Speech Pathologists earn \$43 per hour in New Mexico. There are also funds allocated for nursing support (Object 53414) at \$35 per student per year. This rate presumes that each student will require one half hour of service during the year. According to ZipRecruiter, the New Mexico average school nurse salary

is \$55,024, which equates to about \$35 per hour over 9 months. Our budget sets our contractor and nurse pay rates at \$70 per hour as they would be used less frequently according to a custom contract during our early years. There are also funds allocated for general supplies (Object 56118) at \$60 per ACES Tech student, starting in Year 2. Figure 92 displays the budget expenditures for Function 2100.

Figure 92 – Expenditures for Function 2100

FUND	FUNCTION	OBJECT	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
FUNCTION 2100 - Support Services - Students												
Personnel Services - Compensation												
11000	2100	51100	\$0.00		\$60,000.00	1.0	\$61,200.00	1.0	\$122,424.00	2.0	\$184,872.48	3.0
11000	2100	51100					\$52,910.00	1.0	\$106,878.20	2.0	\$161,925.76	3.0
			\$0.00	0.0	\$60,000.00	1.0	\$114,110.00	2.0	\$229,302.20	4.0	\$346,798.24	6.0
Purchased Professional and Technical Services												
11000	2100	53218	\$15,540.00		\$62,160.00		\$93,240.00		\$124,320.00		\$155,400.00	
11000	2100	53414	\$4,375.00		\$38,750.00		\$43,125.00		\$47,500.00		\$21,875.00	
			\$19,915.00		\$100,910.00		\$136,365.00		\$171,820.00		\$177,275.00	
Purchased Property Services												
11000	2100	56118			\$15,000.00		\$22,500.00		\$30,000.00		\$37,500.00	
					\$15,000.00		\$22,500.00		\$30,000.00		\$37,500.00	
11000	2100		\$19,915.00	0.0	\$200,107.60	1.0	\$317,946.20	2.0	\$523,615.60	4.0	\$701,452.84	6.0

Function 2200 – Support Services - Instruction

Function 2200 supports student instruction by funding resources and technology which assists teachers and improves learning experiences. The ACES Tech budget funds technology support services (Object 53414) for the network and hardware that we will utilize to create challenging and exciting learning experiences for our students. We use an estimated rate of \$500 per month, beginning in Year 2 as our enrollment begins to grow. Figure 93 displays the budget expenditures for Function 2200.

Figure 93 – Expenditures for Function 2200

FUND	FUNCTION	OBJECT	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
FUNCTION 2200 - Support Services - Instruction												
Purchased Professional and Technical Services												
11000	2200	53414			\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
			\$0.00		\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
11000	2200		\$0.00		\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	

Function 2300 – General Administration

Function 2300 supports the establishment and administration of policy for operating ACES Tech. The largest line items are for the superintendent salary and benefits, which are discussed above. Additionally, there are funds allocated for the annual financial audit (Object 53411) at \$12,000 per year with inflation increases each year, and our contracted legal services (Object 53414) at \$8,000 in Year 1, \$16,000 in Year 2, and \$24,000 each year thereafter. The financial audit amounts are based upon estimates provided by our proposed business services provider, Vigil Group, and the legal services amount was provided by In Accord, an Albuquerque based law office that services several charter schools. We have also allocated funds to pay for membership in the New Mexico Coalition of Charter Schools (Object 53711) at \$12.50 per student. The remaining allocations in this function code are for Governing Board training (Object 55812) at \$1,000 per year and Board expenses (Object 56115) at \$600 per year. These amounts will help cover any costs associated with meeting annual training requirements. Figure 94 displays the budget expenditures for Function 2300.

Figure 94 – Expenditures for Function 2300

FUND	FUNCTION	OBJECT	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
FUNCTION 2300 - General Administration												
Personnel Services - Compensation												
11000	2300	51100	\$84,000.00	1.0	\$85,680.00	1.0	\$87,394.00	1.0	\$96,000.00	1.0	\$97,920.00	1.0
			\$84,000.00	1.0	\$85,680.00	1.0	\$87,394.00	1.0	\$96,000.00	1.0	\$97,920.00	1.0
Purchased Professional and Technical Services												
11000	2300	53411	\$12,000.00		\$14,000.00		\$14,700.00		\$15,435.00		\$16,206.75	
11000	2300	53413	\$8,000.00		\$16,000.00		\$24,000.00		\$24,000.00		\$24,000.00	
11000	2300	53711	\$1,563.00		\$3,125.00		\$4,688.00		\$6,250.00		\$7,813.00	
			\$21,563.00		\$33,125.00		\$43,388.00		\$45,685.00		\$48,019.75	
Other Purchased Services												
11000	2300	55812	\$1,000.00		\$1,000.00		\$1,000.00		\$2,000.00		\$2,000.00	
			\$1,000.00		\$1,000.00		\$1,000.00		\$2,000.00		\$2,000.00	
Supplies												
11000	2300	56115	\$600.00		\$600.00		\$600.00		\$1,200.00		\$1,200.00	
			\$600.00		\$600.00		\$600.00		\$1,200.00		\$1,200.00	
11000	2300		\$141,015.20	1.0	\$154,936.20	1.0	\$167,602.20	1.0	\$183,564.60	1.0	\$188,593.35	1.0

Function 2400 – School Administration

Function 2400 supports the administration costs associated with operating ACES Tech. The largest line items fund the salaries and benefits of the Operations Manager, Office Secretary, and the information and data coordinator and are discussed above. Additionally, there are funds allocated for charges associated with school events (Object 53711) at \$12.50 per student, and general supplies (Object 56118) at \$25 per new student. Figure 95 displays the budget expenditures for Function 2400.

Figure 95 – Expenditures for Function 2400

FUND	FUNCTION	OBJECT	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
FUNCTION 2400 - School Administration												
Personnel Services - Compensation												
11000	2400	51100			\$69,000.00	1.0	\$70,380.00	1.0	\$71,787.60	1.0	\$73,223.35	1.0
11000	2400	51100	\$30,000.00	1.0	\$30,600.00	1.0	\$61,212.00	2.0	\$62,436.00	2.0	\$63,685.00	2.0
11000	2400	51100	\$0.00		\$42,840.00	1.0	\$43,697.00	1.0	\$44,571.00	1.0	\$45,462.00	1.0
			\$30,000.00	1.0	\$142,440.00	3.0	\$175,289.00	4.0	\$178,794.60	4.0	\$182,370.35	4.0
Purchased Professional and Technical Services												
11000	2400	53711	\$1,562.50		\$3,125.00		\$4,687.50		\$6,250.00		\$7,812.50	
			\$1,562.50		\$3,125.00		\$4,687.50		\$6,250.00		\$7,812.50	
Supplies												
11000	2400	56118	\$3,125.00		\$3,125.00		\$3,125.00		\$3,125.00		\$3,125.00	
			\$3,125.00		\$3,125.00		\$3,125.00		\$3,125.00		\$3,125.00	
11000	2400		\$46,804.10	1.0	\$206,179.60	3.0	\$253,867.90	4.0	\$260,347.40	4.0	\$266,925.65	4.0

Function 2500 – Central Services

Function 2500 supports administrative functions such as financial services, purchasing, and personnel. The ACES Tech budget funds our back office business support services (Object 53414) based upon information from the Vigil Group, an Albuquerque based business. There are funds allocated for copy machine expenses (Object 54630), with the copier machine rate estimated at \$400 per month per machine. There are also funds allocated for school advertising (Object 55400) at \$24 per new student and for office and copier supplies (Object 56118) at \$12 per student. Figure 96 displays the budget expenditures for Function 2500.

Figure 96 – Expenditures for Function 2500

FUND	FUNCTION	OBJECT	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
FUNCTION 2500 - Central Services												
Purchased Professional and Technical Services												
11000	2500	53414	\$60,800.00		\$60,800.00		\$60,800.00		\$60,800.00		\$70,800.00	
			\$60,800.00		\$60,800.00		\$60,800.00		\$60,800.00		\$70,800.00	
Purchased Property Services												
11000	2500	54630	\$4,800.00		\$9,600.00		\$9,600.00		\$9,600.00		\$14,400.00	
			\$4,800.00		\$9,600.00		\$9,600.00		\$9,600.00		\$14,400.00	
Other Purchased Services												
11000	2500	55400	\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00	
			\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00	
Supplies												
11000	2500	56118	\$1,500.00		\$3,000.00		\$4,500.00		\$6,000.00		\$7,500.00	
			\$1,500.00		\$3,000.00		\$4,500.00		\$6,000.00		\$7,500.00	
11000	2500		\$70,100.00		\$76,400.00		\$77,900.00		\$79,400.00		\$95,700.00	

Function 2600 – Operation and Maintenance Plant

Function 2600 supports the care and maintenance of the school's physical plant and grounds. The ACES Tech budget allocates funds for maintenance and custodial services (Object 53711) at an estimate \$25,000 per year for the first 3 years and \$50,000 thereafter. The funds for facility lease, equipment, and utilities are in this function code and are discussed above. Additionally there are funds for liability insurance (Object 55200) with estimates based upon reviewing what other charters are paying. There are also funds allocated for general supplies (Object 56118) at a rate of \$15 per student. Figure 97 displays the budget expenditures for Function 2600.

Figure 97 – Expenditures for Function 2600

FUND	FUNCTION	OBJECT	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
FUNCTION 2600 - Operation and Maintenance of Plant												
Purchased Professional and Technical Services												
11000	2600	53711	\$25,000.00		\$25,000.00		\$25,000.00		\$50,000.00		\$50,000.00	
			\$25,000.00		\$25,000.00		\$25,000.00		\$50,000.00		\$50,000.00	
Purchased Property Services												
11000	2600	54311			\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2600	54411	\$13,893.00		\$18,518.00		\$23,843.00		\$29,480.00		\$34,505.00	
11000	2600	54412	\$6,946.50		\$9,259.00		\$11,921.50		\$14,740.00		\$17,252.50	
11000	2600	54415	\$3,473.25		\$4,629.50		\$5,960.75		\$7,370.00		\$8,626.25	
11000	2600	54416	\$12,000.00		\$12,000.00		\$12,000.00		\$24,000.00		\$24,000.00	
11000	2600	54610	\$111,144.00		\$148,144.00		\$190,744.00		\$235,840.00		\$276,040.00	
			\$147,456.75		\$202,550.50		\$254,469.25		\$321,430.00		\$370,423.75	
Other Purchased Services												
11000	2600	55200	\$17,500.00		\$30,000.00		\$35,000.00		\$40,000.00		\$50,000.00	
			\$17,500.00		\$30,000.00		\$35,000.00		\$40,000.00		\$50,000.00	
Supplies												
11000	2600	56118	\$1,875.00		\$3,750.00		\$5,625.00		\$7,500.00		\$9,375.00	
			\$1,875.00		\$3,750.00		\$5,625.00		\$7,500.00		\$9,375.00	
11000	2600		\$191,831.75		\$261,300.50		\$320,094.25		\$418,930.00		\$479,798.75	

Fund 13000 – Pupil Transportation Expenses**Function 2700 – Student Transportation**

Function 2700 supports the transport of student to and from school. ACES Tech anticipates providing transportation to our students and has allocated \$50,000 per bus per year to cover contracted bus services (Object 55112). This amount is based upon an emailed quote from the Herrera Bus Company, based upon an estimated 25 mile, 4 stop daily bus route to and from school. Figure 98 displays the budget expenditures for Fund 13000, Function 2700.

Figure 98 – Expenditures for Fund 13000, Function 2700

FUND	FUNCTION	OBJECT	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
FUNCTION 2700 - Student Transportation												
Other Purchased Services												
13000	2700	55112			\$50,000.00		\$50,000.00		\$100,000.00		\$100,000.00	
			\$0.00		\$50,000.00		\$50,000.00		\$100,000.00		\$100,000.00	
13000	2700		\$0.00		\$50,000.00		\$50,000.00		\$100,000.00		\$100,000.00	

Fund 14000 – Instructional Materials**Function 1000 – Instruction**

Function 1000 supports the purchase of instructional materials for classrooms. We have budgeted \$33 per student. Figure 99 displays the budget expenditures for Fund 14000, Function 1000.

Figure 99 – Expenditures for Fund 14000, Function 1000

FUND	FUNCTION	OBJECT	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
FUNCTION 1000 - Instruction												
Supplies												
14000	1000	56111	\$4,125.00		\$8,250.00		\$12,375.00		\$16,500.00		\$20,625.00	
			\$4,125.00		\$8,250.00		\$12,375.00		\$16,500.00		\$20,625.00	
14000	1000		\$4,125.00		\$8,250.00		\$12,375.00		\$16,500.00		\$20,625.00	

Special Revenue Fund Expenditures

The special revenue fund areas of the budget account for the use of specific revenue sources which have restricted uses. This includes federal and state grants which are slated to be utilized for specified purposes. In low income areas, funds are allocated to support education programs and teacher quality in an effort to improve the achievement of children from poor families.

Fund 21000 – Food Services

Function 3100 supports the providing of food to students and staff. ACES Tech anticipates providing breakfast and lunch to our students and has allocated \$961.35 per student per year to cover food service expenses (Object 56116). This amount is based upon the federal meal reimbursement guidelines (\$2.14 per breakfast and \$3.33 per lunch) multiplied by the 185 annual school days and an estimated 95% average daily attendance rate. Figure 100 displays the budget expenditures for Fund 21000, Function 3100.

Figure 100 – Expenditures for Fund 21000, Function 3100

FUND	FUNCTION	OBJECT	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
FUNCTION 3100 - Food Services Operations												
Supplies												
21000	3100	56116	\$120,169.06		\$240,338.13		\$360,507.19		\$480,676.25		\$600,845.31	
			\$120,169.06		\$240,338.13		\$360,507.19		\$480,676.25		\$600,845.31	
11000	3100		\$120,169.06		\$240,338.13		\$360,507.19		\$480,676.25		\$600,845.31	

Fund 24101 – Title I

Title I supports areas and schools with high numbers of children from low income families to help ensure that all children meet state academic standards. In the ACES Tech budget, Function 1000 will fund teacher positions at the same salary and benefits rates discussed above. The primary strategy for utilizing Title I will be to add as much instructional support as possible, and then use the remaining funds for enhancing instruction. Title I funds not used for instructional staff will support the purchase of

academic software (Object 56113) and general supplies for learning (Object 56118). The amounts allocated for software and supplies will vary dependent upon the funding left after the number of teachers is determined. The last line item in Title I will fund ancillary services (Object 53414) for students that need them. We anticipate that our students will benefit from various instructional and social emotional learning support services, and we will allocate funds to be ready to provide those services. We have allocated more service funding in Years 3 to 5 to ensure that we have the resources available to serve the individual needs of students as the enrollment grows and the rigor of the high school curriculum begins. Figure 101 displays the budget expenditures for Fund 24101, Function 1000 and 2100.

Figure 101 – Expenditures for Fund 24101, Function 1000 and 2100

FUND	FUNCTION	OBJECT	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
FUNCTION 1000 - Instruction												
Personnel Services - Compensation												
24101	1000	51100	\$31,746.00	0.6	\$52,910.00	1.0	\$53,968.20	1.0	\$107,957.56	2.0	\$110,116.72	2.0
			\$31,746.00	0.6	\$52,910.00	1.0	\$53,968.20	1.0	\$107,957.56	2.0	\$110,116.72	2.0
Supplies												
24101	1000	56113			\$8,910.00		\$10,000.00				\$10,000.00	
24101	1000	56118			\$11,833.40		\$6,170.80		\$504.20		\$10,000.00	
			\$0.00		\$20,743.40		\$16,170.80		\$504.20		\$20,000.00	
24101	1000		\$44,557.57	0.6	\$94,999.36	1.0	\$91,911.68	1.0	\$152,005.65	2.0	\$174,531.29	2.0
Purchased Professional and Technical Services												
24101	2100	53414	\$2,942.00				\$50,588.00		\$37,994.00		\$62,968.00	
			\$2,942.00		\$0.00		\$50,588.00		\$37,994.00		\$62,968.00	
24101	2100		\$2,942.00		\$0.00		\$50,588.00		\$37,994.00		\$62,968.00	
24101			\$47,499.57	0.6	\$94,999.36	1.0	\$142,499.68	1.0	\$189,999.65	2.0	\$237,499.29	2.0

Fund 24106 – Individuals with Disabilities Education Act (IDEA-B)

IDEA-B supports the educational needs of students with disabilities, ensuring that they have access to a free and appropriate education. In the ACES Tech budget, Function 2100 will fund specialists (Object 53218) at \$250 per special needs student classified as C or D. Additionally, there are funds allocated for supplies (Object 56118) in support of students with disabilities at \$50 per student classified as C or D. Figure 102 displays the budget expenditures for Fund 24106, Function 2100.

Figure 102 – Expenditures for Fund 24106, Function 2100

FUND	FUNCTION	OBJECT	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
FUNCTION 1000 - Instruction												
Purchased Professional and Technical Services												
24106	2100	53218	\$3,000.00		\$6,000.00		\$9,000.00		\$12,000.00		\$15,000.00	
			\$3,000.00		\$6,000.00		\$9,000.00		\$12,000.00		\$15,000.00	
Supplies												
24106	2100	56118	\$600.00		\$1,200.00		\$1,800.00		\$2,400.00		\$3,000.00	
			\$600.00		\$1,200.00		\$1,800.00		\$2,400.00		\$3,000.00	
24106	2100		\$3,600.00		\$7,200.00		\$10,800.00		\$14,400.00		\$18,000.00	
24106			\$3,600.00		\$7,200.00		\$10,800.00		\$14,400.00		\$18,000.00	

Fund 24154 – Title II, Teacher/Principal Training and Recruiting

Title II supports student academic achievement through improving teacher and principal quality. The ACES Tech budget utilizes Title II by providing professional development (Object 53330) to teachers at a rate of \$49 per student. We were informed by the state Title II office that we would not receive Title

II funds in Year 1 and that each subsequent year's funding would be based upon the previous year's student enrollment. Figure 103 displays the budget expenditures for Fund 24154, Function 1000.

Figure 103 – Expenditures for Fund 24154, Function 1000

FUND	FUNCTION	OBJECT	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
FUNCTION 1000 - Instruction												
Purchased Professional and Technical Services												
24154	1000	53330			\$6,125.00		\$12,250.00		\$18,375.00		\$24,500.00	
			\$0.00		\$6,125.00		\$12,250.00		\$18,375.00		\$24,500.00	
24154			\$0.00		\$6,125.00		\$12,250.00		\$18,375.00		\$24,500.00	

Fund 24146 – Charter School Program Grant (CSP)

The Charter School Program is a federally funded grant which allows states to fund the opening and replication of charter schools. Funds for new charters must be expended in the planning year and the first two years of operation. Our budget estimates a total CSP award of \$850,000 for the three years. We have allocated \$350,000 for the planning year, Year 0, and \$250,000 for Years 1 and 2. Figure 104 displays the budget expenditures for Fund 24146 (CSP).

Figure 104 – Expenditures for Fund 24146 (CSP)

FUND	FUNCTION	OBJECT	PROJ. AMT (Year 0)	FTE	PROJ. AMT (Year 1)	FTE	PROJ. AMT (Year 2)	FTE
FUNCTION 1000 - Instruction								
24146	1000		\$129,375.00		\$139,375.00		\$158,125.00	
FUNCTION 2200 - Support Services - Instruction								
24146	2200		\$0.00		\$3,750.00		\$35,000.00	
FUNCTION 2300 - General Administration								
24146	2300		\$124,101.60		\$6,250.00		\$6,250.00	
FUNCTION 2400 - School Administration								
24146	2400		\$56,723.40		\$10,825.00		\$10,825.00	
FUNCTION 2500 - Central Services								
24146	2500		\$35,000.00		\$35,000.00		\$35,000.00	
FUNCTION 2600 - Operation and Maintenance of Plant								
11000	2600		\$4,800.00		\$4,800.00		\$4,800.00	
FUNCTION 2700 - Student Transportation								
24146	2700		\$0.00		\$50,000.00		\$0.00	
24146	2000		\$220,625.00		\$110,625.00		\$91,875.00	
24146			\$350,000.00		\$250,000.00		\$250,000.00	

Function 1000 - Instruction

The ACES Tech budget allocate funds for professional development (Object 53330) at \$150 per student for all three years, with Year 0 using Year 1 enrollment. There are also funds for textbooks (Object 56112) at \$250 per new student and audio visual (Object 56114) at \$40 per student. Additionally, there are funds for student and staff computers (Object 57332) at a factor of \$1,425 (estimated at \$300 per student computer, \$125 per desk, and \$1,000 per employee computer).

Function 2200 – Support Services - Instruction

The ACES Tech budget funds the purchase of academic materials (Object 56118) at a rate of \$30 per student in years 1 and 2 of operation. We anticipate purchasing textbooks and materials for core academic courses. In Year 2, we allocate an additional \$27,500 to fund project based learning focused instructional materials. These materials will be utilized for both classroom and student led Tech Time projects.

Function 2300 – General Administration

The ACES Tech CSP budget funds the salary and benefits for a full time School Leader in the planning year. There are also funds for advertising the school (Object 55400) at a rate of \$50 per new student for the three years that we have CSP resources.

Function 2400 – School Administration

The ACES Tech budget funds the salary and benefits for employing a Curriculum Lead for 6 months. There is \$30,000 allocated for the base salary, which just exceeds the value used for our average teacher salary. Additionally, there are funds for purchasing the student information system (SIS) software (Object 56113) which we presume will be PowerSchool. The rate used for the launch year of the SIS is \$100 per student which gets us near the cost of \$10,000 to \$15,000 that local schools have mentioned, depending on the program features requested.

Function 2500 – Central Services

The ACES Tech budget funds professional services (Object 53414) at \$100 per student, in all three CSP years, for support in creating our school handbooks, such as those for employees and students. There are also funds for recruitment advertising (Object 55400) at an estimated rate of \$50 per new student, office software (Object 56113) at an estimated rate of \$50 per new student, and supply assets (Object 57332) at \$10,000 per year to cover additional furniture and desks.

Function 2600 – Operation and Maintenance Plant

Function 2600 supports the care and maintenance of the school's physical plant and grounds. The ACES Tech budget allocates funds for communications (Object 54416) at a rate of \$400 per month over the three startup years.

Function 2700 – Student Transportation

The ACES Tech budget allocates \$50,000 to cover the Year 1 contracted bus services (Object 55112). This amount is based upon an emailed quote from the Herrera Bus Company, based upon an estimated 25 mile, 4 stop daily bus route to and from school.

Fund 31200 – Public School Capital Outlay Expenditures

The ACES Tech budget allocates funds for the building lease (Object 54610). The rate is \$733 per student. Annual amounts are based upon the previous year's student enrollment. Year 1 is based upon the estimated Year 1 enrollment. Figure 105 displays the budget expenditures for Fund 31200, Function 4000.

Figure 105 – Expenditures for Fund 31200, Function 4000

FUND	FUNCTION	OBJECT	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
FUNCTION 4000 - Capital Outlay												
Purchased Property Services												
31200	4000	54610	\$91,625.00		\$91,625.00		\$183,250.00		\$274,875.00		\$366,500.00	
			\$91,625.00		\$91,625.00		\$183,250.00		\$274,875.00		\$366,500.00	
31200			\$91,625.00		\$91,625.00		\$183,250.00		\$274,875.00		\$366,500.00	

Fund Balance

The five-year budget that we are proposing contains fund balances in the range of 3%. These balances are intended to be used to defray any unanticipated costs due to the start-up phase of the school.

Conclusion

Our proposed five-year budget represents the staffing and resource priorities that will help us accomplish our mission. We have placed an emphasis on recruiting, growing, and retaining highly quality teachers in all of our classrooms. We have also budgeted for the curriculum, tools, and supplies needed to create and maintain a safe, orderly, and high performing academic environment. Our founding team is committed to the efficient and effective use of funding resources entrusted to our school for the education of our students. We are looking forward to opening a school which will provide an outstanding STEM focused secondary program which will prepare our Albuquerque youth for the colleges and careers of their choice.

⁶⁵ Eating Healthier at School Improves Learning | Features | CDC. (n.d.). Retrieved March 3, 2019, from <https://www.cdc.gov/features/school-lunch-week/index.html>

⁶⁶ The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics). (n.d.). Retrieved March 3, 2019, from <https://nces.ed.gov/fastfacts/display.asp?id=158>

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Explain basic assumptions; • Identify reliable sources for each assumption; • Include priorities consistent with the proposed school's mission; • Include priorities consistent with the proposed school's educational program; • Include priorities consistent with the proposed school's staffing; and • Include priorities consistent with the proposed school's facility.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula, the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE:

Budget Adjustments to Address Cash Flow Problems

The ACES Tech lead founder is experienced at planning for potential budget shortfalls and initiating cost savings when necessary. One of the ways of ensuring that the future budget adjustments can be made responsibly and quickly is to use a systematic approach when building the initial budget. The ACES Tech budget is built using a method with three general steps: 1) fund salaries and benefits, with an emphasis on ensuring the ideal number of classroom teachers, 2) assign specific per-student factors to all appropriate budget lines, and 3) add educational and capacity resources in an effort to responsibly utilize all acquired funds while keeping the budget balanced. This method ensures that any necessary adjustments are not only prioritized, from step 3 backwards, but also simpler to implement.

As an example, if the ACES Tech Governing Board were to request a budget that cut expenditures by 16% in Year 1, the following adjustments represent a proposed set of reductions in response that request. We would reduce our Year 1 teaching force from eight teachers to six. We would also identify line items in our budget where we can reduce the per student factors by 15-20%. An example would be reducing the amounts of supplies that we buy. Several fixed cost item expenses can be reduced as well, including reducing the number of copiers added to the school and reducing the frequency of maintenance services. These reductions will create a 16% cost savings to accommodate the Governing Board's request.

Minimizing the Effects on Learning

The goal throughout the budget building process is to provide the environment, instruction, and resources necessary to maximize student learning. With that in mind, it is important to minimize disruption to learning when making budget adjustments. If we were to reduce the number of teachers in Year 1 due to not meeting or enrollment goal, we would maintain our 8 period schedule but the class sizes would increase. We would maintain the important Tech Time component of our schedule. The number of daily instructional hours also remains the same 1,264 still much greater than the state requirement of 990 for sixth grade and 1,080 for grades seven to twelve. The major difference in the schedule would be that we would not have as many course offerings available for students.

Working with Vendors

In addition to adjusting the budget, ACES Tech will work to negotiate deferred payments to our vendors in case of a delay in receiving any anticipated funding. We will be seeking deferred payment options based upon the latest information at the time of the request, potentially from 30 to 120 days.

These arrangements will assist us in ensuring that we can begin successful operations of the school despite unanticipated funding challenges.

Failure to Receive Funding Sources

The ACES Tech budget was developed with the expectation that every funding source is separate. We will present budget control actions and/or outcomes related to the failure of receiving any of the anticipated state and federal funding.

Student Equalization Guarantee (SEG)

Student equalization funding is distributed by the state in New Mexico to every public school in the state. It is based in large part to each school's enrollment, with other factors such as the number of at-risk students being served, that add funds to schools that qualify. The only way that we anticipate this funding being affected is by not enrolling our target number of students. In that case, we have a budget which is readily adaptable to several types of cost reductions, including a reduction in force, reduced services, supplies, and materials, based upon the reduction in anticipated enrollment. An example is immediate preparedness to reduce our teaching force from eight teachers to six. This action will create the 16% cost savings necessary to mitigate a comparable reduction in enrollment from 125 to 105 students in Year 1 of operation.

State Transportation Distribution

Transportation funds are allocated to each district in New Mexico based upon a set formula. It is for covering to and from school transportation costs for K-12 students. ACES Tech anticipates receiving these funds beginning in Year 2 as the reimbursement is based upon the previous year's numbers. If we were not to receive the funds, then we would need to find a grant or private source to fund the transportation for our students or stop providing transportation altogether. The immediate budget adjustment would be to remove the funds from the transportation expenditure line.

Instructional Materials

The New Mexico Instructional Public Education Department Materials Bureau allocates funds to school districts to cover the costs of educational materials, at a rate of approximately \$33 per student. ACES Tech anticipates receiving these funds each year. If we were to not receive the instructional materials funds, we would utilize general fund and Title I funds to purchase instructional materials and reduce funds in areas such as general supplies. We currently have funds allocated in our instructional materials line (Fund 14000, Function 1000, Object 56111) each year of operation. The budget adjustment would be to move funds from one or more general supplies lines to the instructional materials line within the general fund.

Food Services

The federal government reimburses school districts for meals served to students. ACES Tech intends to provide meals to all students as a way of ensuring that they eat healthily and are ready to learn. We will participate in the School Breakfast Program and National School Lunch Program, starting with a local Albuquerque food contractor. The programs will not provide reimbursements until weeks into the school year, and we intend to fund those meals by raising private funds. If for some reason the expected reimbursements were to stop, then we would likely not be able to continue providing meals unless we are able to raise the necessary money to carry the meal program through the year. The immediate budget adjustment would be to remove the food service program from our budget.

Title I

The federal government provides financial assistance to school districts with high numbers of students from low income families. This funding helps schools to ensure that all students have the instruction and resources necessary to achieve at or above state proficiency standards. If for some reason ACES Tech were to not receive Title I funds, we would not be able to fund the teachers that we currently plan to fund with those funds. The immediate budget adjustment would be to identify other funds in the general fund which can be used to fund the displaced teachers. If there are not enough funds available to move, then we would initiate a reduction in force and make the necessary scheduling arrangements needed to reduce the effects on our educational program and students.

Individuals with Disabilities Act (IDEA-B)

IDEA-B is a federal funding source which is provided so that all children with special needs might have access to the educational instruction and resources that fit their individualized needs and prepares them for college, career, and/or independent living. If for some reason ACES Tech were not to receive IDEA-B funds, we would not be able to fund the specialists and supplies that we have currently designated to provide with those funds. There are funds allocated in the general fund for these items as well, but it would reduce our capacity to meet the adequately needs of all of our special needs students. The immediate budget adjustment would be to remove the IDEA-B funds from our budget.

Charter School Program (CSP)

The Charter School Program is a federal initiative which provides money to states to fund new high quality charter schools, and to replicate existing charters. The ACES Tech founding team intends to apply for the CSP grant upon authorization approval. There are several funded line items within the CSP portion of our proposed budget. In our planning year, the funds will support the salaries for our School Leader and curriculum lead. In all three years of the grant, it would support the purchasing of academic materials, computers for students and teachers, professional development for our teaching staff, advertising to attract students, software for instructional and intervention programs, and the first year of our bus transportation for students. If we were to not be awarded the grant, we would not be able to fund the salaries in our planning year or the bus transportation in Year 1. There are funds allocated in the general fund for all of the other items, but not receiving CSP funds would significantly reduce our capacity to purchase these items. We would immediately look for in-state and out of state grants to assist us in funding these items. The immediate budget adjustment would be to remove all CSP funded lines in our budget.

Title II

Title II is a federally funded initiative which provides funds to districts for improving teacher and principal quality. The ACES Tech budget has allocated all of the anticipated Title II funds to professional development for teachers. There are funds for professional development identified in the general fund, and we will use those funds as efficiently and effectively as possible. If for some reason we were to not receive Title II funds, it would reduce the amount of professional development opportunities that we can provide to our teachers. The immediate budget adjustment would be to remove the Title II funds from the special fund line items and rely strictly on the general fund.

Capital Outlay Funds

The state on New Mexico provides capital outlay funds to districts to assist in the construction and upkeep of facilities. The state also provides lease assistance to schools. If we were to not receive the lease assistance funding, we would pay all facilities expenses out of the general fund. The Governing

Board and School Leader would take the action of negotiating a lower lease payment with the landlord, or deciding to move the school into a more affordable lease arrangement elsewhere.

Special Education Services Narrative

The ACES Tech founding team anticipates that we may enroll students who have received special education services at their prior school and need for those services to continue. We also anticipate that we may not receive funding specifically for special education until later in the school year. The ACES Tech budget specifies that there we intend to hire one special education teacher in Year 1. We will also look to hire general education who have special needs certification and/or experience working with students with special needs. These hires will assist us in meeting the needs of all students from day one of operations, including updating current Individualized Education Programs and completing evaluations for students who need them. In addition, there is funding allocated in the general fund for support services (Object code 2200) from contracted specialists. These funds will allow us to provide individualized services per our students' needs. When a student has needs beyond the scope of our staff capabilities, we will communicate the need to defer payments for special needs services with our vendors when necessary. Additionally, for students in need of less intense support, we will utilize the Tech Time period in our schedule to provide that support to students. Serving the needs of our students with special needs will be a priority at ACES Tech, and we will apply these strategies to ensure that every student receives the services that they need to participate and learn.

Enrollment Gap Narrative

The ACES Tech founding team has the goal of recruiting and enrolling 125 students each year. The plan to accomplish this goal includes creating a strong web presence and social media campaign, as well as implementing a tradition marketing campaign utilizing local newspapers and magazines. We also plan to increase our presence in neighborhoods, attending meetings and events throughout Albuquerque, with a focus on our three target ZIP codes on the southeast side. Throughout the recruitment process, we will document the number of parents who submit enrollment interest forms, complete applications for the lottery, and accept their offers, so that we are acutely aware of our projected and actual enrollment numbers.

In the event that the first year of operations begins and we have not met our goal of enrolling 125 students, there are several actions we will take. First, we will continue to recruit and accept enrollment applications from students until we have reached 125 students. Second, we will make adjustments to our budget to fit the enrollment that we have attained. The first year of our proposed budget calls for the hiring of 10 individuals, the School Leader, Office Secretary, and 8 teachers. Thus, the most impactful budget adjustments will be to reduce the number of teachers. As discussed above, we have a budget action plan developed in case we miss our enrollment target by 16%, enrolling 105 students. A reduction of two teachers, along with reductions in other areas such as instructional materials, supplies, and professional development funds, will get us to the revised budget goal.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Describe budget control strategies as well as budget adjustments that will be made to meet financial budget and cash-flow challenges;

- Describe budget control strategies as well as budget adjustments that will be made to address the failure to receive any anticipated funding sources;
- Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;
- Address how special education students will receive services before special education funding is provided, based on accurate 40-day counts; and
- Address how gaps between budgeted students and actual enrollment will be addressed.

INDEPENDENT REVIEWER EVALUATION: [Click here to enter text.](#)

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE:

Internal Controls Procedures in Appendix H

Attached in Appendix H, ACES Technical Charter School (ACES Tech) has outlined its financial processes and internal control procedures. The document includes procedural requirements, including the designation of responsibilities, for the following areas:

- Budget Preparation
- Projecting Revenue
- Projecting Expenditures
- Budget Approval
- Budget Maintenance Standards
- Budget Adjustments
- Financial Reporting
- Audit Committee

ACES Tech will develop, establish, and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. Appendix H explains the ACES Tech internal controls structure which will be implemented to ensure that school assets are guarded against loss from unauthorized use. The document outlines our proposed internal control procedures, property management responsibilities, and segregation of duties. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction. These internal control processes have been reviewed by our proposed business management services contractor, the Vigil Group.

Appendix H further includes proposed policies, procedures, and responsible parties for several other important areas of financial management at ACES Tech, including the following:

- Financial Organizational Structure
- Cash Control
- Investments
- Purchasing
- Payroll

- Travel and Training
- Insurance
- Fixed Assets

Process for Evaluating Compliance with Internal Controls

The founding team aspires for ACES Tech to be a model school in terms of financial integrity and transparency. We have had the support of one of the most experienced CPA led business management services companies in New Mexico, the Vigil Group, in developing our proposed financial processes. They are currently providing financial management services to many charter schools in New Mexico and we propose continuing to learn from their expertise throughout our planning year and the launch of operations. The Vigil Group will ensure dual controls and segregation of duties on all financial transactions, including accounts payable, payroll, and purchasing. They will keep all financial records in a financial information system, and will produce monthly reports for the Finance Committee so that the Governing Board stays informed of all financial matters.

The School Leader will be responsible for regularly tracking the financial status of the school, including the receipt of revenues, the approval of expenditures, the status of enrollment, and the following of policies and procedures. The School Leader will know the procedures, will look for red flags, and will discuss the importance of following established financial processes with the staff. The Operations Manager will produce monthly reports which will inform the School Leader, the Governing Board, and the Finance and Audit Committees, of the status and health of the school's finances. The Finance Committee will review all reports and actual documentation in support of expenditures and purchase orders to ensure compliance. The Governing Board members will assess the reports, receive Finance and Audit Committee recommendations, and take the actions necessary to ensure that the school staff is implementing policy and procedures with fidelity. Lastly, the annual independent financial audit will be a strong overall indicator of the school's financial state and compliance to the proposed internal controls. The Audit Committee will review all findings to ensure compliance. Maintaining clean audits will be a strong indication that the ACES Tech Governing Board, School Leader, and staff is working to utilize the public funds entrusted to us in ways that will accomplish our mission and student achievement goals.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all the internal control procedures that have been attached in Appendix H; • Attach in Appendix H internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> ○ safeguard assets ○ segregate its payroll ○ segregate cash and check disbursement duties ○ provide reliable financial information and promote operational efficiency ○ ensure compliance with all applicable federal and state statutes, regulations, and rules;

- Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and
- Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in **Appendix H** and other internal control procedures that will be developed and implemented by the school.

INDEPENDENT REVIEWER EVALUATION: [Click here to enter text.](#)

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

The ACES Tech founding team is committed to ensuring that the school remains financial sound and that processes and procedures are in place to protect the public funds entrusted to us. We will seek to hire qualified individuals and vendors, and ensure that they understand their roles and responsibilities in regards to managing school funds. It is of utmost importance that day to day operational decisions are made in a financially responsible manner. Frequent internal financial oversight and reporting will be implemented to assure the Governing Board's expectation for integrity and transparency.

Managing the financial tasks at ACES Tech will be the responsibility of two individuals, the School Leader and Manager of Operations, and one back-office business management vendor. ACES Tech has decided to utilize the support of a back-office business management organization in lieu of hiring a full time financial officer during our start up years. Contracting with an established and reputable back-office company gives ACES Tech the opportunity to establish a strong financial foundation, while saving some personnel funds during our initial authorization period. It also provides our school team an opportunity to formulate practices and procedures with the support of a company with years of experience with New Mexico education financial processes.

Back-Office Business Management - Vigil Group

ACES Tech is proposing to work with the Vigil Group, a New Mexico based company, to provide us with back-office financial support. The Vigil Group is led by Michael Vigil Sr., a licensed certified public accountant in the State of New Mexico with a Level II Operations Manager License. Mr. Vigil has decades of education finance experience, including serving as Chief Financial Officer of Albuquerque Public Schools. The company has a strong local presence and the capacity to handle all of our business service needs. They employ 17 full time employees, including 10 licensed school business officials.

The Vigil Group has supported ACES Tech in the development of its 910B5 SEG worksheets and its proposed five year budget. These services have been provided free of charge as part of the Vigil Group's new school development work for potential clients. After authorization, our Governing Board will consider the action of extending a contract to the Vigil Group. Presuming the contract is approved, the Vigil Group will begin supporting the development of our final Year 1 budget, well in time for the start of the 2020-2021 school year. Funding has been allocated in our proposed budget (Function 2500, Object 53414) to cover the business management services each year. The Governing Board will review the performance of the Vigil Group each year to determine whether to renew their contract.

The Vigil Group is a full service education business management company and offers ACES Tech a range of services. They would be responsible for preparing financial reports, including quarterly reports, budget comparison statements, cash flow analyses, and federal and state financial reports. The Vigil Group will also assist ACES Tech in preparing for our annual audit and in preparing applications for grant and contract reimbursements. Additional business management functions include the following:

- Present and Discuss the Financial Information with School Administration and the Governance Council
- Prepare Monthly Bank and other Account Reconciliations
- Maintain Capital Asset Records in accordance with applicable State and Federal Requirements and as necessary to support the School's Financial Statements
- Process Purchase Orders as needed from submitted Purchase Requisitions
- Process Accounts Payable and Record Transactions in the General Ledger
- Prepare and Submit Federal Form 1099 and Related Forms
- Record Cash Receipts and Accounts Receivable in the General Ledger
- Maintain the General Ledger and Subsidiary Accounting Journals and Ledgers
- Prepare Budget recommendations for consideration by School Administration and the Governance Council
- Assist in responding to Audit Findings, if any, arising from the Audit of the School
- Develop, Set-up and Implement the bi-weekly Payroll Process
- Record Payroll Transactions in the General Ledger
- Provide Federal and State Payroll Tax Deposit Management
- Provide Federal and State Payroll Tax Reporting
- Provide New Mexico Department of Labor New Hire Compliance Recording
- Provide Financial Reports necessary to Post the Payroll and Related Expenses
- Provide Annual W-2 Processing

School Leader

The School Leader will have ultimate responsibility for the financial solvency and well-being of the school. This individual will provide leadership with integrity and ensure that the public funds entrusted to their care are spent responsibly and with the best interest of our students in mind. They will have the authority to evaluate the spending needs of the school and recommend purchases to meet those needs to Governing Board for approval. Once expenditures are approved, the School Leader will hold each staff member accountable for utilizing the programs, materials and other resources in the way that they are intended. The School Leader will be expected to work with the business services company directly in Year 1, and then along with the Operations Manager from Year 2 onwards. They will keep a consistent watch over the schools funds throughout every funding cycle.

The School Leader will be selected by the Governing Board in the fall of 2019 after authorization, well before the start of school in the fall of 2020. The current and future candidates for the position will need to meet or exceed the expectations outlined in the job description (Appendix B). This includes holding the appropriate administrator license, satisfying background check requirements, and having the education, skills, and experience necessary to accomplish the ACES Tech mission and goals. The ACES Tech proposed budget includes general funds to pay the salary for the School Leader in Function 2300, Object 51100.

Operations Manager

The Operations Manager will have responsibility for supporting the School Leader with managing the finance and budget operations of the school. The Operations Manager will assist in coordinating financial transactions, billing, reporting, and preparing for audits. The will also assist with coordinating all administrative transactions, including purchasing, inventory, record keeping, and reporting. The Operations Manager will assist the School Leader in preparing for Board meetings and ensuring justification for all expenditures in accordance with the mission of the school. This individual will also serve as a liaison to the Governing Board Finance Committee and Board Treasurer.

We anticipate that the Operations Manager position will be filled in Year 2 of operations. The School Leader will be responsible for these tasks until that hire. The candidates for the position of Operations Manager will need to meet or exceed the expectations outlined in the job description in Appendix C. This includes holding the appropriate administrator license (if required), satisfying background check requirements, and having the education, skills, and experience necessary to accomplish the ACES Tech mission and goals. The ACES Tech proposed budget includes general funds to pay the salary for the Operations Manager in Function 2400, Object 51100.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks; • Align completely with the organizational chart from response to D(1) in the Organizational Framework; • Align completely with the budget in A(1) and A(2) responses in Financial Framework; • Describe appropriate qualifications and responsibilities for each of the identified positions; and • Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

C.(3) Provide a **clear, comprehensive, and cohesive plan** for how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and Finance Committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE:

The ACES Tech Governing Board will be responsible for ensuring that the school is financially healthy and able to achieve its mission and student achievement goals. The entire Governing Board oversees the school, thus each member, not just the Finance and Audit Committee members, has fiduciary responsibility. To that end, the ACES Tech Governing Board will provide consistent financial oversight, approve feasible and responsible annual budgets, monitor expenditures throughout the year, assure the internal controls are in place and followed, and ensure that financial reporting is accurate and timely. The National Charter School Research Center recommends that boards and school leadership teams' work together to take actions which prevent, identify, and manage common financial issues.⁶⁷ The following steps are based upon those recommendations.

Prevention – Being Proactive

The ACES Tech Governing Board will take a proactive approach to ensuring fiscal soundness and accountability for the school. The Members will build their financial literacy by taking advantage of workshops offered by the New Mexico Public Education Department and at education conferences. They will utilize data, such as past enrollment and expenditures data, during the process of approving the annual budget. Throughout the fiscal year, the Governing Board members will receive information via a monthly dashboard or report from the School Leader and Operations Manager in order to keep track of revenue and expenditures. Members will also consult with budget and accounting professionals, as well as benchmark other similarly sized schools, in an effort to utilize best practices in financial decisions and matters.

Identification – Watching for Warning Signs

There are a number of indicators which provide information regarding the financial status of a school. During the planning year, the ACES Tech Governing Board will decide upon which indicators that they want to include on regular dashboards and status reports. Indicators that they will consider include enrollment variance, variation in actuals to budgeted figures, length of accounts receivable invoices, length and increases in accounts payable, the amount of expenses compared to other schools, and the outcomes and finding resolution timeline for any financial audits. Following these, and other, potential indicators will ensure that the Governing Board is well informed to make inquiries and decisions related to the financial well-being of the school.

Management – Handling of Financial Issues

If financial issues are found to exist at ACES Tech, the Governing Board will work to determine the severity of the issue(s) through root cause analysis and estimating the cost of mitigating the issue. Root cause analysis may include reviewing the effectiveness of existing policies and processes, as well as interviewing the School Leader and other staff to assess any causal and correlating factors. Members will also evaluate the costs associated with the potential ways for securing additional capital, such as from fundraising or a loan, or taking actions such as replacing staff or finding new vendors. Upon gaining additional insight regarding the issue(s), the Governing Board members must determine the short term strategy for resolving the issue(s) and the long term strategies for increasing revenue and decreasing expenses going forward.

Finance Committee

The Governing Board will establish a Finance Committee with a minimum of two members, per New Mexico state statute. The Board Treasurer will be the Committee Chair, the School Leader will attend the meetings, and the Board may appoint a community member with education finance expertise to the committee. The Finance Committee will meet monthly to review and discuss the financial aspects of the school and to determine recommendations for the Board as a whole. The business management company that ACES Tech contracts with will provide regular financial reports and data to the Finance Committee, as well as relevant information requested by individual Board members. This information will assist the Finance Committee in monitoring the school's monthly revenues and expenditures. The Finance Committee will lead the creation of the annual budget, in collaboration with the School Leader and Operations Manager. The Finance Committee will also develop five year and long range financial plans for the school, based upon available forecasts. This committee will assist with the Board-level training financial training program, including identifying workshops for members to attend.

Audit Committee

The Governing Board will establish an Audit Committee with a minimum of two members, per New Mexico state statute. The Audit Committee will also consist of one parent volunteer member and another community volunteer with financial and audit experience. The School Leader and Operations Manager will attend the committee meetings. The Audit Committee will meet to assist in the oversight of the annual external audit and to produce a report regarding the outcomes of the audit. The committee's responsibilities will start with reviewing the annual request for proposal for financial audit services, and making recommendations regarding the selection of the external auditor. The committee will meet regularly with the auditors after the audit commences, review the draft audit report, and assist the Governing Board in interpreting the documents produced. The School Leader will create corrective action plans for any audit findings and the Audit Committee will assist the Board and a whole in the implementation of those plans. Lastly, the Audit Committee will track progress towards addressing the audit findings and advise the Board as a whole on any necessary policy changes.

Committees and School Leadership

The School Leader and Operations Manager will support the work of the Governing Board, the Finance Committee and the Audit Committee. The School Leader and Operations Manager will understand, enforce, and follow the policies and procedures adopted by the Governing Board. They will attend all meetings and will prepare reports, regarding such items as enrollment and expenditures, for Governing Board and committee members. They will also follow up with information in response to requests that Governing Board and committee members may make from time to time. In response to any audit findings, the School Leader and Operations Manager will prepare and submit corrective action plans to the committees and Governing Board for review.

Committees and the Board as a Whole

The Finance and Audit Committees will provide reports to the Governing Board as a whole at the general meeting after each committee meeting. The Committee Chair, or designee, will state an overview of the discussion and outcomes of the meeting. The Governing Board members will have the opportunity to ask questions of the committee members regarding the committee report. At any point when either committee is prepared to provide recommendations to the Governing Board as a whole, then those recommendations should be stated prior to the members taking a motion and voting on that item. The Board as a whole may also decide to request more research or information from the committee and/or the school leadership and delay a vote until the additional information is provided.

⁶⁷ O'Neill, P. (2016). *A User's Guide to Fiscal Oversight: A Toolkit for Charter School Governing Boards*. (Rep.) (S. Kim, Ed.). National Center for Special Education in Charter Schools.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe how the Governing Body audit and Finance Committees will be formed and how they will:<ul style="list-style-type: none">○ Function generally○ Ensure proper legal oversight○ Ensure proper financial oversight;• Describe how the proposed school's audit and Finance Committees will interact with the school's management; and• Describe how the audit and Finance Committees will interact with the full Governing Body.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities, demonstrating that the applicant is attempting to reach a broad audience and understand the community's needs.

APPLICANT RESPONSE:

The mission of ensuring that all students are prepared for college and career involves making a positive contribution to the advancement of Albuquerque. Engaging and connecting with the community is a very important priority for the ACES Technical Charter School (ACES Tech) team. Throughout the proposal writing process, there have been many meetings held with individuals and organizations throughout the city. During these meetings, we are able to share our vision for ACES Tech with others and receive input and feedback from them. We developed and shared our ACES Tech fact sheet in order to maintain a common message and to leave information with community stakeholders. We have also collected survey information from 154 individuals, with a focus on residents from the 87106, 87108, and 87123 ZIP codes. The input from the surveys has provided us with both quantitative and qualitative data regarding what the community believes are important attributes of a school.

ACES Tech's lead founder chose to focus on the southeast ZIP codes in Albuquerque because it is an area that is very racially diverse, has a sizeable low income population, and has many low performing schools. A student's ZIP code should not determine their destiny, and ACES Tech will work to become a school where students from throughout the community thrive both academically and socially. In order to make authentic connections with people in the neighborhoods, we have taken a person to person approach in our initial outreach phase. We understand the power of social media and mass emails, and we will quickly ramp up the internet based phase of our outreach after authorization. However, the boots on the ground approach has provided us with a solid foundation for moving forward with recruiting students once the full press marketing campaign begins in the fall of 2019.

Neighborhood Associations

One area of purposeful community outreach has involved attending neighborhood association meetings. Attending these meetings has provided particularly interesting insight around the variety of demographics within the various neighborhoods in our target area. The neighborhood associations that ACES Tech has presented to include Singing Arrow, La Mesa, Kirtland, Elder Homestead, and Silver Hills. Our school plan overview was well received at all of the meetings, and we were often allowed time to collect survey data as well. Several of the neighborhood associations agreed to write letters of support for our charter application, and we received unanimous votes when the Boards took votes to support the approval of ACES Tech. In addition to neighborhood association meetings, we have presented an overview of ACES Tech to the International District Healthy Communities Coalition (IDHCC). The IDHCC is an organization which supports people, businesses, and community improvement causes in the International District neighborhoods. We have attended one District 6 meeting and supported community events as well. Figure 106 displays the list of neighborhood association meetings we have attended.

Figure 106: Neighborhood Association Outreach and Meetings

Date	Person / Group	Title	Organization
12/01/18	Community Group	Twinkle Light Parade	Multiple organizations
03/14/19	Singing Arrow Group	Neighborhood Association Mtg.	Singing Arrow Neighborhood Association (87123)
03/19/19	Kirtland Group	Neighborhood Association Mtg.	Kirtland Neighborhood Association (87106)
03/28/19	Community Group	Intl. District Healthy Communities Coalition	Intl. District Healthy Communities Coalition
03/28/19	Community Group	District 6 Coalition	District 6 Coalition
03/30/19	Community Group	Community Resource Fair	Multiple organizations
04/02/19	La Mesa Group	Neighborhood Association Mtg.	La Mesa Neighborhood Association (87108)
04/08/19	Silver Hills Group	Neighborhood Association Mtg.	Silver Hills Neighborhood Association (87106)
05/07/19	La Mesa Group	Neighborhood Association Mtg.	La Mesa Neighborhood Association (87108)
05/09/19	Singing Arrow Group	Neighborhood Association Mtg.	Singing Arrow Neighborhood Association (87123)
05/09/19	Elder Homestead Group	Neighborhood Association Mtg.	Elder Homestead Neighborhood Association (87108)
05/14/19	Kirtland Group	Neighborhood Association Mtg.	Kirtland Neighborhood Association (87106)
05/21/19	Kirtland Group	Neighborhood Association Mtg.	Kirtland Neighborhood Association (87106)
05/23/19	Community Group	Intl. District Healthy Communities Coalition	Intl. District Healthy Communities Coalition

Community Organizations

Community organizations play an important role in Albuquerque, and ACES Tech has engaged a number of organizations. Many of the organizations work in the southeast area of the city, and some serve the entire city. The lead founder is a member of the Office of African American Affairs (OAAA) Education Committee which provides educational opportunities for African American students in New Mexico. ACES Tech has presented the vision and plan for the school to the UNM Diversity Council, a group of individuals committed to improving diversity, supports, and success for the students and faculty at UNM. The lead founder has twice presented ACES Tech to the Albuquerque NAACP, an organization which works to preserve and protect the civil rights of all people. In addition to speaking and answering questions, we were often able to obtain survey input from the attendees. All of these organizations were receptive to our plan for a new STEM focused school and many individuals felt that it is needed in Albuquerque. Figure 107 displays the meetings that have been held with community organizations and representatives.

Figure 107: Community Organization Outreach and Meetings

Date	Person / Group	Title	Organization
02/10/18	NAACP	NAACP meeting	NAACP of Albuquerque
04/13/18	Beverly Jordan	Education Outreach Coordinator	Ofc. of African Amer. Affairs
04/21/18	NAACP	NAACP meeting	NAACP of Rio Rancho
05/03/18	Beverly Jordan	Education Outreach Coordinator	OAAA Education Committee
06/16/18	Linda Johnson	President	NAACP Juneteenth Event
06/16/18	Harold Bailey	President	NAACP Juneteenth Event
06/22/18	Community Event	NM Black Expo	NM Black Expo
08/28/18	Beverly Jordan Scott Hindman Matt Pahl	Education Outreach Coordinator Executive Director	Ofc. Of Afr. Amer. Affairs Excellent Schools NM Charter Coalition
09/08/18	NAACP	NAACP Meeting	NAACP of Albuquerque
09/14/18	NAACP	NAACP Event	NAACP Civil Rights Conference
09/23/18	Rocky Mountain Association for College Admission Counseling	NM College Fair	Rocky Mountain Association for College Admission Counseling
09/29/18	Aces Program	Executive Director	Aces Program
10/27/18	NAACP	NAACP Statewide dinner	NAACP Statewide dinner
11/08/18	Mike Silva	Board member	Golden Apple breakfast
12/06/18	Theresa Young	President	AAGACC
12/08/18	Beverly Jordan	Education Outreach Coordinator	Ofc. Of Afr. Amer. Affairs - Christmas Event
01/10/19	Office of African American Affairs	Education Committee Mtg.	Office of African American Affairs
02/28/19	Group	NSBE Professionals Mtg.	Nat. Society of Black Engineers
03/16/19	Community Group	Community Members	Cesar Chavez Open Gym
03/18/19	Community Group	Community Members	African American Chamber
05/02/19	Beverly Jordan	Education Outreach Coordinator	Ofc. of African Amer. Affairs
05/10/19	Community Event	Grant Giveaway	United Way
05/11/19	NAACP	NAACP meeting	NAACP of Albuquerque

05/15/19	Markus Gottschlich	Executive Director	New Mexico Jazz workshop
05/17/19	Pamela Weese Powell	Interim CEO	Boys and Girls Club of Central New Mexico
05/20/19	Angela Reed Padilla	CEO	Big Brothers Big Sisters

Colleges and Universities

ACES Tech's mission will be to prepare students for college, thus another specific area of outreach that we have focused on has been with local colleges and universities. Establishing relationships with New Mexico colleges and universities will help us to stay current with the programs that they offer, increase dual credit opportunities for students, and promote the presence of college representatives on our campus. We have met with Jennifer McDonald, Senior Director of Outreach and Recruitment Services at Central New Mexico Community College (CNM), to learn about the process for establishing a dual credit agreement, as well as the specific course offerings that they recommend. We have met with two departments at the University of New Mexico (UNM) which are dedicated to diversity and which support K-12 youth programs. The UNM Office of Diversity and Inclusion supports the recruitment and retention of a diverse UNM student body. We attended the Male Summit, an initiative headed by the UNM Men of Color Initiative. This summit provided high school seniors with mentoring and college readiness information and workshops. The ACES Tech lead founder provided ACT Prep workshops at the Coaching Collaborative, a joint effort between UNM and CNM to support local educators. The UNM Health Sciences Center (HSC) runs programs for K-12 students to promote minority participation in the science and health fields. In addition to departments, we also met with individual professors at UNM. We met with Dr. Christos Christodoulou, the Dean of Engineering and Computing at UNM, to introduce ACES Tech and discuss potential partnerships for the future. Also in engineering is Dr. Melanie Moses, who runs a UNM computer coding and robotics lab and also leads Computer Science for All, which manages coding courses for high school students across the state. At the law school, we met with Sonia Rankin, Esq. who is a former assistant dean at the university college and helped create processes which allowed new undergrads to finish their pre-requisite course requirement using a self-paced approach. Figure 108 displays the meetings we have attended with university groups and individuals.

Figure 108: University Outreach and Meetings

Date	Person / Group	Title	Organization
03/26/18	Trenia Walker	Professor	UNM
08/31/18	Rodney Bowe	Director	Men of Color Initiative
09/04/18	Dr. Lawrence Roybal	VP for Equity and Inclusion	Division of Equity and Inclusion
09/05/18	Gabrielle Broadus	President	NSBE - UNM
09/10/18	UNM Engineering	Resume Critiquing	UNM Engineering
09/17/18	Scott Carreathers	Director	Afr. Amer. Student Services
09/17/18	MIT college visit	MIT college visit	Albuquerque Public Schools
11/19/18	Dr. Stephanie McIver	Counseling Director	Student Health & Counseling
12/05/18	Diversity Council	Diversity Council	UNM Div of Equity and Inclusion

12/20/18	Community Event	STEM Boomerang	University of New Mexico
01/09/19	Community Group	Global Networking Night	Harvard University
03/06/19	Group	Diversity Council	University of New Mexico
03/19/19	Jennifer McDonald Amanda Martinez	Director and Manager of Community Outreach	Central New Mexico Community College
03/22/19	Rodney Bowe	Men of Color Male Summit	UNM Office of Diversity and Inclusion
04/05/19	Dr. Melanie Moses	Professor - Engineering	University of New Mexico
04/05/19	Sonia Gipson	Professor - Law	University of New Mexico
04/12/19	Rodney Bowe	Coaching Collaborative	CNM/UNM
05/01/19	Diversity Council	Diversity Council	UNM Div of Equity and Inclusion
05/08/19	Dr. Christodoulou	Dean of Engineering	UNM Engineering

Individuals

ACES Tech has held a number of one-on-one meetings in an effort to develop relationships with key community stakeholders and to gain perspectives about the Albuquerque education and workplace landscape. The individuals that we have met with have been from community organizations that work with schools, large private and government organizations, or own their own businesses. These meetings provide a great opportunity to listen to a variety of people, whether native to New Mexico or not, regarding their take on the state of education and what steps might be taken to improve our schools. They also provided their takes on what skills students should know to prepare them for future opportunities. Figure 109 lists many of the one-on-one meetings that we've held with community stakeholders.

Figure 109: Outreach and Meetings with Individuals

Date	Person / Group	Title	Organization
02/22/18	Scott Hindman	Executive Director	Excellent Schools NM
03/02/18	Matt Montano	Deputy Secretary	State PED
03/14/18	Seth Saavedra	Founder	NMEducation.org
03/27/18	Scott Hindman	Executive Director	Excellent Schools NM
03/27/18	Frank Mirabal	Dir. Community Engagement	City of ABQ
03/29/18	Leon Howard	Legal Director	NM ACLU
04/03/18	Charles Ashley	Executive Director	Cultivating Coders
04/09/18	Cathryn McGill	Executive Director	NM Black History Committee
04/18/18	Charles Ashley Alan Marks	Executive Director	Cultivating Coders
11/30/18	Stacey Copp, PhD	Post Doc Researcher	Los Alamos National Lab
12/03/18	Cliff Renschler	Director	Sandia National Labs
12/04/18	Leon Howard	Legal Director	ACLU

01/17/19	Jonathan Madison, PhD.	Engineer	Sandia National Labs
01/23/19	Henry Rael	Program Officer	McCune Foundation
03/26/19	William Marks	Community Development Regional Manager - West	Facebook
03/27/19	Synthia Jaramill Haley Kadish Jennifer Esquivel	Mayor's Office	City of Albuquerque
05/06/19	Estela Guzman, Ph.D.	Researcher and Policy Analyst	Voices for Children
05/22/19	Charles Ashley	Executive Director	Cultivating Coders

New Mexico Educators

ACES Tech has held meetings with a variety of Albuquerque educators, again looking to gain their perspectives and experiences educating students in the city. Many of the people have been charter school founders and principals, and others have been with Albuquerque Public Schools or school support organizations. It has been interesting to see first-hand the challenges that some of the newer and smaller charter school have faced, particularly with respect to locating viable facilities and meeting projected enrollments. It has also been informative to talk to founders of successful charters and tour their schools. We have focused on these two groups in particular in hopes of maintaining relationships with these educators as we move through our growing phases and work to accomplish our student achievement objectives. Figure 110 displays the list of meetings held with educators in the Albuquerque region.

Figure 110: Outreach and Meetings with Educators

Date	Person / Group	Title	Organization
03/16/18	Nate Morrison	Executive Director	Teach for America
03/19/18	Jade Rivera	Lead Founder	ABQ Collegiate
03/20/18	JoAnn Mitchell	Principal	Mission Achievement Success
03/23/18	Racheal Sowards	Lead Founder	Solare Collegiate
04/17/18	Marco Harris	Principal	Highland High
05/16/18	Mike Ogas	Principal	School of Dreams Academy
07/19/18	Racheal Sowards	Lead Founder	Solare Community Input Meeting
7/20/2018	Raises del Saber Charter School	Community Input Meeting	Raises del Saber Charter School
08/27/18	Jade Rivera	Lead Founder	ABQ Collegiate
08/30/18	Dr. Karen Webb	Principal	Manzano High
08/30/18	Ryan Homistek	Principal	Albuquerque High
11/09/18	Matt Pahl	Executive Director	NM Charter School Conference

11/14/18	Tanya Campos	Director	African Amer. Student Summit
12/04/18	Dan Busse	General Manager	ASK Academy
12/04/18	Paul Stephenson	Director of Engineering Path	ASK Academy
12/05/18	APS School Board	APS School Board	Albuquerque Public Schools
12/10/18	Meaghan Stern	Principal	Altura Prep
12/11/18	Katherine Sandoval	Principal	AIMS
12/18/18	Jade Rivera	Principal	ABQ Collegiate
12/18/18	JoAnn Mitchell	Principal	Mission Achievement Success
12/20/18	JoAnn Mitchell	Principal	Mission Achievement Success
03/20/19	Matt Pahl	Executive Director	NM Charter Schools
04/02/19	Dr. Karen Trujillo Katarina Kara Bobroff	NM Secretary of Education Deputy Secretarys'	NM Public Education Dept.
05/11/19	Rosario Roman	President/CEO	Bilingual Multicultural Services, Inc.
05/20/19	Racheal Sowards	Lead Founder	Solare Collegiate
05/21/19	Albuquerque Public Schools	African American Student Summit	Albuquerque Public Schools

Businesses and Industry Partners

The last community group that ACES Tech has held meetings with are Albuquerque area entrepreneurs and businesses. This group also includes economic development individuals and chambers of commerce. ACES Tech's educational program includes providing students with skills that make them workforce ready. We will depend on community business people to come in and reinforce the curriculum by sharing their knowledge with our students. We also plan to partner with companies to provide work and internship opportunities in the areas of technology and healthcare. The chamber of commerce leaders have experience conducting programs for K-12 students and expressed an interest in partnering with ACES Tech. Figure 111 displays the meetings with individuals in business and industry that we have held.

Figure 111: Outreach and Meetings with Business and Industry

Date	Person / Group	Title	Organization
04/09/18	Ralph Mims	Economic Development Manager	City of Los Lunas
04/16/18	Mike Silva	Owner	ABQ Trolley / Rude Boy Cookies
06/02/18	Theresa Young	Executive Director	NM Afr. Amer. Chamber
06/07/18	Mike Silva	Organizer	Black Men Meetup
07/14/18	Theresa Young	Executive Director	NM Afr. Amer. Chamber

07/27/18	Mike Silva	Organizer	Black Men Meetup
07/28/18	Theresa Young	Executive Director	NM Afr. Amer. Chamber
08/11/18	Theresa Young	Executive Director	NM Afr. Amer. Chamber
11/08/18	Ralph Mims	Economic Development Manager	Accurate Machine and Tool
11/20/18	Katie Rarick	Client Manager	EdTec
11/30/18	Peter Sanchez	Executive Director	Atrisco Heritage Foundation
12/04/18	Connie Dove	CEO	Dove Realty
12/06/18	Ralph Mims	Economic Development Manager	City of Los Lunas
12/07/18	Debbie Dupes	Vice President	CBRE
12/12/18	Connie Dove Steve Nakamura	CEO	Dove Realty
12/20/18	Michael Vigil	CEO	Vigil Group
03/06/19	Michael Vigil	CEO	Vigil Group
03/13/19	Mitchell Whittier	Director	Explora
03/28/19	Debbie Dupes	Vice President	CBRE
04/10/19	Marty Esquivel	Lawyer	Law Office
05/01/19	Kenny Blemel	Manager Sentient Systems	Management Sciences, Inc.
05/01/19	Steve Pluemer	Vice President	Accurate Machine and Tool
05/09/19	Debbie Dupes	Vice President	CBRE
05/09/19	Michael Vigil	CEO	Vigil Group
05/14/19	Teri Cole Scott Darnell	President and CEO	Greater Albuquerque Chamber of Commerce
05/17/19	Mike Silva	Owner	ABQ Trolley / Rude Boy Cookies

Understanding Community Needs

The discussions with this broad range of community stakeholders has both informed and validated the ACES Tech mission and proposal. Our founding team has gained insight from school leaders regarding the processes and challenges involved with starting and running a charter school. We have heard directly from community residents in our target ZIP codes, both by listening and answering questions at community meetings and by collecting comments with our school survey. Our meetings with college and university representatives has affirmed the research which purports that students who complete a rigorous secondary program of study are much more likely to be successful their college courses and graduate. Through our discussions with local business owners and government entities, we have gained insight regarding the need for more skilled and qualified individuals to fill the many open technical and healthcare positions in New Mexico. These many meetings in the community have shown that there is a great need for a school like ACES Tech and that successfully implementing our proposed plan will produce strong positive results for the city of Albuquerque.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;• Describe specific activities that have been implemented, include evidence of implementation;• Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and• Describe how this outreach has enabled the applicant team to understand community needs.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, 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 support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data.

APPLICANT RESPONSE:

The ACES Technical Charter School (ACES Tech) founding team aspires to develop and grow a school that will be a national model for comprehensive STEM education and successful student outcomes. Achieving that level of success will require the positive input and active involvement of the Governing Board, staff, students, parents, and the community. ACES Tech has made presentations to audiences throughout southeast Albuquerque, with a focus on our three target ZIP codes, 87106, 87108, and 87123. We have also attended dozens of community meetings and met with over 100 people throughout the city.

The primary vehicle that we have used to collect data from Albuquerque residents is our community input survey (Attachment G). The survey consists of two parts; quantitative response and qualitative response. The quantitative portion poses 6 questions which are answered using a five option Likert scale. The qualitative portion poses 4 questions for which people can produce short answer free responses. As of the submission of this proposal, we had collected 154 surveys. Of the 154 survey respondents, 59 (44%) reported currently having school aged children, although many verbally expressed that they do have grandchildren. The 141 (92%) of respondents who provided their ZIP code represented 23 unique ZIP codes, with 67 (48%) of respondents living within our target recruiting area of 87106, 87108, and 87123. As charter schools are open to all Albuquerque area residents, we feel that having close to a 50/50 split between respondents residing in target and non-target areas of the city provides a representative sample. The respondent data is represented visually in figures 112 and 113. The three target ZIP codes are color coded in green on Figure 113 to emphasize that they represent the greatest number of respondents. We will further analyze the quantitative and qualitative community input results below.

Community Input Survey – Respondent Data**Figure 112: Respondent Child Status Information**

ACES TECH COMMUNITY SURVEY	Number	Percent
Total Respondents	154	
Total with Children	59	44%
Total Without Children	76	56%
Total answering children question	135	88%

Figure 113: Respondent ZIP Code Analysis

ACES TECH COMMUNITY SURVEY		Number	Percent
Unique ZIP Codes		23	
Total answering ZIP question		141	92%
Total from 87106, 87108, 87123		67	48%
ZIP Code	Number	ZIP Code	Number
87108	27	87144	4
87123	21	87109	3
87106	19	87031	2
87121	13	87104	2
87120	11	87105	2
87122	6	87131	2
87059	4	87004	1
87102	4	87107	1
87111	4	87110	1
87112	4	87195	1
87113	4	87552	1

Quantitative Data

The first 6 questions on the community input survey asked for the opinion of the respondents, and they answered using a 5-option Likert scale. Question 1 asks about overall SATISFACTION with current schools. Questions 2 and 3 ask about how well schools currently PREPARE students. Question 4 asks about how well schools currently ENGAGE parents and the community. Questions 5 and 6 ask about course OFFERINGS at the high school level. The questions and a summary of all the responses is displayed in figures 114, 115, and 116. The three results summaries represent 1) all respondents, 2) respondents who live in the three target ZIP codes, and 3) respondents who do not live in the three target ZIP codes.

Figure 114: Summary of Quantitative Responses to the ACES Tech Community Survey

Please mark the appropriate box for each:		Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1. I am satisfied with the education that my child currently receives? (if applicable)		10 7.2%	49 35.5%	32 23.2%	36 26.1%	11 8.0%
2. Existing public middle schools do a good job of preparing Albuquerque students for high school?		2 1.3%	25 16.8%	48 32.2%	54 36.2%	20 13.4%
3. Existing public high schools do a good job of preparing Albuquerque students for college?		2 1.4%	27 18.5%	40 27.4%	54 37.0%	23 15.8%
4. Existing public schools do a good job of engaging parents and community partners?		5 3.5%	31 21.5%	32 22.2%	62 43.1%	14 9.7%
5. It is important that high school students are prepared for fields like engineering and medicine.		95 62.5%	36 23.7%	9 5.9%	9 5.9%	3 2.0%
6. Students should be able to complete some work training and certificates while in high school.		103 70.1%	38 25.9%	3 2.0%	1 0.7%	2 1.4%

Figure 115: Data from Target ZIP Codes Only

<i>Please mark the appropriate box for each:</i>	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1. I am satisfied with the education that my child currently receives? (if applicable)	3 4.9%	18 29.5%	18 29.5%	13 21.3%	9 14.8%
2. Existing public middle schools do a good job of preparing Albuquerque students for high school?	0 0.0%	11 16.9%	22 33.8%	21 32.3%	11 16.9%
3. Existing public high schools do a good job of preparing Albuquerque students for college?	0 0.0%	9 14.1%	23 35.9%	21 32.8%	11 17.2%
4. Existing public schools do a good job of engaging parents and community partners?	0 0.0%	15 24.2%	17 27.4%	21 33.9%	9 14.5%
5. It is important that high school students are prepared for fields like engineering and medicine.	40 61.5%	17 26.2%	6 9.2%	1 1.5%	1 1.5%
6. Students should be able to complete some work training and certificates while in high school.	49 75.4%	12 18.5%	2 3.1%	1 1.5%	1 1.5%

Figure 116: Data from Non-Target ZIP Codes Only

<i>Please mark the appropriate box for each:</i>	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1. I am satisfied with the education that my child currently receives? (if applicable)	6 9.2%	22 33.8%	13 20.0%	22 33.8%	2 3.1%
2. Existing public middle schools do a good job of preparing Albuquerque students for high school?	2 2.8%	8 11.3%	23 32.4%	29 40.8%	9 12.7%
3. Existing public high schools do a good job of preparing Albuquerque students for college?	2 2.9%	15 22.1%	14 20.6%	28 41.2%	9 13.2%
4. Existing public schools do a good job of engaging parents and community partners?	4 5.8%	12 17.4%	13 18.8%	35 50.7%	5 7.2%
5. It is important that high school students are prepared for fields like engineering and medicine.	48 65.8%	15 20.5%	3 4.1%	6 8.2%	1 1.4%
6. Students should be able to complete some work training and certificates while in high school.	46 64.8%	23 32.4%	1 1.4%	0 0.0%	1 1.4%

Analysis Narrative

The three representations of the community input, shown the figures, provide the ACES Tech founding team with valuable insight into the feelings and expectations of our constituent populations with respect to education. The results of the entire group, and when broken into ZIP code based subgroups, all indicate support for the ACES Tech mission and educational plan. The respondents are generally not satisfied with the preparation that students are receiving or the level of community engagement at schools. They also strongly feel that students should be prepared for STEM fields and should also have opportunities to gain workforce training and certificates while in high school. Here are some of the takeaways for each question:

1. In response to whether respondents were satisfied with their child's current education, there is no strong preference as 42.7% were on the agreement side and 34.1% were on the disagreement side. Among the target ZIP code group, less were on the agreement side, 34.4%, and a similar percentage disagreed 36.1%.

2. In response to whether respondents thought that existing middle schools do a good job of preparing students for high school, there was a much stronger preference towards the disagreement side, with half (49.7%) of all respondents selecting disagree or strongly disagree. It should be noted that overall only 1.3% answered strongly agree to this question, compared to 13.4% answering strongly disagree.
3. In response to whether respondents thought that existing high schools do a good job of preparing students for college, there was again a much stronger preference towards the disagreement side, with over half (52.7%) of all respondents selecting disagree or strongly disagree. One interesting result here was that residents of the three target ZIP codes were less likely (14.1%) than other respondents (25%) to select agree or strongly agree. It should be noted that overall only 1.4% answered strongly agree to this question, compared to 15.8% answering strongly disagree.
4. In response to whether respondents thought that existing public schools do a good job with parent and community engagement, about a quarter of all respondents leaned towards agreement while over half (52.7%) leaned towards the disagreement side. Again there was a notable variance between residents of the target ZIP codes and other respondents, with non-target area respondents disagreeing more (58%) than southeast residents (48.4%).
5. In response to whether respondents thought it is important for high school students to be prepared for fields like engineering and medicine, the whole group and each ZIP code based group responded heavily on the agreement side, with over 60% responding strongly agree and another 25% responding agree.
6. In response to whether respondents thought it is important for students to complete work training and certificates while in high school, the whole group and each ZIP code based group responded heavily on the agreement side, with well over 90% responding strongly agree and agree.

Qualitative Data

As stated above, the ACES Tech community survey also included four open-ended, free response questions for respondents to consider. The insightful answers that we received provide us with a first-hand look into the desires and expectations that the community has for a school. ACES Tech will be a high quality environment where students want to attend and enjoy learning. We also want to ensure that we are providing the types of services and opportunities that the community feels are important. Following are some of the many direct responses that we received from respondents who reside both in and out of our three ZIP code target area.

Question 7. What are the characteristics of a good school? (Verbatim responses provided)

- Good Academics (Math, English, Science) programs to prepare for college.
- Safe learning environment, dedicated administrators and teachers, progress learning and encouraging environments.
- Strong parent support, high college rate, good test scores.
- Most teachers really try to help students with grades and making sure kids are OK mentally.
- Individualized education program, engages families and communities, displays cultural humility.
- Flexible, and understanding family situations.
- Rigor, discipline, strong curriculum, strong accountability.
- Inclusive to disadvantaged and privileged kids. Core civic and social studies that promotes students to leadership.

- Engaging. Help remove obstacles to learning. (Food insecurity, counseling, etc.) Provide opportunities for project-based exploratory learning.
- Engage parents, open door policy, enough qualified teachers who teach the classes (not all online tutorials), support systems like library, nurse/counselors, etc.
- Balanced curriculum, mentorship programs, opportunity for parental involvement.
- Parent/teacher interaction. Open/available lines of communication.
- Rooted in community, holistic/well-rounded education, community engagement training. Help raise confident and productive young people.
- Caring about students cannot be stressed strongly enough. Traditional (i.e. culturally competent) educational systems are critical.
- Real life preparedness, family and community involvement, resources for low income students. Importance in children's education.
- Diverse curriculum, including arts, home economics, physical education, music, dance, gardening, civics. Committed teachers, reliable administration.
- Inclusion, communication in many levels/fun activities.
- A good school will be aware of the factors that their students face. A good school can integrate usable/applicable life skills, while students learn academics.

8. What types of academic programs/curriculum should schools provide to best prepare students for the future? (Verbatim responses provided)

- I'd like to see a program across the academic and creative spectrum that challenge and interest all students.
- Project based exploratory learning. Teach kids to question and seek out information.
- Sports, extra classes, computer lab (technology), etc.
- Tutoring classes on math.
- Help more, study halls and computers.
- Real life skills, for example-how to balance a checkbook.
- Science and technology as well as trades to provide balance for all student interests.
- Job specific training in addition to overall knowledge.
- Anti-racist and decolonized methodology and knowledge, democratic education, social-ecological perspectives on technology development.
- Energy innovation. Justice related. Connections to industry/business/community leaders.
- Math, science, English, reading programs that would encourage students to dream big and actually get to that goal.
- College courses, driving lessons, sports.
- All areas of curriculum, absolutely make sure for art and music.
- Engineering, computer science, programmers, medical techs.
- College prep fundamentals, money wise course.

9. What types of programs and activities should schools provide to keep students more interested in school? (Verbatim responses provided)

- I think extra-curriculars are important. I know recess is not a part of mid & high, but physical outlets are important.
- Study sessions, engineering classes
- They should have activities such as art or music or sports.
- Interaction with business through guest speakers and visits to workplaces.

- Arts, music, sports, clubs.
- Robotics, sports: soccer, basketball, volleyball and archery. Dance: ballet folklorico, hip-hop, art/murals.
- Game development, programming/coding, arts.
- Advanced placement programs, other specialty programs to foster interest in certain areas.
- Programs that encourage a growth mindset, activities that challenge students to connect with something larger than themselves.
- Programs that also engage the concept of creativity in all the STEM fields manifests itself.
- Family and student programs, afterschool programs that encourage students to participate in more school activities. Programs that speak about drug prevention by encouraging communication in families and communities.
- We need more technical training for people who don't plan to go to college.
- Arts (music, dance, art), language, creative writing, maybe some interesting workshops/guest speakers.
- College courses, music, sports, adult courses (about life, taxes, etc.)

10. What are your thoughts regarding the need for a STEM focused school for grades 6-12 in SE Albuquerque? (Verbatim responses provided)

- Needs to be well rounded for children of all interests.
- Honestly, I think it's important to also have liberal arts & fine arts that enhance core STEM ;-)
- Albuquerque needs it.
- Very important!!!
- Smaller group learning, hands on learning
- Stay deeply connected to local community.
- It is absolutely necessary as long as students are exposed to practical applications and are still challenged to think critically, broadly and compassionately.
- Much needed, get them excited about STEM early!!
- I think it would be a good idea and would be helpful. My belief is that many students are not successful in school due to the hardships that low income families face. Programs that encourage families to be together and fight for a greater goal would be very successful and helpful for the students. Good luck!
- That's the area in focus for many jobs.
- It would be great for middle/high school aged youth to have a choice in schooling. It would offer variety and college prep to students and parents.
- Fabulous! Needed so badly, losing our boys.

Target ZIP Codes

As indicated above, of the 141 respondents that provided their ZIP code information, 67 (48%) of them reside in our three target ZIP codes of 87106, 97108, and 87123. In addition to the surveys, we have attending many meetings and gathered first-hand information from individuals, neighborhood associations, and community organizations. Thus we have a solid amount of input from our target area.

Support for ACES Tech

ACES Tech has put forth a considerable effort to meet the residents in our target recruitment areas. We have enjoyed informing them of our charter school proposal and mission, as well as answering their questions. The response that we have received thus far from the various community groups, neighborhood associations, and individuals has been very positive. Community members have

expressed many kind and hopeful thoughts and we have attained letters of support from many of them. We were present when three groups in particular, La Mesa neighborhood Association, Singing Arrow Neighborhood Association, and the NAACP, held votes during their meetings regarding supporting the ACES Tech proposal and the agreement was unanimous in each vote. The letters of support that we have received from community based groups and individuals are located in Attachment H.

The input that we have collected through our community survey also indicates strong support for our school plan and goals. The quantitative data indicates that residents in neither the target areas nor the city as a whole are satisfied with the preparation that students are receiving for success in high school and college. The responses also indicate that family and community engagement is an areas that needs to be improved. The vast majority of respondents, over 86%, indicated that preparing high school students for careers in engineering and science is important. An even stronger majority (over 95%) indicated that students should be able to complete work training and certificates while in high school. All of these responses align to the school mission and educational plan that we are proposing.

The qualitative data that we have collected also demonstrates support for our school. The comments that residents provided indicate the desire for a safe and inclusive environment where cultural awareness is a priority. Respondents also want to see a rigorous and well-rounded curriculum where students can develop their individual interests. It is also important that schools are sensitive to the needs of families. Many people expressed the need to provide academic supports to students who struggle, while also providing college courses and advanced placement opportunities to students who are ahead. Ensuring that arts and music are a part of the curriculum was stated by a number of respondents as well. Lastly, respondents agreed that more STEM focused programs are needed in Albuquerque as technology and healthcare are two career fields with good paying jobs and future opportunities. Most of the qualitative input aligns strongly to our proposed mission and educational plan. The correlation between the positive responses to our in person presentations and our survey makes us believe that the community will embrace our school and support our effort to produce graduates who are prepared for colleges and careers.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include quantitative data that demonstrates community support from a broad audience for this proposed school; • Include qualitative data that demonstrates community support from a broad audience for this proposed school; • Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and • Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE:

Achieving our mission of preparing students for colleges and careers will require working in partnership with community organizations who offer services and supports for youth. A great benefit of being located in Albuquerque is that our school will be near organizations that provide bilingual and special education services, tutoring and mentoring, and after school opportunities. ACES Technical Charter School (ACES Tech) has begun to network with organizations as a way of sharing the mission for our school and gaining understanding of the services and programs that they offer. Evidence of the support we have received is contained Attachment I – Networking Support Letters.

ACES Tech will look to partner with community organizations for both in-school and out-of-school services and programs. In terms of in-school partnerships, ACES Tech has discussed adding a computer coding component at every grade level [Cultivating Coders], mentoring students to build their confidence and social emotional skills [Dr. Stephanie Garcia (medicine) and Dr. Jonathan Madison (engineering)], and providing special needs and language learning services for students who need them [Bilingual/Multicultural Services, Inc.]. In terms of out-of-school partnerships, ACES Tech has discussed after school programs [Boys and Girls Clubs], future internships [Management Sciences Inc.], and attending college readiness events and academic competitions in the community [UNM Engineering and Health Sciences Center]. All of these opportunities are great complements to our STEM focused educational program, and we look forward to developing strong relationships with these and other organizations who support the success of our youth.

African American Greater Albuquerque Chamber of Commerce

- The African American Greater Albuquerque Chamber of Commerce (AAGACC) stands in support of ACES Technical Charter School (ACES Tech). The AAGACC's stated purpose is to promote economic growth of black-owned businesses by focusing on education, advocacy, membership, and networking. The three Albuquerque ZIP codes that ACES Tech will target for recruitment contain the highest percentages of African American students in the city. Our relationship with the AAGACC will open doors for mentoring opportunities and exposing students to the possibility of someday starting New Mexico based businesses.

Albuquerque Institute for Math and Science (AIMS)

- ACES Tech's lead founder, Jeron Campbell, met with AIMS' school leader Ms. Katharina Sandoval to discuss her experiences starting and leading a successful STEM focused school. Ms. Sandoval was very generous with her information sharing, expressed support for another STEM school in the area, and has made herself available for future meetings or inquiries. One example of positive information gathered is in regards to her school's wait list, which is in the range of 1000 to 1500 students! This provides evidence of the demand for STEM focused schools.

Alpha Phi Alpha Fraternity

- The Alpha Phi Alpha Albuquerque chapter currently runs the Alpha Mentoring Program (AMP) in two Albuquerque high schools: Highland and Albuquerque High. Their goal is to encourage young men of color to complete high school and continue their education via a two or four year

collegiate institution. ACES Tech anticipates enrolling a sizeable population of young men of color, and we are having discussions with the AMP leadership regarding the possibility of becoming a new location for their program in the future.

ASK Academy Charter School

- ACES Tech's lead founder, Jeron Campbell, met with ASK Academy's general manager Dan Busse and Director of Engineering Paul Stephenson to inquire about their school's educational program and operations. The ASK leadership was been gracious in their encouragement for ACES Tech and their support for another STEM focused school in the region. We will continue to look to their project based learning program as a model in the region.

Bilingual Multicultural Services Incorporated (BMSI)

- ACES Tech has met with Ms. Rosario Roman, president of BMSI to discuss the services that are offered to Albuquerque students. BMSI provides a range of therapy services to support general education and children with disabilities within their families and communities. The Speech-Language Pathologists (SLPs), Physical Therapist (PT), Occupational Therapist (OT), Recreational Therapists (RT), Diagnosticians, and Psychologists working for this organization have served bilingual students (English, Spanish, American Sign Language, Farsi, Nepalese, and more), Native Americans (Acoma, San Felipe, Santa Ana, Cochiti, Santo Domingo, Isleta, Apache, Navajo, Jemez and more), as well as, monolingual English speaking students with a variety of needs and disabilities. The ACES Tech team anticipates enrolling students with various language development and service needs. Partnering with organizations such as BMSI will help ensure that each student's individual needs are served so that they can achieve at their highest level. Ms. Roman provided ACES Tech with a letter in support of our charter proposal.

Boys and Girls Club of Central New Mexico

- ACES Tech has met with Pamela Weese Powell, Interim CEO, to share our mission for our school and discuss partnership opportunities. Boys and Girls Clubs provide safe spaces and educational programming for at-risk youth during after school hours. They have centers that students can be bussed to, and are also capable of conducting programs at school sites. Ms. Powell expressed openness to exploring ways to partner with ACES Tech once we begin operating in 2020. Ms. Powell provided ACES Tech with a letter in support of our charter proposal.

Central New Mexico Community College (CNM)

- CNM partners with Albuquerque schools to offer dual enrollment opportunities to high school students. As part of the ACES Tech mission of preparing students for college and career, we will look to offer CNM courses at our school. We have met with Ms. Jennifer McDonald and Ms. Amanda Martinez in the CNM Outreach and Recruiting office to begin discussing their dual enrollment courses and the processes involved with offering them to our students.

Cultivating Coders

- Cultivating Coders is a growing Albuquerque based nonprofit which offers computer coding and other technology development training opportunities to youth and college age students. The founder, Charles Ashley, has expressed strong interest in creating a partnership with ACES Tech. We will work together to provide computer science instruction from the sixth grade, and later providing software and hardware technology certification opportunities for ACES Tech students. Mr. Ashley has provided ACES Tech with a letter in support of our charter proposal.

Delta Sigma Theta Sorority Incorporated

- Delta Sigma Theta has a proud history of community service, including providing mentoring programs for young girls. Supporting education is a mission of the sorority, and the Albuquerque president, Jasmyrn Madison, has expressed the possibility of partnering with ACES Tech to offer their Delta Academy and Growing and Empowering Myself Successfully (GEMS) program for our middle and high school girls. This is a great opportunity for future mentoring collaboration.

Greater Albuquerque Chamber of Commerce

- ACES Tech has met with Ms. Terri Cole, Greater Albuquerque Chamber of Commerce CEO, to discuss opportunities for partnership. The Greater Albuquerque chamber currently conducts a reading program for elementary students and is open to discussion about ways that they might support our students in grades 6-12. The Greater Albuquerque Chamber has provided a letter of support for ACES Tech.

Jonathan Madison, Ph.D. - Sandia National Laboratory

- ACES Tech has reached out to several Sandia Lab engineers and staff to learn about the programs for K-12 students that they offer and support. Sandia sponsors several events for K-12 students, including HMTech, Dream Catchers Science Program, and the Manos Hands-on Science and Engineering Program. ACES Tech looks forward to encouraging and facilitating our students' participation in these programs. In addition, we have recruited a Sandia engineer, Jonathan Madison, to participate on our ACES Tech Professional Advisory Committee. Dr. Madison has provided ACES Tech with a letter of support.

National Association for the Advancement of Colored People (NAACP)

- The NAACP has supported education on the national, state, and local levels for many decades. The Albuquerque chapter hosts youth activities at its annual New Mexico conference and supports an Albuquerque contingent in the national ACT-SO youth initiative. The president, Mr. Harold Bailey, has expressed support for educational opportunities for youth and increasing the number of students of color entering STEM fields. The Albuquerque chapter meets in our target ZIP code area and ACES Tech will share information with NAACP membership during our efforts to recruit students in the southeast Albuquerque area. The NAACP has provided ACES Tech with a letter in support of our charter proposal.

National Society of Black Engineers

- The National Society of Black Engineers (NSBE) has both college and professional chapters in Albuquerque. It is very important for aspiring engineers and scientists to see and hear from successful students and professionals who look like them. ACES Tech will look to partner with both local NSBE chapters to participate in school-based programming and to provide tutoring and mentoring to our students. The Albuquerque professional chapter of NSBE has provided a letter of support for ACES Tech.

New Mexico Jazz Workshop

- ACES Tech will offer a music program as an important part of our curriculum. The New Mexico Jazz Workshop provides music education to at-risk youth through its Empowerment through Music program. It also offers after school and summer arts and jazz opportunities to Albuquerque students. Mr. Markus Gottschlich, Executive Director, showed us his workspace

and the instruments that they make available for student programs. He expressed excitement about the possibility of partnering with our school.

New Mexico Office of African American Affairs (OAAA)

- The ACES Tech lead founder sits on the New Mexico Office of African American Affairs education advisory committee. The committee facilitates the dissemination of education related information to the African American community. The Office also organizes multiple events for youth throughout the year, including the inner beauty conference for middle school girls. ACES Tech will look to host and encourage our students to participate in the youth activities sponsored by the OAAA.

Stephanie Garcia, MD - Presbyterian Health System

- ACES Tech has recruited, Stephanie Garcia, MD, a Presbyterian emergency room physician, to participate on our ACES Tech Professional Advisory Committee. We will continue to reach out to Presbyterian health system physicians and leadership to explore partnerships, including tours of operating rooms, for our middle school students. We will also seek internship, mentoring, and shadowing opportunities for our high school aged students interested in health careers. Dr. Garcia has provided ACES Tech with a letter of support.

University of New Mexico – Health Sciences Center

- The UNM STEM-H Center for Outreach, Research & Education provides a number of STEM-H activities and competitions for K-12 youth. These include the Science and Engineering Research Challenge, the Central New Mexico Science Olympiad, and a STEAM-H summer program. They also provide a series of professional development workshops for K-12 STEM-H educators. ACES Tech will look to engage our students and teachers in these STEM based activities and events. UNM Vice Chancellor Valerie Romero-Leggott, MD has provided ACES Tech with a letter in support of our charter proposal.

University of New Mexico – Division for Equity and Inclusion (DEI)

- The ACES Tech lead founder regularly attends the Diversity Council meetings at UNM, which are led by the DEI. There are two programs within DEI which we feel may serve many of our ACES students, Engaging Latino Communities for Education (Enlace) and the Men of Color Initiative. Through the Enlace initiative, DEI provides coaching, mentoring, and tutoring to increase retention and to promote graduation at elementary, middle, and high schools. The Men of Color Initiative partners with schools to increase access and success for men of color in education. UNM Diversity and Inclusion has provided ACES Tech with a letter in support of our charter proposal.

University of New Mexico – School of Engineering

- ACES Tech has met with Dr. Christos Christodoulou, Dean of Engineering, and Dr. Melanie Moses, Professor of Computer Science, to explore ways in which the School of Engineering and ACES Tech can partner. Dr. Christodoulou expressed openness to ACES Tech students participating in UNM programs and activities. Dr. Moses leads two computer science programs at UNM, CSforAll and NASA Swarmathon, which train thousands of students, the majority of whom are women and /or students of color. The ACES Tech curriculum will prepare our students for these opportunities and we look forward to engaging with UNM Engineering. Dean

Christodoulou and Dr. Moses have both provided ACES Tech with a letter in support of our charter proposal.

ACES Tech has received a tremendous response from individuals and organizations that we have met with throughout Albuquerque. Each vote of approval to support our proposal has been unanimous and we have received a number of support letters expressing the need for STEM education and an interest in working with our school. The positive response that we have received both in the neighborhoods and from local institutions gives us great confidence that ACES Tech will be accepted and supported as a part of the community after our charter proposal is approved.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; • Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and • Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program and that it is based on reliable research, effective practices, or replicated successfully in schools with diverse characteristics.

APPLICANT RESPONSE:**Uniqueness, Innovation, and Significant Contribution to New Mexico**

The ACES Technical Charter School (ACES Tech) founding team is proposing a school that will offer a STEM focused educational program for students in grades 6-12. Our proposed school will offer several innovative components which will lead to graduating students who are college and career ready, thus providing a significant contribution to the Albuquerque region. One innovative component of our program involves creating a daily Tech Time period to intentionally serve both students who are excelling and students who are behind academically. Unlike the old study hall period which tended to be an open, self-paced period, ACES Tech teachers will tutor students who need support and facilitate student-led projects with students who are ahead. Another innovative feature is our focus on developing imagination and creativity, activities which are fundamental to exploring and finding new ways to solve problems. ACES Tech will provide our diverse student body with a culturally relevant education, ensuring that the curriculum and our activities celebrate the cultures and contributions of people of many origins. In an effort to support our students' mental health needs, we will create a social emotional program infused with character education and mindfulness. Taking this proactive approach should result in minimal discipline issues in the school, allowing us to focus on our mission of providing a challenging and exciting educational program. Finally, we will provide opportunities for our middle and high school aged students to attain workforce recognized certificates as they progress through our school. This is another way to ensure that our student have marketable skills when they graduate.

Comparisons and Contrasts

There are two schools in the Albuquerque area that also offer STEM educational programs and serve the same grade level, Albuquerque Institute of Math and Sciences (AIMS) and the ASK Academy. The ACES Tech lead founder has visited both of those schools to meet with the School Leaders. AIMS is rated the number one school in New Mexico on several websites, including US News and World Report. Students at the school are required to take a rigorous schedule, including Honors Algebra I in 8th grade and AP courses from 10th to 12th, mandatory participation in the Science fair, and mandatory dual enrollment beginning at 10th grade. While our academic sequence will vary from AIMS, our demand for taking a rigorous course schedule will be similar. In order for students to graduate college ready and persist in challenging fields, such as engineering and healthcare, they must be provided with a middle and high school program which prepares them academically and social emotionally. The ASK Academy is also a STEM focused school and places major emphasis on project-based learning. The school offers its students two career pathways: biomedical sciences and engineering and design. ACES Tech also intends to focus on engineering and healthcare, however we will use a more traditional curricular approach in contrast to the structured Project Lead the Way program that they use. ASK Academy is also rated highly on national websites.

AIMS and ASK Academy are both STEM focused schools and both highly rated in the state of New Mexico. AIMS in particular is located in one of the ACES Tech target ZIP codes (87106). Upon requesting information regarding the length of the AIMS wait list, we were told by the School Leader that it is over 1,000 students long! This is a direct indication that the demand for STEM education is very high.

Compelling Demand

There are several indicators which demonstrate the compelling demand for a school like ACES Tech. First, data shows that the academic performance of students in southeast Albuquerque is quite low. Figure 117 displays the English and math proficiency rates the twelve K-5 elementary schools in our target area; Figure 118 displays the proficiency rates at the middle and high schools. Persistent low performance often leads parents to pursue a school outside of their immediate neighborhood, if a better option exists. Second, the feedback and support that we have received from residents during our community outreach has been strong and positive. We received unanimous votes of support from multiple neighborhood associations and the NAACP. We also collected survey data in which 96% of respondents agreed or strongly agreed that students should complete work training or certificates while in high school. Moreover, 86% of respondents indicated that preparing students for STEM fields is important. Finally, workforce data shows that New Mexico is a state with growing engineering and healthcare industries. We have spoken to several employers in the region and many are actively seeking candidates with the skills to work at their companies. Education plays a key role in preparing our youth for those opportunities. There is a need for more schools that are intentionally preparing a pipeline of students with the knowledge and skills necessary to succeed in the STEM focused career fields.

ACT, Inc. produces an annual report which discusses the condition of college readiness in each state. In 2018, the report stated that 58% of New Mexico graduates indicated having an interest in STEM majors and/or careers, compared to 45% of graduates nationally. However, the ACT STEM scores for New Mexico have fallen in the past three years. ACT reports that the 2018 graduating class average ACT STEM score was 19.7, compared to 20.0 in 2017 and 20.2 in 2014. Accordingly, the percentage of students who met the ACT STEM benchmark fell from 13% of students in 2014 to 11% of students in 2018.⁶⁸ This data provides additional evidence that there is a strong interest in STEM on the part of New Mexico students, but not enough are graduating from high school with the skills that they need to succeed in those fields. ACES Tech will help to address this alarming trend by providing a challenging and exciting educational program which prepares students for STEM majors and careers.

Figure 117: 2018 Third Grade English and Math Proficiencies in 87106, 87108, and 87123

PARCC Academic Performance 2018 Proficient and Above	ZIP Code	Type	Grade Config	PED Grade	ELA	Math
Monte Vista Elementary	87106	APS	K-5	B	42%	38%
Bandelier Elementary	87106	APS	K-5	B	36%	46%
Manzano Mesa Elementary	87123	APS	P-5	B	34%	42%
Zia Elementary	87108	APS	K-5	F	27%	27%
Tomasita Elementary	87123	APS	K-5	B	27%	31%
Apache Elementary	87123	APS	P-5	F	15%	12%
Montezuma Elementary	87106	APS	K-5	F	13%	11%
Emerson Elementary	87108	APS	P-5	D	12%	14%
Whittier Elementary	87108	APS	P-5	F	11%	9%
La Mesa Elementary	87108	APS	P-5	D	9%	15%
Hawthorne Elementary	87123	APS	P-5	C	7%	15%
Lowell Elementary	87106	APS	K-5	F	6%	9%
All APS District		APS	P-12		30%	21%

Figure 118: 2018 Middle and High English and Math Proficiencies in 87106, 87108, and 87123

PARCC Academic Performance 2018 Proficient and Above	ZIP Code	Type	Config	PED Grade	ELA	Math
College and Career High School	87106	APS	9-12	A	88%	39%
Albuquerque Institute of Math and Science	87106	Charter	6-12	A	87%	82%
Media Arts Community Collaborative	87108	Charter	6-12	B	49%	26%
Cien Aguas International School	87106	Charter	K-8	B	39%	32%
Manzano High School	87112	APS	9-12	C	38%	12%
Albuquerque High School	87102	APS	9-12	C	36%	14%
Coral Community Charter	87108	Charter	K-8	A	36%	38%
Gilbert Sena High School	87123	Charter	9-12	B	31%	10%
All Albuquerque - APS District		APS	PK-12		30%	21%
Jefferson Middle School	87106	APS	6-8	D	29%	22%
Mission Achievement Success	87106	Charter	K-12	A	29%	34%
Tierra Adentro of New Mexico	87106	Charter	6-12	B	26%	12%
La Resolana Leadership Academy	87108	Charter	6-8	C	24%	10%
International School - Mesa del Sol	87106	Charter	P-12	F	23%	11%
Highland High School	87108	APS	9-12	F	16%	7%
Wilson Middle School	87108	APS	6-8	F	15%	9%
Kennedy Middle School	87123	APS	6-8	F	14%	7%
Robert F Kennedy	87106	Charter	6-12	F	14%	7%
Van Buren Middle School	87108	APS	6-8	D	12%	7%
Technology Leadership High School	87123	Charter	9-12	F	11%	4%
Health Leadership High School	87106	Charter	9-12	F	11%	4%
Cesar Chavez Community School	87018	Charter	9-12	C	10%	10%

Innovative Characteristics

The ACES Tech founding team has identified five innovative characteristics for our school, as discussed here. These characteristics represent some of the major initiatives and processes that we feel are necessary in order to accomplish our mission of ensuring that students graduate college and career ready. They also represent our desire to ensure that ACES Tech provides a broad range of supports so that all students have the opportunity to succeed.

Innovative Characteristic 1 – Tech Time

The ACES Tech master schedule is designed to be both balanced and adaptable in support of our curriculum plan. One of its key features is that we combined our 30 minute common student lunch period with a unique and flexible use 30 minute period that we call Tech Time. The Tech Time period will be used to offer both instructor-driven supports for students and student-driven activities and projects. On the support and intervention side, students who are struggling academically will receive tutoring, in any subject needed, during the school day. In addition, we will use the time to provide individual or small group supports to our special populations. On the creativity and growth side, students will be given broad autonomy to invent and pursue activities and projects which represent their own interests. Each Tech Time activity will have a teacher sponsor who will act as a resource while the students lead the activities. We believe that having this time each day will lead to amazing overall growth in our students. This will not be a “free” period for hanging out on Instagram or watching random YouTube videos. Students will be challenged to establish expected outcomes, as well as

subjective and objective interim goals, for their projects. They will also be expected to develop meaningful 21st century skills such as effective teamwork and communication. We anticipate that this degree of creative freedom will be new to many students, thus the teaching team will be tasked with establishing a few initial project ideas, based upon their own strengths and interests. As time passes, students will be able to create new ‘startup’ activities, projects, and interest clubs with a teacher sponsor. One paper, which studied the factors associated with becoming an inventor, stated that there are many “lost Einsteins” – individuals who would have had highly impactful inventions had they been exposed to innovation in childhood – especially among women, minorities, and children from low-income families.⁶⁹ ACES Tech will provide the environment and resources necessary to find and nurture many of the innate gifts and interests already present in our amazing future students.

Innovative Characteristic 2 – Focus on Imagination and Creativity

All people have the innate ability to be imaginative and creative. These characteristics do not need to be taught, but intentionally fostered throughout the curriculum.⁷⁰ Throughout their years of study at ACES Tech, students will be encouraged to use their imagination and creativity continually. Whether during independent assignments or group projects, students will need to practice innovative thinking by considering multiple possibilities, considering alternate outcomes, and pondering open questions. Students will be encouraged to create original solutions and to consider out of the box, even seemingly foolish, options while working through tasks as this is often an approach that leads to new discoveries. To support our emphasis on creativity, ACES Tech staff will create a course in which students will be exposed to a series of exploratory modules which utilize a variety of core and elective concepts. Psychologist Scott Barry Kaufman says that openness to new experience is the strongest personality trait for predicting creative achievement.⁷¹ The exploratory modules course will be intended to bring real world activities, such as 3D modeling and printing, building a cell phone, or designing a prosthetic hand, into the classroom and challenging our students to enjoy the creative process together. This course will present many opportunities for students to show their collective imagination and creativity while also developing mastery of knowledge and skills from their core coursework.

Innovative Characteristic 3 – Culturally Competent Educational Environment

ACES Tech will be a school where diversity is respected and valued, both in policy and in practice. The student population that we expect to enroll in our school will be one that reflects Albuquerque’s racially and ethnically diverse community. Thus, it will be imperative for our team to ensure that the teaching and learning model is made relevant and meaningful to students of various cultures.⁷² Two initiatives in particular will facilitate the opportunity to grow the cultural and individual strengths of all students. First, our staff and teachers will participate in professional development which emphasizes cultural competency and effective instruction in diverse classrooms. Among the strategies we will use is ensuring that all students are exposed to a diverse range of standards aligned literature, historical figures, and imagery throughout their educational experience. Secondly, students will have the opportunity to collectively create activities and project teams based upon interest during our daily Tech Time period. We are hopeful that students will learn to value and respect the complementary skills and talents that their peers bring to these teams, rather than focusing on difference factors such as race or gender. Both of these important initiatives are meant to make all students feel welcome and to provide multiple opportunities for them to discover and develop both individual and collective interests through productive engagement with their peers.

Innovative Characteristic 4 – Character Education and Mindfulness

As a means of addressing the social emotional learning needs of all students, ACES Tech will incorporate character education and mindfulness as key parts of our instructional model. Our lead

founder observed these practices at Breakthrough Magnet, an urban school in Hartford, CT that was able to reduce its suspensions to zero through successful implementation. The US Department of Education defines character education as “a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.”⁷³ Character education is a building wide effort. The adult staff in the building will be trained on how to exemplify and incorporate character education into the culture of the school. Parents and community partners will also be made aware of the effort, in order to increase the chances of students receiving consistent messages in and out of school. Practicing mindfulness will be an enabler for improved day to day behavior and culture in the school. Mindfulness is the basic human ability to be fully present, aware of where we are and what we’re doing, and not overly reactive or overwhelmed by what’s going on around us.⁷⁴ It targets areas such as self-awareness, self-management, relationship skills, and responsible decision making.⁷⁵ Working on these areas lends itself to our core belief of maintaining healthy people and relationships. Helping our students to develop positive, respectful traits and community will help our school achieve its mission of preparing our students for college and career. The school leader, founding board, and teaching team will work together to develop and refine a character education and mindfulness model for our school during our planning year.

Innovative Characteristic 5 – Industry Certificate Program Integration

When anyone describes a picture of an ACES Tech graduate, ideally that student will have earned a workforce readiness or training certificate in addition to their high school diploma. Towards this end, ACES Tech will develop opportunities for students to attain industry recognized certificates before graduating high school. In today’s job market, there are many jobs that do not require a college degree. Upon obtaining a certificate, students will have the option to work in that field full time upon graduation, use the certificate as a stepping stone to higher certifications, or use the current certificate to work in the field and gain valuable experience as they complete their college degree. Students can begin taking courses, such as the Red Cross babysitting course, at the middle school level. After completing that course students can get certified in first aid and cardiopulmonary resuscitation (CPR)/ automated external defibrillator (AED). For our high school students, we will explore certification options such as medical assistant, health assistant, and dental assistant. In the technology area, there are computer certifications such as CompTIA A+, Network+, and Google IT. There may also be students interested in skilled trade certificates in areas such as Electrical, Plumbing, and Machine Maintenance. Completing these types of certificates will give students more confidence in their abilities, help them gain valuable skills and experience, and give them a potential advantage in the job market.

⁶⁸ The Condition of College & Career Readiness 2018. New Mexico Key Findings. (Rep.). (2018). Retrieved <https://www.act.org/content/dam/act/unsecured/documents/cccr2018/New-Mexico-CCCR-2018.pdf>

⁶⁹ Bell, A. M., Chetty, R., Jaravel, X., Petkova, N., & Van Reenen, J. (2017). Who Becomes an Inventor in America? The Importance of Exposure to Innovation (Working paper No. 24062). Cambridge, MA: National Bureau of Economic Research. doi:10.3386/w24062

⁷⁰ Keogh, Erin. “Creativity and Imagination in Education (Moovly).” *YouTube*, YouTube, 13 Apr. 2014, www.youtube.com/watch?v=Dlo7MGrlmA.

⁷¹ Kaufman, S. B. (2013). Opening up Openness to Experience: A Four-Factor Model and Relations to Creative Achievement in the Arts and Sciences. *The Journal of Creative Behavior*, 47(4), 233-255. doi:10.1002/jocb.33

⁷² Klotz, Mary Beth. *Culturally Competent Schools: Guidelines for Secondary School Leaders*. [www.nasponline.org/Documents/Resources and Publications/Handouts/Families and Educators/Culturally Competent Schools NASSP.pdf](http://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Culturally%20Competent%20Schools%20NASSP.pdf).

⁷³ Character Education...Our Shared Responsibility. (2005, December 20). Retrieved February 26, 2019, from <https://www2.ed.gov/admins/lead/character/brochure.html>

⁷⁴ What is Mindfulness? (2019, January 08). Retrieved from <https://www.mindful.org/what-is-mindfulness/>

⁷⁵ Mindfulness. (n.d.). Retrieved February 26, 2019, from https://www.breakthroughmagnetschool.org/apps/pages/index.jsp?uREC_ID=303364&type=d

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the uniqueness, innovation, and significant contribution of your educational program to the broader or the local NM public education environment; • Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate; and • Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	X <input type="checkbox"/>
B	Head Administrator Job Description	X <input type="checkbox"/>
C	Job Descriptions for Certified, Licensed, and Other Key Staff	X <input type="checkbox"/>
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	X <input type="checkbox"/>
E	PSFA-Approved Projected Facility Plan Documentation	X <input type="checkbox"/>
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	X <input type="checkbox"/>
G	Five-year Budget Plan	X <input type="checkbox"/>
H	Internal Control Procedures	X <input type="checkbox"/>