

## APPLICATION REVIEW

Evaluators' Names: Rochelle Cherrin and Paul Lockhart  
 Applicant Group: Raices del Saber Xinachti Community School

The PEC approved the Raices Application with the following conditions: To move at least 50 percent of the evaluated areas initially rated "Approaches" to be rated "Meets," and to eliminate all evaluated areas that are rated "Falls Below" - "Far Below."

Upon reviewing the Applicant's response to the Peer Review Team's comments pertaining to Part C of the Application, we arrived at the following results:

- All areas that were rated "Falls Below" or Falls Far Below" were eliminated.
- Fifty-two percent (52%) of responses initially rated as "Approaches" moved to "Meets."

Specifically, the Applicant response moved from 19 "Meets" to 34 "Meets," 27 "Approaches" to 13 "Approaches," and 1 "Falls Far Below" to 0 "Falls Far Below." The reviewers found that the Applicant responses met the conditions set forth by the PEC.

Part I	Academic Framework	CSD	Reviewers	Justification
B.(1)	Identify and provide at least one mission-specific indicator/goal including the following key element (absent from original evaluation): Attainable and rigorous goals	Approaches	Meets	The Applicant cited levels of rigorous growth rates that are supported by consultants including Dual Language NM and other dual language schools. The response was sufficient to be rated as <b>Meets the Criteria</b> .
C.(1)	Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the NMCCSS and the proposed school's mission.	Approaches	Meets	The Curriculum Development Plan submitted in November 15 (and approved by the CSD Reviewer team) and reviewed by this peer review team indicates that action steps, deadlines, and responsible staff were identified for all required content areas. Alignment to NM State Standards and/or CCSS was included in the action plan for Math, Science and Social Studies. Alignment to standards was not cited for ELA, although a plan to complete the Balanced Literacy Curriculum Framework with the required elements was included. (The intent to align the ELA curriculum with CCSS was cited on page 15 and p. 18 of their Application). Developing a Scope and Sequence for all instruction units, including Dual Language/ELA, Math and Inquiry-based Science and Social Studies was specifically stated in the Curriculum Development plan submitted on November 15 and included all required elements (benchmarks, responsible parties, action steps, time allocated and deadlines). The response <b>Meets the Criteria</b> .

	<b>Instruction</b>			
E. (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	Approaches	Approaches	The Evaluation team's response indicated a lack of updated information regarding truancy, attendance, educational proficiency of the school (did they mean LC schools?), and other information about special education needs. The applicant did not have more updated information than was provided at the time the LOI was submitted, and stated on their response, dated February 2019, that this information was still not available. CSD's response also indicated a concern that while a clear description of the daily framework a school would experience was provided, detail on how the calendar and schedule would meet student needs was not provided. In reviewing the applicants response and information provided on pages 39-41 of the application, this reviewer found that this information was still incomplete. The applicant stated how the schedule supported specific content in the targeted languages and language development, and additional time to provide students with experiences to "maximize learning." The schedule reflects implementation of the 90:10 dual language immersion program to achieve their goal for biliteracy. Time is provided for teacher training, parent involvement, and enrichment. Time is also planned in the weekly schedule for teachers to meet to collaborate and meet individual student needs. And, it's stated within the application that the instructional day provides experiences that promote individual, small group and whole group engagement (p. 40). The demographic information of the expected population also includes students with low proficiency rates, possible struggles with attendance and students with special needs. It is unclear how the calendar and schedules will support those students, and while additional information in the application is provided about how the curriculum and teacher training and support can support these students to achieve higher outcomes within the daily schedules. (p. 48), no specific information is given that specifically addresses the CSD concern. The applicant response to the CSD report continues to <b>Approach the Criteria</b> as the response does not explain how the yearly calendar and daily schedule have been designed to meet students' needs.
	<b>Special Populations</b>			
F.(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.	Approaches	Approaches	The Applicant response does not specify what instructional support and services will be provided for students who are identified as gifted, and does not specify what supports will be provided for the spectrum of needs that students with IEPs may present. The response <b>Approaches the Criteria</b> .
F.(1)(b)	Provide a clear, cohesive	Approaches	Approaches	While the response by the applicant states that by participating as a member of the IEP team, the

	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.			administrator will be aware of student progress, the response does not address what role the Administrator will have in monitoring student progress, other than participating in the meeting. The response does not address the administrator reviewing formal progress reports that are provided to the parents every nine weeks, or meeting with the teachers to review student progress on a consistent basis. The applicant states that the success of the special education services will be measured by both observation and student progress on IEP's, and the creation of "data study days" where student data will be reviewed. Use of data from classroom and school-based assessments as well as computer adaptive software is cited to be used in weekly instructional planning, however, what data will be reviewed and when and by whom to assess the overall effectiveness of the school's delivery of special education services is not addressed. This response continues to <b>Approach the Criteria</b> as it does not sufficiently identify specific responsibilities for school staff, classroom teachers and special education staff.
F.(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.	Approaches	Meets	The applicant response demonstrates that the applicant has a clear and concise plan for identifying the grade level content used to provide instruction for core subjects in both languages. Grade level content will be taught and supplemented with support in areas identified in the applicant's response. Accessing student prior knowledge through their curriculum design will aid in providing targeted supports for individual students to learn grade level content. The response <b>Meets the Criteria</b> .
F.(2)(b)	Provide a clear, comprehensive and cohesive plan to regularly evaluate and monitor the progress of English Learners	Approaches	Approaches	The applicant's response, that directly addresses evaluating and monitoring the progress of ELs , includes maintaining data folders with student information, and reviewing annual WIDA ACCESS results. The WIDA and other assessments referred to in the application are administered once per year (with the exception of the DRA, the EDL, I station and interim common formative assessments which are administered quarterly, as stated in the application). In the response, the applicant did not refer to any of these assessments or any other information about what the data folder contains. Responsibilities for the Curriculum-Academic Performance Committee were alluded to, however, specific responsibilities for the staff and classroom teachers were not addressed. The response continues to <b>Approach the Criteria</b> as specific responsibilities for school staff and classroom teachers were not sufficiently addressed.
	<b>Assessment and Accountability</b>			
G.(1)	Provide a clear, comprehensive, and cohesive assessment plan that identifies what measures will be used to	Approaches	Approaches	The charts referred to in the applicant response address how assessment data will be used in only a couple of instances (ECOT and I station). In the response, however, the applicant does state that data obtained will be used to modify instruction, identify students that may need additional instructional support and select intervention strategies. The responses are general, but do not specifically indicate how results for assessments will inform instruction both at the classroom and

	<p>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, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population.</p>			<p>individual student levels. <b>The response Approaches the Criteria.</b></p>
G.(2)	<p>Provides 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.</p>	Approaches	Approaches	<p>The original evaluation states that a specific timeline and associated costs that go along with corrective action described in the application are not provided. While timelines are provided for the assessments, specific timelines for corrective action steps are not provided, nor are anticipated costs of what the school will have to budget for to implement any corrective action steps that don't take place within the school schedule or staffing pattern. While the applicant response refers to "data days" that are specified in the school calendar, there is no mention of how or when the school would look at data as a whole to evaluate the either the effectiveness of interventions, corrective action plans or the academic program as a whole. The response continues to <b>Approach the Criteria</b> as it does not identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines and associated costs to monitor academic performance to monitor academic performance or regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.</p>

G.(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.	Approaches	Approaches	While the Application does not specifically specify that the applicant focus on each source of student achievement, this requirement is clearly stated under the Expectation section of the prompt. As this information was not addressed in the Applicant response, the response continues to <b>Approach the Criteria</b> .
<b>Part II</b>	<b>Organizational Framework</b>	<b>CSD</b>	<b>Reviewers</b>	<b>Justification</b>
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.	Approaches	Meets	The Applicant response <b>Meets the Criteria</b> as evidenced by information provided both within the Application (table on pages 98-99) and within the attached file, which further expands the response. Areas of concern included the recruitment process, potential member evaluation and selection process, assurances that vacancies are filled within 45 days, and the processes that would ensure that members have the required qualifications and skill sets and are vetted appropriately. All these areas were sufficiently addressed.
B.(2)	Provide a clear, comprehensive, and cohesive plan for an annual self-evaluation of the Governing Body that	Approaches	Meets	The Applicant response addresses all concerns addressed by the original evaluation as evidenced by the attached document (Section IIB(2) Board Evaluation Addition). The table includes action steps, timelines, responsible parties and criteria/standards. It is comprehensive and complete and sufficiently <b>Meets the Criteria</b> .

	reflects that body's effectiveness and focuses on continuous improvement.			
	<b>Leadership and Management</b>			
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.	Approaches	Meets	The Applicant added a section, titled Section II.C.(1) Leadership and Management Addition, that sufficiently addresses the criteria as evidenced by a comprehensive plan for how the governing body will monitor academic performance, organizational performance and financial performance. Responsibilities, timeframes and responsible parties were included as well as standards for academic performance and use of the PEC Performance Frameworks for organizational and financial performance. The response <b>Meets the Criteria</b> .
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 (i.e., job search process, timelines, etc.) to hire and evaluate a highly-qualified administrator no later than July 1.	Approaches	Meets	The job description the Applicant refers to, the job description referenced in Appendix B, and the narrative in the application demonstrate an alignment between preferred skills/experiences and why and how those preferences ensure that the school leader will have the capacity to operate and oversee the implementation of the mission and all elements of performance. The response <b>Meets the Criteria</b> .

	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.			
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.	Approaches	Meets	The response <b>Meets the Criteria</b> . The link between the evaluation plan and how the plan takes into account the mission and goals of the school was clearly established.
	<b>Organizational Structure of the Proposed School</b>			
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	Approaches	Meets	The Applicant response <b>Meets the Criteria</b> . An explanation of how the Director of Operations and Community Engagement communicates with the Concilio was clarified, which was the specific concern stated on the original evaluation.

	agencies that are essential to the proposed school.			
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.	Approaches	Meets	The Applicant response, including the attached chart, sufficiently clarifies the reporting lines for the stated positions and addresses the lack of specific details on the license requirements for a Pre K-12 EA. The response <b>Meets the Criteria</b> .
D.(3)	Provide a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of the proposed school's staffing needs and 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 (i.e., job search process, timelines etc.) to	Approaches	Meets	In the Applicant response, an example is provided regarding how the staffing pattern may be adjusted in the event of a budget shortfall due to a lower enrollment than projected or other issues that may arise that would negatively impact the budget. Although this one example is very general, it does reflect the school's acknowledgement that the staffing pattern may have to adjusted as needed. This response <b>Meets the Criteria</b> .



	hire and evaluate highly-qualified staff no later than two weeks prior to the start of the proposed school year.			
D.(4)	Provide a clear, comprehensive, and compelling plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.	Approaches	Approaches	The Applicant response does not provide any detail on developing a mentorship plan for novice teachers that would include action steps, timelines, responsible parties and associated costs. Professional guidance and development will be provided during weekly PLC's, but professional development that is teacher-specific, including action steps and associated costs are not specifically addressed. The response continues to <b>Approach the Criteria</b> .
	<b>Community/Parent/Employee Involvement in Governance</b>			
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	Approaches	Approaches	While the Applicant response reiterates many opportunities for parental involvement and input, it does not specifically address how any information gathered will "loop" back in any organized or planned way to the staff or Governing Board, which could impact the school in a meaningful way. Also, while the applicant states that they will refine their system of communication under a continuous improvement framework between teachers, students, parents and administrators to address and overcome challenges, etc., there is not a clear link between those mentioned and the governance structure. The response <b>Approaches the Criteria</b> as it does not sufficiently identify school operation and governance structures that will provide meaningful opportunities for all stakeholders to help advance the school's mission.

	community or parental support or involvement as grounds for accepting or not accepting a student.			
	<b>Student Recruitment and Enrollment</b>			
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.	Approaches	Approaches	While the Applicant response generally cites potential sources for income to be used for student outreach and recruitment, it does not address costs specific to a plan. In addition, the response does not address the original evaluation in regards to confusion surrounding the database, and how the data will inform the school annually of the effectiveness of the outreach and recruitment efforts, or how the school will use information to adjust the plan to ensure equal access. The response <b>Approaches the Criteria.</b>
	<b>Transportation and Food</b>			
K.(2)	If Applicable Provide a plan to offer food services to students (i.e., contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a clear description of how food services will be provided that is supported by the proposed budget.	Approaches	Approaches	In reviewing the application, it sufficiently addresses how the school will fund a plan for food service and costs prior to receiving applicable reimbursements. It states that the Director of Compliance, Operations and Culture will submit a grant to the USDA for training, planning and implementation. Several supportive organizations who the school will seek support from, including Kellogg and McCune, were identified in the Applicant response. And they also stated the ability to use funds that have been allocated to them from NISN, however it is not clear if the NISN grant will cover food expenses as reflected in a budget submitted in a later response. In the events the grants do not materialize, the response does not address a contingency plan. The response <b>Approaches the Criteria.</b>
	<b>Facilities/School Environment</b>			
L.(2)	Provide evidence that you have researched potential facilities/properties and identified at least one	Approaches	Meets	The school has identified a specific space and has entered into a partnership with FYI, Las Cruces who will remodel one of their vacant facilities. Included in the response is an attachment titled: Latest Status Report of Actions on School Facility. This document is very detailed and includes pictures, schedules for completion of remodel, costs associated with remodeling, renting and building

	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.			operations, and signed letters with the school, FYI and the NISN as funding partners. The response <b>Meets the Criteria.</b>
<b>Part III</b>	<b>Financial Framework</b>			
	<b>Budgets</b>			
B.(4)	<p>Provide a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. 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.</p> <p>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</p>	Approaches	Approaches	<p>The strategies that may be used to adjust the budget are reasonable and realistic, and the Applicant response sufficiently addresses the concern stated about the viability based on financial expertise. The plan to fund ancillary services for the special education population through "other sources of funding" is tenuous, however, as the school would be dependent upon these funds that, according to the response, are earmarked for areas other than ancillary services. Stated in the application is the assumption that most of the special education population would be evaluated and ancillary expenses would begin later on in the year, however, students may enter the school with already existing IEP's, or they need to be evaluated more quickly due to various circumstances that would expedite an evaluation and provision of services. The response <b>Approaches the Criteria</b> as it does not reasonably and realistically address how special education students will receive services, or how those services would be funded, before special education funding is provided based on 40 day counts.</p>

	<p>proposed school will only receive additional funding during the next school year.</p> <p>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.</p>			
	<b>Financial Policies, Oversight, Compliance and Sustainability</b>			
C.(1)	<p>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.</p>	Falls Far Below	Approaches	<p>The response provided a detailed school internal controls handbook developed by Vigil Group LLC and covers most areas of concern, however, the oversight of the implementation of the documentation is not addressed. In addition, a complete process for regularly evaluating compliance with the internal control procedures was not addressed. The response <b>Approaches the Criteria.</b></p>
C.(2)	<p>Identify the appropriate staff to perform financial</p>	Approaches	Meets	<p>The Applicant response clarifies that the Business Manager is a contracted position. The response <b>Meets the Criteria.</b></p>

	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 (i.e., 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.			
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.	Approaches	Meets	The information provided in the Bylaws, referenced in the Applicant response, is sufficient to be rated as <b>Meets the Criteria</b> . Formation of the Audit and Finance committees as well as how they will function generally, ensure proper legal oversight, and ensure proper financial oversight is adequately described.
<b>Part IV</b>	<b>Evidence of Support</b>			
	<b>Uniqueness and Innovation</b>			
D.(1)	Provide clear evidence demonstrating the uniqueness, innovation and significant contribution of your educational program	Approaches	Meets	The Applicant response <b>Meets the Criteria</b> . A variety of outreach efforts, including meeting with potential parents and students, demonstrating large scale support for this school were cited as well as a number of letters from various community organizations stating their support for the school. Also provided was a snapshot of student demographics and achievement in the geographic area the school plans to locate, indicating that a school of choice with this particular mission and curricular

	<p>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.</p>			<p>program would be highly desirable and would meet many of the needs of the targeted population. The school indicated that it has pre-registered 28 potential students.</p>