

New Mexico Public Education Commission



2023 New Charter School Application Kit

Part C

Written Responses

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Applicant Information

Name of Proposed Charter School: VPA of New Mexico

School Address (if known): N/A

School Location (City/Town): N/A

School District within which the proposed school will be located: N/A, Statewide

Grades to be served: K-12

Requested Enrollment Cap: 1300

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I. Academic Framework

A. Mission and Vision

A. (1) MISSION

State the mission of the proposed school. (NMSA 22-8B-8A)

Author and futurist Joel Barker conducted a meta-analysis of research trying to understand how to predict the future success of students. Summarizing his findings, the best predictor of success was not I.Q. or socio-economic status. Nor was it the educational level of their parents. Nor was it race, gender or religion. It is not to suggest any of the above may not present challenges, nor should they be ignored.

However, he found that the best predictor of a student's success in life was whether or not they had a **positive image of their future.**

Barker's conclusion is encouraging and empowering because the adults that surround and work with children can impact the creation of that positive image. That is exactly what the founding board intends to do with VPA of New Mexico.

In alignment, the mission of Virtual Preparatory Academy of New Mexico (VPA of New Mexico) is to provide every student with an individualized, college and career-focused education in an interactive learning environment rooted in rigor and innovation to connect K-12 success with future life success. VPA of New Mexico is dedicated to academic excellence that empowers and prepares students for a world of hope and opportunity.

VPA of New Mexico will achieve this mission through the implementation of the following critical elements described in the Executive Summary included as Part B of the application. These elements include:

- Personalized Learning Paths and career plans allow each student the flexibility to pursue their interests in post-secondary learning, working, or serving.
- Rigorous academics are incorporated with a wide array of course offerings for all abilities, fully aligned to Common Core State Standards and enhanced with NM Content Standards.
- Providing an emphasized continuum of career readiness preparation that includes career awareness, exploration, and development in various forms throughout the K-12 continuum.
- Partnerships with community colleges, local businesses, universities, and local, state and national business organizations will support the mission of the school.
- NM-certified teachers are hired with specific training and ongoing professional development in instructional strategies unique to online learning, career readiness, and understanding the whole child.
- Daily, live synchronous instruction is available to all students.
- Data-Driven Differentiated and Prescriptive Instruction is provided in the proposed single sign-on Learning Management System and allows teachers to personalize instruction and content to meet the individual needs of students. This is powered by a data warehouse updated daily with student progress, engagement and academic performance data that monitors individual student progress toward meeting each standard.

- Progress Monitoring – Teachers will monitor student progress using short-cycle assessments, i-Ready benchmarks, and coursework. i-Ready is administered to each student at the beginning, middle, and end of the school year. Results allow teachers to effectively track student progress in mastering standards, planning ongoing instruction, and re-teaching to accelerate student growth and enrichment.
- Student Engagement is a key component. Teachers will have multiple data sources managed by the learning ecosystem such as time on task, performance with in-course content, customized short-cycle assessment, i-Ready data, and the student’s standards mastery profile in order to monitor student engagement behavior and performance. They will use that data to understand how students spend their time in the system and offline. With this data, teachers can help get students back on track if they struggle or need additional academic growth challenges or enrichment.
- Whole Student Supports increase student performance. The Student Success Team (SST) will empower students to overcome academic, social, emotional, and mental health challenges to succeed in school and their community. The SST also provides career counseling. The SST is a vital part of the overall team as it helps keep the students focused on working past potential obstacles in the present and eventually leads them to a successful future.

Mission success will be achieved when students are prepared for their post-secondary pathway with the technical and professional skills needed to be successful in the workforce or higher learning pathway. VPA of New Mexico graduates are experienced at collaborating in teams, working virtually, and learning emerging technologies, all of which are critical skills for college and workforce success. Students graduating from VPA of New Mexico have not just completed coursework but have a genuine readiness to thrive outside of school and will have developed a positive image of the future.

A. (2) VISION STATEMENT

State the vision, or the driving force, that guides this school proposal.

The vision of VPA of New Mexico is to become a school that provides an opportunity for all New Mexico students to successfully graduate and be workforce-prepared and/or college-ready, creating a positive future for themselves. This will be realized using an online model that weaves together standards-based and highly individualized content with dynamic, interactive, and engaging material rooted in focusing on both academic success and preparedness for their choices after high school.

A. (3) UNIQUENESS AND INNOVATION

Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution that the educational program will bring to public education. (NMSA 22-8B-3)

In preparation for this application, the founding team met with groups across the state. During the conversation with the New Mexico Chamber of Commerce, a “huge gap” was discussed pertaining to the ability to connect students with their futures. The sentiment was that since the 1980s, there has been movement away from contextualizing learning and much has been lost. As a result, according to

data and conversation with the Chamber, our business community in the state does not have the adequate work force to meet the current and projected needs.

This conversation is similar to those of the founding board and one of the key reasons for bringing forth this application. It is one of the key drivers of the innovative mission of VPA of New Mexico.

We want to provide the context to learning, inspiring students to develop a positive image of their future, and as a result setting them up for life success. This too, will address the “gap” and lack of work force described above.

In support of this effort, VPA of New Mexico intends to fully utilize existing and developing resources with the state to support the career readiness mission. These include, but are not limited in any way to NS4ED, Careers2Pathways, Be Pro Be Proud, and collaboration with the Department of Workforce Solutions.

VPA of New Mexico offers unique advantages, such as focused career pathway, personalized learning plans, daily engaging instruction, and caring adult to support them. These advantages empower students with the focus on preparing them to be college, career, and workforce ready through an innovative online education program and whole student supports not found in other online school options. Students have the opportunity to graduate from VPA of New Mexico with industry recognized credentials through the completion of coursework, internships and/or partnerships and training. Dual enrollment options mean a student may have college credits, or even an associate degree, by graduation. Additionally, Honors and AP courses are available to students, helping to prepare them for college-level courses after graduation.

VPA of New Mexico’s unique education program is delivered by highly qualified New Mexico certified teachers trained in national online learning best practices using curated and customized course content.

After much discussion and research, the founding board is proposing to utilize ACCEL Schools learning ecosystem, called AMP, for ACCEL Management Platform. The founding board is doing so in compliance with the New Mexico Procurement Code. AMP integrates the best available courses inside the powerful Learning Management System (LMS) and integrated Student Information System (SIS). The advantages unique to AMP are outlined below:

- Single sign-on experience includes curriculum and web-based resources inside each course. As can be seen in Figure A.1 below, students have access to their courses, class schedule, supplemental resources, and much more when they log in to their learning ecosystem.

- Daily synchronous instruction opportunities include small group and one-on-one sessions targeted on Common Core State Standards and New Mexico Content Standards and to the individual needs of students.
- Real-time progress monitoring provides instantaneous access to standards-aligned and performance-based data on each student, so teachers can target students in need and individualize support with small group or one-on-one instructional support. The color-coded dashboard shown below helps teachers create a personalized plan for students based on their progress towards standard mastery.

Student	8.NS.1	8.NS.2	8.EE.1	8.EE.2	8.EE.3	8.EE.4	8.EE.5	8.EE.6	8.EE.7	8.EE.8	8.F.1	8.F.2
Student 4, AMP 0000000 00004			2 GR BELOW	1 GR BELOW	1 GR BELOW		1 GR BELOW	1 GR BELOW	1 GR BELOW	ABOVE GRADE		ON GR LEVEL

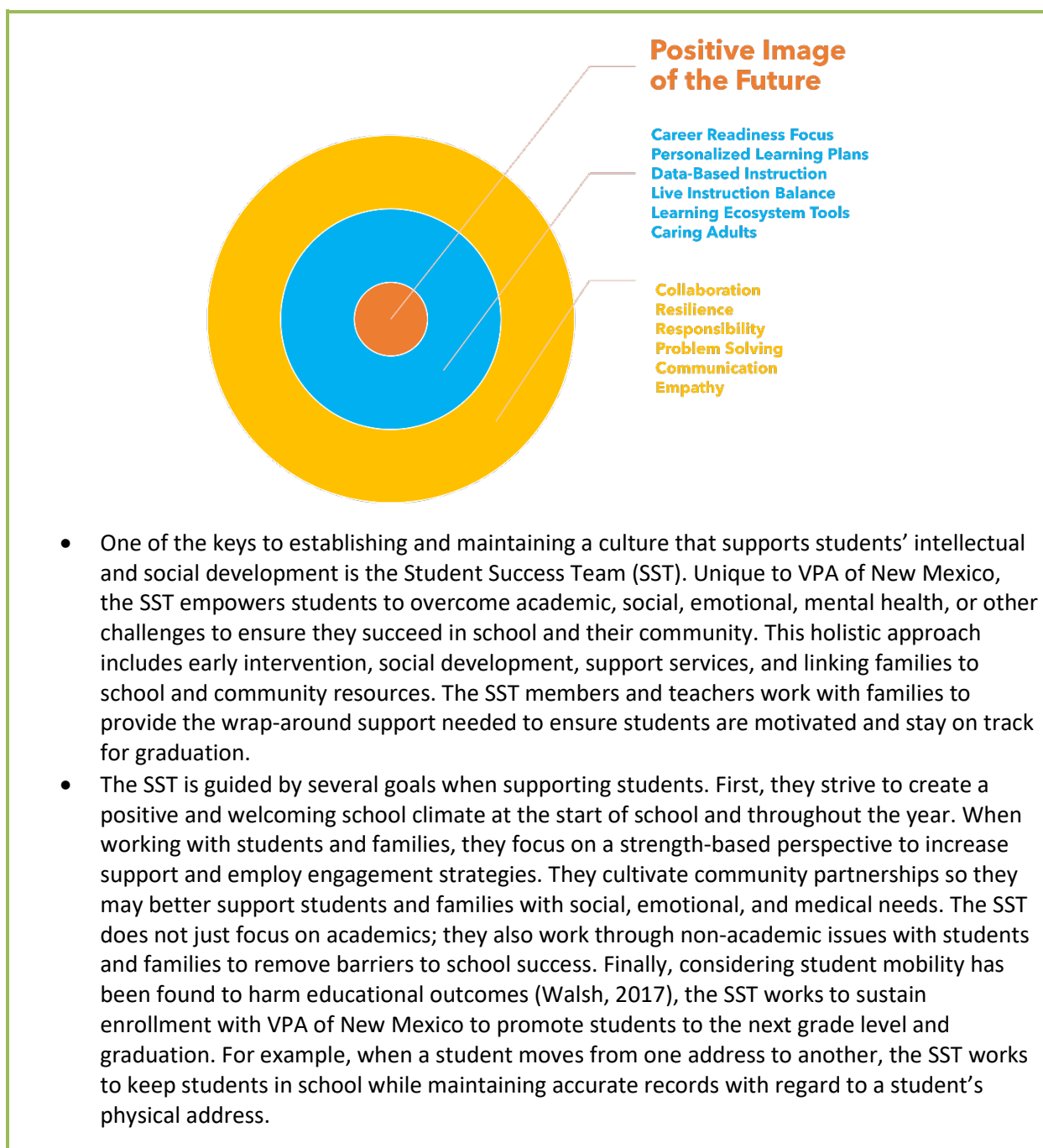
- Teachers can customize homepages, modules and gradebooks, individualize assignments and pathways, create/monitor discussion boards, schedule and host live sessions, provide feedback, and email students.
- Teachers can monitor student engagement with access to course analytics displaying trends in student log-in, missing work, grades, and course interaction. The figure below shows some of the reports that frequently refresh for up to the minute data teachers can use to support students' engagement and learning.

Name	Type	Owner	Refreshed
Analysis-Engagement	Report	School Performance ...	9/2/21, 7:41:31 AM
Analysis-Student Grade	Report	School Performance ...	9/2/21, 7:41:31 AM
Analysis-Student Testing Center	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Attendance	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Curriculum Activity	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Live Class Sessions	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Offline Time	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Student Course Grade Detail	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Student Detail	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Student Population Map	Report	School Performance ...	9/2/21, 7:41:31 AM
Reports-Teacher Detail	Report	School Performance ...	9/2/21, 7:41:31 AM

- Parents/guardians/caretakers can support engagement with an observer only account to contact staff and view all progress.

All of this takes place within a positive school climate, the foundation to creating high levels of student success. One of the school culture’s primary facets is how students are supported as individuals. Supporting the whole student is essential in increasing their academic success in college and career readiness and ensuring they have the social and emotional skills necessary to thrive.

- VPA of New Mexico aims to equip learners with key competencies on the road to success, which include the six values (below) that can be found within the culture and expectations. The learner-centered culture is built, much like the curriculum, with the end in mind. A backward design model begins with the Portrait of a VPA of New Mexico Graduate. A VPA of New Mexico Graduate will witness through observation of staff and peers, practice, and encompass these six values: collaboration, resilience, problem-solving, critical thinking, communication, and empathy. As shown in the graphic below, our values combined with the uniqueness of the VPA of New Mexico instructional tools, center around each student’s positive image of the future.



B. Mission-Specific Goals

The Amended Charter School Act Requires that new charter applications include: the goals, objectives and student performance outcomes to be achieved by the charter school as well as a description of the charter school's plan for evaluating student performance, the types of assessments that will be used to measure student progress toward achievement of the state's standards and the school's student performance outcomes, the timeline for achievement of the outcomes and the procedures for taking corrective action in the event that student performance falls below the standards (NMSA 22-8B-8(E))

This application requirement prepares the applicant team for the Performance Framework contents, which will be negotiated with the PEC if the proposed charter application is approved. Specifically, the performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act (NMSA 22-8B-9.1(C))

B. Mission-Specific goals

Identify and provide two mission-specific goals or Indicators in the following section.

Goal 1 related to School's Mission/ Student Performance:

Performance Measure: Student Progress

Goal: In the first year of operation, students will make expected growth compared to national norms on the i-Ready diagnostic assessment. In subsequent years, the school will strive for a 2% improvement from the prior year by students who have been continuously enrolled at the school for two or more years as evidenced by the New Mexico Measures of Student Success and Achievement (NM-MSS). The NM-MSS for grades 3-8 and the SAT for 11th graders will be used to determine students' learning gains in years two and beyond.

Specific: Our mission-specific goal is clear and concise. In the first year of operation, student learning gains in ELA and Math proficiency will meet or exceed the expected growth compared to national norms on the I-Ready diagnostic assessment. By doing this in year one, we will be measuring the student's own growth compared to themselves over the first academic year. Each year thereafter, VPA of New Mexico will strive for a 2% improvement for students who have been continuously enrolled in the school over the previous year as evidenced by their performance on NM-MSSA. Rooted in learning standards that specify what students should be able to do each school year and, in each grade, each student's academic growth will be based on their score at the beginning of the school year. After their baseline score has been established, students will be given a growth target designed to monitor their individual growth.

Measurable: VPA of New Mexico's student progress goal is measured by assessing students using state and school interim assessments and New Mexico state assessments. Growth in learning gains is defined as academic progress made over a period of time measured by beginning-of-year and end-of-year assessments. Progress will be measured by creating a baseline score using i-Ready Reading and Math and NM-MSSA. Students will be assessed using i-Ready at the beginning of the year, at the middle of the year after the semester break, and at the end of the year. All assessments are rigorous and standards aligned. Students will take the NM-MSSA during the spring NMPED testing window.

VPA of New Mexico school leaders and teachers will be able to track individual student progress toward their growth target at the middle and end of the year using data dashboards.

Attainable: The VPA of New Mexico student progress goal is attainable. Baselines for all students will be created at the beginning of the school year using i-Ready. Students will take a mid-year i-Ready assessment to track their learning trajectory. This assessment gives immediate and reliable data, allowing teachers to make data-informed decisions regarding instruction. Teachers then use this data to take immediate action and provide personalized, targeted instruction to students. In using growth-based data, students at VPA of New Mexico are uniquely supported in addressing

their specific learning needs, leading to academic growth and achieving the goal of 2% improvement in learning goals year over year.

Relevant: Focusing on student learning gains is relevant to VPA of New Mexico’s mission to “provide every student with an individualized, college and career-focused education in an interactive learning environment rooted in rigor and innovation to connect K-12 success with future life success” - not just by completing coursework - it is developing a genuine readiness to thrive outside of school, while at the same time, shaping their positive image of the future.

Time-bound: VPA of New Mexico’s goal focusing on learning gains is based on annual assessment results. It is time-bound because it identifies the specific window of time in which students complete the assessment based on the assessment calendar. It also specifies improvement benchmarks on a regular basis with a 2% improvement year over year.

Progress Monitoring: School leaders will prepare academic performance progress reports for the Board at regular intervals in alignment with the Board Calendar. Data presented to the Board may include i-Ready growth scores, state summative assessment results, and course progress, and it will be broken into subgroup performance so the Board can monitor overall and group progress.

Continuous Improvement: VPA of New Mexico will engage in a continuous improvement cycle to ensure the goals and objectives of the educational program are met. VPA of New Mexico’s balanced assessment system includes state assessments, diagnostics, course formatives, interims, and summative assessments. Data from these sources will be regularly discussed to track progress towards goals. If student performance is not on track to achieve the progress goal, root cause analysis will be utilized to find teacher practice variables or curriculum issues that may be impacting progress. Teacher coaching, supplemental resources, instructional schedule adjustments, or instructional strategies may be employed to improve performance. School leadership will develop and present plans to the Governing Board that identify the actions needed that are clearly linked to strengthening student outcomes. This cyclical process of setting goals, identifying ways to improve, and evaluating change will be continued throughout the school year to assist in achieving student performance goals.

Applicant Response: Goal 2 related to School’s Mission/Student Performance:

Performance Measure: Graduation Rate

Goal: In order to support VPA of New Mexico’s focus on college and career readiness, the first measurable 4-Year and 5-year Graduation Rates will mirror or exceed the statewide average of 76.8% and 81.7%, respectively. For each year thereafter, the school will strive for a 2% improvement from the prior year for students who have been continuously enrolled for two or more years. Naturally, the ultimate goal is for 100% of students to graduate.

Specific: Our mission specific goal is clear and concise. In the first year that VPA of New Mexico has a graduation rate, it will mirror or exceed the statewide average, which was 76.8% for 4-Year and 81.7% for 5-year in 2022. Each year thereafter, VPA of New Mexico will strive for a 2% improvement from the previous year for students continuously enrolled. The graduation rate will be calculated using the “adjusted cohort” method where each student is assigned to a graduation cohort when they first enter any of the grades 9-12. VPA of New Mexico school leaders, counselors, and teachers will track student progress toward graduation each semester as credits are awarded for courses passed.

Measurable: VPA of New Mexico’s graduation rate is measured by students that successfully meet graduation requirements within a four or five-year period. This data is one year behind the data for other accountability measures. It is closely tracked by school leaders based on Next Step Plans which are updated each semester based on credits earned.

Attainable: VPA of New Mexico student demographics are expected to mirror those of the state, making it likely that the baseline graduation rate will match the statewide score. Increasing the rate by 2% each year requires hard work by teachers and students, but it is an attainable goal. With the supports in place, including Success Coaches, Counselors, and CTE courses and pathways, students at VPA of New Mexico will be prepared to graduate on time.

Relevant: VPA of New Mexico’s graduation rate goal is relevant to the mission of “connecting K-12 success with future life success” - preparing students to thrive after high school. The first step in that goal is helping them to reach high school graduation. According to the National Center for Education Statistics, adults without a high school diploma earn less and are more likely to be unemployed. VPA of New Mexico is dedicated to supporting students in reaching graduation and providing them with the skills they will need to be successful in college and career.

Time-bound: VPA of New Mexico’s goal for graduation rate is time-bound, as it is calculated at the end of each school year based on the number of students who successfully meet the requirements for high school graduation. It specifies a certain window of time, 4 or 5 years, for students to achieve graduation and it will be tracked on an annual basis.

Progress Monitoring: School leaders will present the Board with data relating to graduation rates at regular intervals in alignment with the Board Calendar. In addition to the most recent graduation rate, school leaders will provide student progress towards graduation as indicated by Next Step Plans and proactively identify any early corrective action that may be needed. Data will be broken into subgroup performance so the Board can monitor overall and subgroup progress.

Continuous Improvement: VPA of New Mexico employs several strategies to support students in achieving graduation in four years, including engaging parents, cultivating strong and engaging relationships with teachers, paying attention to warning signs, and making learning relevant to the student’s individual goals for after high school completion. As with student progress goals, VPA of New Mexico will track progress towards the goal by analyzing the relevant student data described above. If the school is not meeting the Four-Year Graduation Rate goal, a root cause analysis will be utilized by school leadership and staff to determine the interventions needed to improve performance. To assist with this analysis, the school's data warehouse will be utilized to mine relevant data pertaining to course progression and performance, attendance, overall engagement, teaching strategies, and all the available assessment data.

The Student Success Team will work with students from a strength-based perspective to increase their capacity, work through non-academic issues, and remove barriers to student success. Intervention strategies are utilized to increase student engagement and help them get back on track. In addition to support from the Student Success Team, credit recovery, one-on-one tutoring, and summer school will be offered to address the needs of students that are off cohort regarding credits.

C. Curriculum, Educational Program, Student Performance Standards

C. Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with New Mexico Common Core State Standards and the proposed school's mission. (NMSA 22-8B-A(C))

VPA of New Mexico's proposed curriculum is innovative, rigorous, research-based, and can be custom-tailored to each student's unique skills and interests. It is comprised of content curated from the best available online courses including college-preparatory skill-building, access to fine arts, world languages, and career-focused electives and preparation. The curriculum design methodology uses Universal Design for Learning principles, ensuring that both the curriculum and the instructors provide multiple opportunities for engagement and representation. Each action and expression ensure that students repeat their encounters with the same topics throughout their career, increasing the complexity to reinforce previous learning and reteach concepts one-on-one and in small groups to ensure proficiency.

VPA of New Mexico features a core curriculum aligned with Common Core State Standards and New Mexico Content Standards, Benchmarks, and Performance Standards. The offering includes all state-required core courses, a wide array of electives, credit recovery, CTE, Honors, and AP courses provided by various online curriculum vendors. Coursework is embedded seamlessly within a state-of-the-art learning management system with New Mexico-required reporting components.

The benefits of embedding courses include the following:

- Removes the limitations of working with one vendor's operating system.
- Provides the flexibility to assemble robust curriculum choices.
- Offers real-time data on curriculum, with the ability to adjust immediately.
- Delivers standards-aligned options for reteaching, remediation, and enrichment.

Using a system with course content from multiple vendors provides VPA of New Mexico with the flexibility to assemble the most robust personalized curriculum choices for students. The curricular offerings were selected as a curated holistic approach to instruction. Course content aligns with the instructional methodology of the school by embedding the pedagogy of personalized learning and backward design principles in all courses. These methods are research-based and imperative for the leaders of tomorrow. According to the Aurora Institute (formerly the International Association for Online Learning), personalized education is "critical for raising achievement for all" and "allows students to build a strong foundation for success" (Worthen, Frost, & Gentz, 2016).

Courses are curated primarily from five curriculum providers: AMP for Education, Accelerate Education, StrongMind, eDynamic Learning, and FlexPoint. Descriptions for each vendor with the integration of VPA of New Mexico's mission and vision underlined, as well as a description of their validity and reliability as providers, are found below:

AMP for Education – K-5 core courses

- Courses are aligned to Common Core State Standards and New Mexico Content Standards and include a wide range of diverse activities, providing a rigorous learning experience. Courses are customizable by teachers to benefit the unique needs of individual learners and delight and inspire young learners as they cement new concepts. Content includes teacher resources, lesson guides, interactive training, interactive lessons, audio support for pre and

emerging readers, interactive videos, workbooks, hands-on experiments, projects, discussion questions, and various media types that check for student understanding.

Accelerate Education (AED) – *K-5 electives, credit recovery, electives, AP courses*

- The company was founded in 2011 and is an accredited, leading vendor providing standards-based core curriculum courses in original credit, credit recovery, and independent study formats for all grade levels. AED courses meet the needs of at-risk and high-achieving students who need a personalized education not provided in a traditional classroom. They also offer the opportunity for remediation and intervention, allowing teachers to assign specific courses to students as needed and fully navigate goals at their pace. In this way, AED's curriculum provides individualized learning paths for all students to offer a unique experience for academic success. AED's curriculum will allow students in grades K-5 to build a solid foundation for advanced learning and also allow students in grades 9-12 the opportunity to receive credit for graduation, resulting in an increase in school and state graduation rates.

StrongMind (SM) – 6-12 coursework

- SM has served students since 2001, offering an award-winning, rigorous, and customizable digital curriculum with general courses and electives in 6th-12th grade. All courses integrate simulations, games, and interactive content to ensure creativity and critical thinking. Communication and collaboration highlight engaging content using discussion boards and project-based lessons. Teachers can assign projects to groups, or students can complete them individually and reflect later.

eDynamic Learning (eDL) – *electives, CTE courses*

- EDL is a teacher-founded and award-winning company that uses teachers and subject matter experts to develop coursework that leads to industry-related certifications. With nearly 200 courses, they are the largest publisher of CTE and elective courses in North America. All eDL courses employ backward design methodology to support best practices for learning. Each lesson is chunked into small portions, and resources include diagrams, videos, slideshows, and other interactive elements to increase engagement. Teachers can provide more personalization for students by customizing any course, unit, or lesson to incorporate additional components such as videos, documents, links, and other media elements.

FlexPoint – *core, elective and AP courses*




- FlexPoint is the course provider for a selection of core, elective, and Advanced Placement courses. Founded in 1997, FlexPoint provides a robust, award-winning curriculum designed to meet the unique needs of students and can be inclusive of cultural diversity, representing all races, cultures, ethnicities, abilities, and genders. FlexPoint course design includes several modern pedagogical philosophies, critical thinking, and real-world application skills. As part of the scope and sequencing work, cognitive complexity for each learning target is identified using Webb's Depth of Knowledge (DoK) Guide and carried into learning activities and assessments. Through the curriculum design process, student focus groups of diverse populations are frequently engaged for input on course content, images, and design elements. All courses undergo more than 450 hours of rigorous review and testing, both during development and after completion, ensuring accuracy and adherence to state and national standards.




All vendors conduct rigorous curriculum reviews to identify alignment before delivery. Using thousands of pages of curriculum alignment documents obtained by the providers outlined above, the curriculum curation process includes verifying alignment accuracy and supplementing as needed.

All core alignments are reviewed by curriculum team members and placed into teacher-facing mapping documents that support teachers with pace, sequence, standards alignment, and/or lesson objectives. The curriculum team identifies standard gaps in each core course. When gaps are identified, they are filled with content from supplemental curriculum providers to ensure 100% alignment. These enhancement guides are embedded into each core course and in the proposed Teacher Curriculum and Assessment Resource Portal. The curation process continues to fill specific gaps with supplemental resources to reach complete alignment in all subject areas. The portal and samples enhancements are shown below.

**CURRICULUM & ASSESSMENT
RESOURCE PORTAL**

		
Curriculum Maps & Enhancements	Assessments	Differentiated Instruction
<small>Click the image to access your curriculum maps, pacing guides and enhancements for gap standards</small>	<small>Click the image to access all things assessment-related, including testing windows and SCA/lock guides</small>	<small>Click the image to find lessons and resources to support your students at, below and above grade level</small>

		
Pathways to Success	Test Prep	Professional Development
<small>Click the image to find lessons and resources based on competencies and objectives to help students be successful individuals and community members</small>	<small>Click the image to find lessons and resources to support students on the SAT and ACT exams</small>	<small>Click the image to find PD on all things AMP</small>

		
English Language Learners	Novel Study	K-3 Workbook PDFs
<small>Click the image to find lessons and resources to support your ELL students</small>	<small>Click the image to find resources, including adaptive books, for the novels and readings in your ELA courses</small>	<small>Click the image to access PDFs of our K-3 workbooks for Accelerate courses</small>

StrongMind - Math 6th Grade Math G						
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Pacing	Semester	Unit	Unit Name	Lesson	Lesson Title	Lesson Objectives
Week 1	A	1	Integers, Factors, and Multiples	1	Integers	11 Describe a real-life situation using an integer. 11 Identify the integers in a list of real numbers. 11 Identify the opposite (additive inverse) of an integer. 11 Recognize that the opposite of the opposite of a number is the number itself. 11 Plot integers on a horizontal number line. 11 Plot integers on a vertical number line. 11 Use the number line to order integers. 11 Write statements of inequality for integers. 11 Interpret statements of inequality for integers. 11 Write statements of order for integers in real-world contexts. 11 Interpret statements of order for integers in real-world contexts.
Week 1	A	1	Integers, Factors, and Multiples	2	Factors	12 Write a whole number as the product of two factors. 12 Define prime number. 12 Define composite number. 12 Identify a number as prime or composite. 12 Use the divisibility rules for 2, 3, 4, 5, 6, 8, 9, and 10 to find factors of a number. 12 Calculate whole-number quotients of whole numbers.
Week 2	A	1	Integers, Factors, and Multiples	3	Long Division	13 Calculate whole-number quotients of whole numbers. 13 Apply the standard algorithm to divide whole numbers.
Week 2	A	1	Integers, Factors, and Multiples	4	Common Factors	14 Apply the Distributive Property. 14 Write the prime factorization of a number. 14 Find the greatest common factor of two numbers. 14 Apply the distributive property to simplify an expression.
Week 3	A	1	Integers, Factors, and Multiples	5	Common Multiples	15 Find the least common multiple of two numbers using the greatest common factor. 15 Find the least common multiple of two numbers by listing their multiples.
Week 4	A	2	Working with Rational Numbers	6	Rational Numbers	2 6 Describe a real-life situation using a rational number. 2 6 Identify the opposite (additive inverse) of a rational number. 2 6 Identify quotients of two integers (with non-zero divisors) as rational numbers. 2 6 Use the number line to order rational numbers. 2 6 Write statements of order for rational numbers in real-world contexts. 2 6 Interpret statements of order for rational numbers in real-world contexts. 2 6 Plot rational numbers on a number line. 2 6 Write statements of inequality for rational numbers.

MATH SIXTH GRADE					
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New Mexico ID	iReady	IXL Support	BrainPop	Khan Academy	Additional Resources
6.RP1 - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	Write Ratios	Write a ratio (6-R.1) Write a ratio: word problems (6-R.3) Which model represents the ratio? (6-R.4)	Proportions Ratios Graphing Linear Equations Particle Accelerators Rational and Irrational Numbers Ratios with tape diagrams Similar Figures Scale Drawing Fractions Mixed Numbers	Ratios with tape diagrams	Rates & Ratios
6.RP2 - Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0 and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	Fractions, Division, and Unit Rates Visualizing Unit Rate	Unit rates (6-R.9)	Comparing Prices Ratios Proportions Similar Figures Particle Accelerators Graphing Linear Equations Coordinate Plane	Comparing rates Unit Rates	Rates & Ratios
6.RP3(a) - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the	Write Ratios	Identify equivalent ratios (6-R.5) Write an equivalent ratio (6-R.6) Ratio tables (6-R.7) Equivalent ratios: word problems	Ratios Proportions	ratio tables	Ratios and Proportional Relationships -- Grade 6: 6.RP.A.3a

VPA of New Mexico ensures that course content and resources are current, reviewed, and revised when necessary. Courses are regularly updated and versioned to reflect the most recent information. StrongMind, for example, uses research-based approaches such as surveys, white papers, and stakeholder reviews to continuously evolve and meet the changing needs of educators and students. A complete list of courses can be found in the Additional Materials section as Attachment 1.

D. Bilingual Multicultural Education, Indian Education, Hispanic Education and Black Education

D.(1) Bilingual Multicultural, Indian Education, Hispanic Education and Black Education
 Provide a description of how the proposed school’s curriculum will ensure equal education opportunities for students in New Mexico by addressing the goals of the Bilingual Multicultural

Education Act (NMSA §22-23-1), the goals of the Indian Education Act (NMSA §22-23A-a1), the goals of the Hispanic Education Act (NMSA §22-23B-2), and the goals of the Black Education Act (HB 43)

VPA of New Mexico will use Data-Informed Decision Making to continuously improve in the areas of closing the achievement gap, increasing graduation rates, and increasing postsecondary enrollment of Black, Indian, Hispanic, and bilingual students. The school's Data-Informed Instruction Plan details the protocol used to guide the review of data, interpretations of the results, and determination of follow-ups. The School Leader will keep the Board informed on students' progress and action steps put in place to meet the goals of Black, Indian, Hispanic, and Bilingual Multicultural Education Acts.

To ensure compliance with the Bilingual Multicultural Act, VPA of NM will do the following:

- The governing body will develop and submit a bilingual multicultural plan to the NMPE Bilingual Department.
- The governing body and the proposed Parent Advisory Committee shall review the goals and priorities of the plan and make recommendations.
- Ensure that the program is delivered as part of the regular school program and will not have the effect of segregating students.
- Maintain academic achievement and language proficiency data and update the data annually to evaluate bilingual multicultural education program effectiveness and use of funds.
- Provide professional development to employees, including teachers, teacher assistants, principals, bilingual directors or coordinators, and administrators in the areas of: (1) research-based bilingual multicultural education programs and implications for instruction; (2) best practices of English as a second language, English language development and bilingual multicultural education programs; and (3) classroom assessments that support academic and language development.

To ensure compliance with the Indian Education Act, VPA of NM will do the following:

- Ensure instructional materials are culturally relevant for American Indian students.
- Work to close the achievement gap between American Indian students and their white peers while also increasing the graduation rate of American Indian students through implementation of educational systems that affect their success.
- Provide opportunities for parental involvement in the education of their children.
- Work to improve educational opportunities for Native American students to close the achievement gap, increase graduation rate, and increase post-secondary enrollment, retention, and completion.

To ensure compliance with the Hispanic Education Act, VPA of NM will do the following:

- Work to close the achievement gap and increase graduation rates of Hispanic students through implementation of educational systems that affect their educational success.
- Provide opportunities for parental involvement in the education of their children.
- Work to improve educational opportunities for Hispanic students to close the achievement gap, increase graduation rates, and increase post-secondary enrollment, retention, and completion.

- Form an equity council of school stakeholders, that includes parents, students, a community representative, and staff, to create a more equitable learning opportunity for marginalized students.

To ensure compliance with the Black Education Act, VPA of New Mexico will do the following:

- Develop and include anti-racism policies.
- Implement curricula and instructional materials that recognize and teach black culture and anti-racism.
- Provide anti-racism training for teachers and staff.
- Provide students with opportunities to explore their identity and the societal systems that may impact their identity and future.

Building cultural competency amongst VPA of New Mexico staff is crucial to meeting the goals established by the Bilingual Multicultural, Indian, Hispanic, and Black Education Acts. The schoolwide professional development plan includes the following training opportunities that recognize, affirm, and support the diverse backgrounds of the VPA of New Mexico student population:

- Research-based bilingual multicultural education programs and implications for instruction.
- English language development and bilingual multicultural education programs.
- Classroom assessments that support academic language development.
- Racial sensitivity and anti-racism training.
- Building relationships in order to foster trust and respect with students and families.
- Ongoing communication to help students feel included in the classroom culture.
- Cultural bias and how implicit bias affects judgement.

In addition to the above-mentioned strategies for addressing Bilingual Multicultural, Indian, Hispanic, and Black Education, each curriculum provider in the AMP suite maintains a commitment to diversity and creates a safe and inclusive learning environment for students. Accelerate Education includes a variety of religions, cultures, abilities, disabilities, genders, body types, and physical features within lessons. Additionally, their curriculum development team receives anti-bias, diversity, cultural sensitivity, and accessibility training while regularly discussing how to improve this area of their curriculum. eDynamic Learning employs an external diversity/sensitivity editorial organization to review lessons, images, and assessments to identify potential bias, stereotypes, and inauthenticity. Diversity readers assist with identifying potentially insensitive language, which is adjusted and updated before release. FlexPoint launched a Bias and Sensitivity Project to review and improve existing course content with input from internal and external stakeholders. StrongMind's subject matter experts receive training in bias and sensitivity, and their media team's process upholds diversity and inclusiveness in content development. AMP for Education includes the history, experiences, and contributions of Black Americans, Native Americans, Hispanic Americans, and immigrants in lessons and trade books.

Parent/Guardian engagement is key to meeting the goals of the Bilingual Multicultural, Indian, Hispanic, and Black Education Acts. As such, teachers and Student Success Team members reach out to parents/guardians regularly for conversations regarding student progress, provide needed support, and answer any questions. VPA of New Mexico recognizes that parents/guardians are most engaged when they have meaningful opportunities to shape programs and provide input. Periodically,

parents/guardians will be invited to participate in town hall sessions with the school administration in addition to being asked for input through multiple surveys collected throughout the year. Communication is sent to parents/guardians in their native language, and interpreter services are available.

To further support the efforts outlined in this section, the Equity Committee and the Parent Advisory Council will be included in the review and overall progress.

VPA of New Mexico's Board and School Leader will work closely to develop strategic partnerships within the community to assist with improving the achievement gaps that are evident in the Indian, Black, Hispanic, and bilingual student populations. These partnerships may include higher education institutions for teacher recruitment and collaboration on educational research. The school will also seek partnerships with youth organizations to support participation and school engagement.

Although VPA of New Mexico does not intend to participate in a state-funded Bilingual Multicultural Education Plan (BMEP), VPA of New Mexico does intend to abide by the following statements of NMSA 22.23:

- Using the cultural and linguistic backgrounds of the students in a multicultural education program.
- Providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner.

D.(2) Equity Plan

Provide a description of how the proposed school will create an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive curriculum and pedagogy.

Equity Focused Leadership and Continuous Improvement

VPA of New Mexico will implement a continuous improvement cycle to ensure the goals and objectives of the educational program are being met, including providing all students with a fair and equitable system of support. School staff will have guided and focused discussions based on the following data:

- Trends and patterns of student referrals to special education
- Effectiveness of current program interventions
- Effectiveness of current general education teachers and interventionists
- Multiple assessment results (i-Ready, short cycle assessments, progress monitoring, state summative assessments, etc.)
- Input from parents, students and staff

This data will be used to draw conclusions about the program's strengths and needed improvements. Actions for addressing the areas of improvement will be created, along with goals for each action. The team will meet quarterly to review progress towards the goals and adjust actions as necessary.

Should the data review reveal disproportionality or over-identification among subgroups, VPA of New Mexico will take several steps. A root-cause analysis will be conducted to identify factors contributing to the disproportionality, and an action plan will be created to address these factors. Additionally, all staff members will participate in professional development on cultural competence, diversity, equity, inclusion, and meeting the needs of diverse learners.

Culturally and Linguistically Responsive Pedagogy and Equity Council

VPA of New Mexico will establish an Equity Council upon charter approval. The Board and school leaders will work together to identify representatives from the school staff, students, parents and family members, community members, and members of Nations, Tribes, or Pueblos willing to serve on the council. Council membership will follow the NMPED guidelines. There will be a fair and transparent process for selecting members, an explanation of which will be publicly posted with the names of the selected council members.

The Equity Council will use the Cultural and Linguistically Responsive (CLR) Framework Inventory to guide their work in designing a visual representation and description of VPA of New Mexico's CLR Framework. The framework will include the school's commitment to providing all students with a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing learning. The Founding Board anticipates utilizing resources and training consistent with the work of Dr. Sharrocky Hollie and other key resources.

Teacher Recruitment

The VPA of New Mexico Board will advertise for a School Leader. After reviewing applications and resumes, conducting interviews, and hiring for this position, the School Leader will then follow the hiring process for building a team of highly qualified New Mexico certified teachers. VPA of New Mexico will seek teachers who are capable and motivated to create a rigorous and nurturing classroom environment that prioritizes student learning and social-emotional development. The school will look to hire a diverse staff of passionate administrators and educators who value research-based practices and a desire to grow as professionals.

In order to ensure the best quality of educators, recruitment efforts will focus on candidates that embody the core values of the school, participate in continuous, research-based professional development to hone their craft, demonstrate a passion for personal improvement, are willing to be held accountable for student learning, and who will effectively and regularly communicate with parents, other teachers, and the school leadership.

Positions will be advertised on widely used education-focused job boards including New Mexico Regional Education Application Placement (NMREAP), Bureau of Indian Education, Teachaway, New Mexico.gov, Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, and Handshake. One-to-one and event strategies will also be used for recruitment. A thorough interview process will be conducted with multiple stages to identify top candidates. Once top candidates are identified, comprehensive reference checks will be completed to include recent supervisors.

Compensation and benefits are key recruitment and retention tools. Some strategies employed to recruit desirable candidates include:

- using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom;
- the use of sign-on bonuses when credentialed teachers are in short supply;

- performance-based incentives that are tied to student and school achievement;
- the opportunity to participate in supplemental activities such as tutoring programs;
- the opportunity to engage as a Lead Teacher or Teacher Mentor; and
- an affordable and attractive set of health, education, and supplemental benefits.

E. Graduation Requirements

E. Identify the proposed school's requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state mandated minimum requirements.

To be eligible for New Mexico's diploma of excellence, per Regulation 22-13-1.1, students must earn a minimum of 24 credits aligned to the state academic content and performance standards. These credits must include:

- 4 units in English,
- 4 units of math, one of which is equivalent or higher than the level of Algebra 2
- 3 units of science, two with a laboratory component
- 3 and one-half units of social science, including United States History and Geography, World History and Geography, Government and Economics, and one-half unit of New Mexico History
- 1 unit in Physical Education, one-half unit of Health
- 1 unit of the following: career cluster course, workplace readiness or language other than English
- 7 and one-half elective units, which may include career and technical education courses, student service learning, and financial literacy.

VPA of New Mexico's full-year courses are designed to contain approximately 180 hours of coursework to complete the equivalent of one Carnegie Unit. Semester courses are designed to deliver approximately 90 hours of coursework and are the equivalent of one-half of a Carnegie Unit. VPA of New Mexico awards credits to students who have successfully mastered the course content. The instructional mastery and promotion procedures are not based on a single, high-stakes, final examination but instead on the following:

- students exhibit mastery in multiple and varied ways,
- learned skills must be internalized before true mastery is obtained,
- students can demonstrate progress toward mastery every day, and
- actual mastery results in knowledge attainment, performance, problem-solving skills, and preparedness for the next higher level of education the student desires to experience.

Students will complete assignments and assessments as they work through each course. Students who successfully complete these requirements and earn a passing grade will earn credit for the course. For core subject area courses, end of course exams, course completion, and teacher observation will be used to determine promotion. Course completion and teacher evaluation are the determining factors for non-core courses without an EOC Exam.

VPA of New Mexico will use a traditional 4.0 (A) to 0.0 (F) grading scale with a deliberate focus on mastery application of content. Students will be allowed to retake tests, receive assistance when

taking tests, and test out of courses if mastery is demonstrated. To calculate a cumulative grade point, each class's final semester grade is assigned a point value of A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0. This total is then divided by the number of credits attempted, with the results being carried out in three decimal places. This calculation is done for each student after every semester. Honors, Advanced Placement (AP), and Dual Credit classes from a 4-year institution will receive additional weighted grades, which will be added to the GPA. Calculations of these additional course weights will be finalized before the school opens.

VPA of New Mexico's systems and structures to support students at risk of dropping out are based on the following strategies: engaging parents, cultivating relationships, paying attention to warning signs, and making learning relevant. Collaboration among teachers, counselors, Student Services Team members, administration, students, and parents is encouraged and expected for students to reach the goal of being a high school graduate prepared for post-secondary life.

VPA of New Mexico's Student Success Team (SST) is instrumental in supporting students at risk of dropping out. They work with students and families to cultivate relationships, which is essential to student retention in school. From onboarding to graduation, the SST works to create a welcoming school climate. The SST uses a strength-based perspective to increase the capacity of students and families, helping them work through non-academic issues and remove barriers to student success. They rely on academic and engagement data to ensure students stay on track, providing early interventions, wrap-around support, and engagement strategies. To better support students and families with social, emotional, and medical needs, the SST also works to cultivate community partnerships across the state.

In addition to the support provided by the SST, teachers, and counselors focus on making learning relevant to students. School counselors work alongside students to create a Next Step Plan (NSP). This personal, written plan is developed by each student beginning in 8th grade and maps out their path to graduation, with consideration to their postsecondary interests. The NSP maps out the courses the student will complete during high school in order to be on track for graduation. Students can choose from several clusters of study and various AP and Honors courses. No matter their path, certified teachers customize curriculum, as needed, based on multiple data points for a personalized learning experience for each student. Finally, credit recovery courses allow students to stay on track for graduation if they fall behind. VPA of New Mexico's extensive offerings in credit recovery can be found in the Course Catalog in the Additional Materials Section as Attachment 1.

F. Instruction

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the teaching and instructional philosophy

Core tenants of the educational model are outlined in detail below, with research to provide clear details regarding how each will improve student achievement. Research is paired with pedagogy to illustrate how the selected instructional techniques are expected to improve achievement in relation to the targeted population.

1. Career Readiness Triad of career awareness, exploration, and readiness.

VPA of New Mexico will offer CTE coursework and guidance to enhance students' opportunities for success, including working alongside a counselor on the creation of Next Step Plans beginning in 8th grade to hone in on and support student interests through career and college courses. According to a study by Shaun Dougherty, students that receive access to CTE courses are more likely to graduate, enroll in college, gain employment, and earn a higher income (2016). The Association for Career and Technical Education also reports that 94% of students who concentrate on CTE coursework graduate high school. VPA of New Mexico begins the integration of CTE with its Career Build Up program to ensure awareness and exploration of career topics for even the youngest of scholars. A snapshot of these lessons for K-6th graders is shown below.

Week 1	
Objective	Students will be introduced to several types of careers through career exploration. <i>You may choose to utilize these resources throughout each specific cluster as well.</i>
Instructional Resources	<ul style="list-style-type: none"> • Career Activities Workbook (K-5th grades) • Career Coloring Book (K to 3rd grade) • When I grow Up videos (4-5th grades) • Career Videos (K-5th grades) • Career Videos (6th grade)
Week 2	
Objective	Students will begin to identify their interests and skills through a self-assessment.
Instructional Resources	<ul style="list-style-type: none"> • Photo Career Quiz (K-2nd grades) • O*Net interest profiler (3rd-4th grades) • Department of Labor Interest Assessment (4-5th grades) • Holland Code Career Test (6th grade)
Week 3	
Objective	Career Cluster 1: Agriculture
Instructional Resources	<ul style="list-style-type: none"> • Career Bingo (K-3rd grades) • Agriculture Activity Book (K-5th grades) • Career Videos (K-6th grades) • Agriculture Reading List (K-6th grades)
Week 4	
Objective	Career Cluster 2: Architecture & Construction
Instructional Resources	<ul style="list-style-type: none"> • Architecture & Construction Activity Book (K-5th grades) • Everybody needs a home (1st grade) • Build an Architectural school model (2nd grade) • Ancient Building Techniques (4th grade) • Career Videos (K-6th grades)
Week 5	
Objective	Life Skills: Communication
Instructional Resources	<ul style="list-style-type: none"> • Listening lesson (K-2nd grades) • Operation Ice Cream (K-3rd grades) • Non-Verbal Communication (5-6th grade) <ul style="list-style-type: none"> ◦ Using the link, students can create a presentation based on the information they've read
Week 6	
Objective	Career Cluster 3: Arts, AV Technology, and Communication
Instructional Resources	<ul style="list-style-type: none"> • Arts & Communication Activity Book (K-5th grades) • Arts & Communication reading Book list (K-5th grades) • Career Videos (K-6th grades)

Lastly, CTE positively impacts problem-solving skills, project completion, time management, critical thinking skills, motivation, engagement, self-efficacy, college aspirations, and employability (Alfeld et al., 2007, Lekes et al., 2007, and Alfeld et al., 2013). The chart below outlines the approach to career readiness through Elementary, Middle, and High School.

Elementary

- Build foundation of **Career Awareness & Financial Literacy**
- Focus on essential skills development (communication, collaboration, problem solving, etc.)

Middle School

- Build on K-5 foundation
- **Career Exploration** through exposure and education
- Focus on building a sense of identity and purpose

High School

- Build on K-8 foundation
- **Career Development** through experience and education
- Dual Enrollment opportunities
- Skills application through work-based learning
- Build employability through training and certifications

2. Personalized Learning Paths allow students to pursue their interests in post-secondary learning, working, or serving.

Studies show that tailoring instruction for students is essential for their success in the virtual classroom, as it helps them become active participants in their learning (Johnson et al., 2022). VPA of New Mexico can easily accomplish this through the proposed AMP learning ecosystem. With Canvas as the powerful Learning Management System (LMS) and PowerSchool as the integrated Student Information System (SIS), together, they create a single sign-on experience that hosts synchronous and asynchronous lessons for truly student-centered learning. Teachers have instantaneous access to standards-aligned and performance-based data on each student, allowing them to immediately target students who need small groups or one-on-one instructional support or acceleration. This ability to be responsive to students’ needs and provide individualized learning experiences can lead to larger gains in learning (Kosko et al., 2018; Pane et al., 2015; Pilli & Asku, 2013; Sharp & Hamil, 2018). The figure below illustrates the ease with which teachers can see performance results to make data-informed decisions.

Course	Dash 1A participation	Dash 1B participation	Dash 2A participation	Dash 2B participation	Dash 3A participation	Dash 3B participation	Dash 4A participation	Dash 4B participation	Participation Average	Participation Trend	Dash 1A proficiency	Dash 1B proficiency	Dash 2A proficiency	Dash 2B proficiency	Dash 3A proficiency
2nd ELA					67%	70%	75%	70%	71%						70%
2nd Math					68%	66%	72%	73%	70%						70%
3rd ELA	66%	64%	59%	55%	52%	54%	63%	62%	60%		27%	72%	41%	37%	46%
3rd Math	64%	66%	59%	61%	57%	58%	65%	68%	62%		65%	42%	75%	71%	56%
4th ELA	59%	59%	59%	62%	53%	54%	58%	58%	58%		37%	30%	43%	44%	60%
4th Math	66%	67%	68%	66%	56%	53%	75%	76%	66%		37%	38%	79%	51%	20%
5th ELA	65%	66%	59%	67%	50%	51%	64%	65%	61%		35%	40%	28%	63%	23%
5th Math	65%	65%	69%	65%	73%	69%	75%	72%	69%		40%	38%	38%	67%	58%
5th Science	61%	58%	55%		50%	54%	65%	63%	58%		72%	40%	33%		37%
6th ELA	66%	65%	58%	76%	61%	58%	68%	71%	65%		41%	51%	17%	77%	46%

3. Rigorous Academics with many course offerings for all abilities, aligned to state standards.

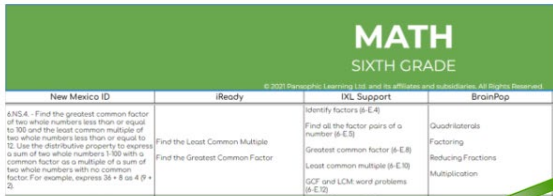
VPA of New Mexico has intentionally chosen an instructional design plan that balances various methods within a high-quality, standards-aligned digital curriculum to support academic excellence for all students. Courses offered align with state standards and provide college and career-ready curriculum utilizing several vendors for core and supplemental curriculum. Our goal and belief is that this would provide the most robust offering in the state. One key strategy is the Backwards Design

Method (BDM). BDM starts with the end by identifying the desired outcomes, goals, or learning objectives (Wiggins & McTighe, 1998) for a course and designing activities that promote those learning outcomes (Reynolds & Kearns, 2017). A study that compared a traditional model of curriculum design to BDM suggests teachers using a curriculum developed with the BDM outperform teachers using a traditional-designed curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on critical components, including knowledge of content and pedagogy, selection of instructional goals, creating coherent instructions, and assessing student learning. Teachers introduce concepts and reinforce by circling back in later lessons to reinforce mastery. The VPA of New Mexico model is predicated on rigorous core courses in Language Arts, Mathematics, Science and Social Studies that apply basic skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

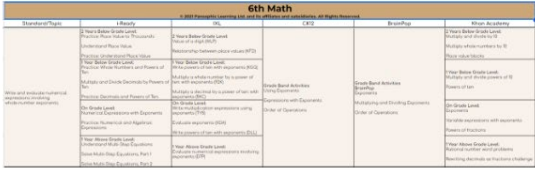
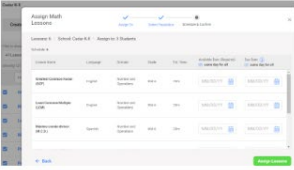


4. Differentiated Instruction – Canvas, the learning management system (LMS) within AMP, allows teachers to personalize assignments and content. VPA of New Mexico teachers will be trained to effectively use student data to inform the small group and one-on-one instruction and customize course content for individual students.

Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in many ways, including the following: content, process, timing and pacing, products/culminating projects, and learning environment. For example, formative assessment data may show that a student has not yet mastered a recently taught standard. In addition to inviting the student to small group, targeted live classes, the teacher can assign lessons and activities from the supplemental resources with just a few clicks.

Enhancements



Differentiated Instruction guide

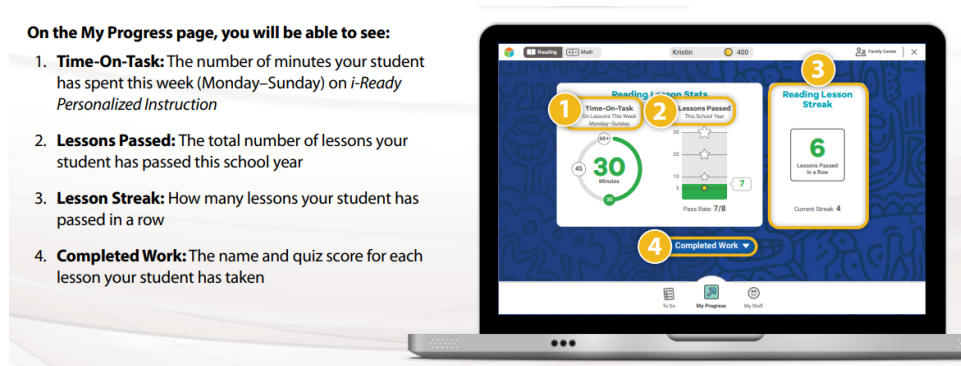





Additionally, teachers can assign higher level coursework to students that are working above grade level according to assessment data. VPA of New Mexico teachers are taught effective strategies for successfully tailoring all these areas to individual student needs, ensuring that all learners are given the best opportunity to succeed. VPA of New Mexico builds differentiated intervention opportunities into courses for teachers to leverage in small group and 1:1 instruction. Teachers have access to

multiple data points to triangulate where students' needs or gaps in unfinished learning are evident. Data sources include:

- i-Ready assessments, lessons passed, and quiz passage percentage
- Short-cycle assessment data
- Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or NewsELA
- Quizzes or Unit tests from Curriculum resources

The image below shows an example of the i-Ready student progress page, which allows students, parents, and teachers to see the amount of time the student was on task, the number of lessons the student passed, how many lessons the student has passed in a row, and the name and quiz score for each lesson the student has taken.



Teachers can create small groups and change the visibility of course content. Students with an IEP or a 504 are quickly identified within the course with a special icon next to their name, allowing teachers to adjust and accommodate them appropriately. Assessments within each course can be modified in a variety of ways to meet the needs of all students, including:

- Retries or attempts
- Time allowed for quiz
- Number of questions
- Calculator tool available
- Printing of assessment
- Electronic highlighted notes
- Adding questions to the assessment
- Randomizing question order

Visual cues are placed throughout each lesson to help scaffold and organize learning. Students may listen to the text being read aloud by selecting the "listen" button. Additionally, teachers can adjust the scope and sequence of a course and add and delete assignments. Translation tools featuring over 40 languages are available within the LMS, allowing students to translate their content within their personal settings.

5. Progress Monitoring – Teachers will monitor student progress using short-cycle assessments, i-Ready benchmarks, and coursework.

- Research finds that learning outcomes are improved when teachers use formative assessment data to guide instruction (Furtak et al., 2016; Kingston & Nash, 2011). VPA of New Mexico's strategic assessment plan includes multiple opportunities for teachers to provide feedback to students as they progress through the digital curriculum asynchronously.

MasteryConnect, integrated within the LMS, captures the results of short-cycle assessments in a color-coded dashboard against state standards. This tool provides teachers with the data to quickly deliver personalized synchronous instruction. VPA of New Mexico's instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous course components.

- Teachers use data to determine which students need one-on-one direct instruction or small learning groups to differentiate and tailor instruction to students' real-time needs. Online, direct instruction is provided to students in whole groups, small groups, and one-on-one sessions. In these live sessions, teachers focus on targeted instruction and content application. Within instructional settings, teachers deliver instruction, reteach, and assist with intervention, remediation, and enrichment opportunities as needed for each child. The figure below shows an example of the short cycle assessment data dashboard teachers have available to them to assist with grouping students for remediation and extension.

Students	4.OA.A.1	4.OA.A.2	4.OA.A.3	4.OA.A.4	4.NBT.A.1	4.NBT.A.2	4.NBT.B.5	6.RP.A.1	6.RP.A.2	6.RP.A.3	6.RP.A.4
Ad	Mastery	Near-Mastery	Remediation	Mastery	Mastery	Mastery	Mastery	Mastery	Near-Mastery	Mastery	Mastery
Ch	Mastery	Mastery	Mastery	Mastery	Near-Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery
Ca	Near-Mastery	Mastery	Near-Mastery	Mastery	Mastery	Near-Mastery	Mastery	Near-Mastery	Mastery	Mastery	Mastery
Ha	Near-Mastery	Near-Mastery	Remediation	Mastery	Mastery	Remediation	Near-Mastery	Near-Mastery	Near-Mastery	Mastery	Mastery
MC	Near-Mastery	Mastery	Near-Mastery	Mastery	Mastery	Mastery	Near-Mastery	Near-Mastery	Mastery	Mastery	Mastery
MS	Mastery	Mastery	Near-Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery
Pa	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery
Re	Mastery	Near-Mastery	Remediation	Mastery	Near-Mastery	Near-Mastery	Remediation	Mastery	Mastery	Mastery	Mastery
Ri	Mastery	Mastery	Near-Mastery	Mastery	Mastery	Mastery	Mastery	Near-Mastery	Mastery	Mastery	Mastery

6. Whole Student Supports – A positive school climate is a foundation for measuring students' future success. One of the school culture's primary facets is how students are supported as individuals. Supporting the whole student is essential in increasing their academic success in college and career readiness and ensuring they have the social and emotional skills necessary to thrive. As mentioned in section A(3), VPA of New Mexico aims to equip learners with key competencies on the road to success, including collaboration, resilience, responsibility, problem-solving, communication, and empathy. One of the keys to establishing and maintaining a culture that supports these competencies and the intellectual and social development of students is the Student Success Team (SST). Using a holistic approach that includes early intervention, social development, and support services, the SST and teachers work with families to provide the wrap-around support needed to ensure students are motivated and on track for graduation.

The SST is guided by several goals when supporting students. First, they strive to create a positive and welcoming school climate at the start of school and throughout the year. When working with students and families, they focus on a strength-based perspective to increase capacity. To ensure students stay on track, the team provides early interventions, wrap-around support, and employs engagement strategies. They cultivate community partnerships so they may better support students and families with social, emotional, and medical needs. The SST does not just focus on academics; they also work through non-academic issues with students and families to remove barriers to school success. Finally, considering student mobility has been found to harm educational outcomes (Welsh, 2017), the SST works to sustain enrollment with VPA of New Mexico to promote students to the next grade level and graduation.

7. Student Engagement – The disengaged learner is an at-risk learner, and re-engaging students is crucial to avoid complete disengagement, or withdrawal, from their educational career. Teachers will have multiple data sources to monitor student engagement behavior. They will use that data to

understand how students spend their time in the system and offline. With this data, teachers can help get students back on track if they disengage, struggle academically, or need academic challenges.

- Student engagement is defined by Kearsley & Schneiderman as engaged learning, or student activities that are centered around “active cognitive processes such as creating, problem-solving, reasoning, decision-making and evaluation” (1998).
- According to Corso, M.J., et al., “the degree to which students think, feel and act engaged in school plays a vital role in their chances for academic and life success” (2013).
- Engaged learning is linked with positive outcomes such as an increase in academic achievement, increased satisfaction of students, and overall improved wellbeing (Hughes, Luo, Kwok, & Loyd, 2007; Ladd & Dinella, 2009; Carinia, Kuh & Klein, 2006; Filak & Sheldon, 2008; Zimmerman & Kitsantas, 1997; Van Ryzin, Gravely & Roseth, 2009).
- Robert Bodily et al. found that “advances in data analytics present opportunities that lead to improvements in our ability to fully engage students” (2017).
- Henrie et al., (2015) and Macfadyen & Dawson (2012) noted that data collected by an LMS “has the potential to provide student engagement profiles in real-time, eliminating the need to interrupt instruction for reporting.” AMP capitalizes on this potential, and allows instructors to spend less time testing, and more time teaching and engaging learners.
- Engagement driven by interactive features such as game-based learning has a positive impact on learning and motivation (Guthrie & McCann, 1998; Smith, 2012, and Swan, 2003).
- Making contact early in the year with students and families and fostering relationships increases student engagement (McGlynn, K., & Kelly, J., 2020).

The curriculum providers proposed by VPA of New Mexico have a record of success with students.

- Accelerate Education's curriculum has produced statistically significant growth in reading skills in English Language Arts across kindergarten through 3rd grade. The most recent available data shows a completion rate of 91% and a passing rate of 99.8% for K-12 students. StrongMind students in California and Arizona saw significant increases in student proficiency rates after one year of implementing their English Language Arts and Math curriculum than schools using another online provider, as evidenced by state assessment proficiency rates.
- Each curriculum provider is committed to diversity and creates a safe and inclusive learning environment for students. Accelerate Education includes a variety of religions, cultures, abilities, disabilities, genders, body types, and physical features within lessons. Additionally, their curriculum development team receives anti-bias, diversity, cultural sensitivity, and accessibility training while regularly discussing how to improve this area of their curriculum. eDynamic Learning employs an external diversity/sensitivity editorial organization to review lessons, images, and assessments to identify potential bias, stereotypes, and inauthenticity. Diversity readers assist with identifying potentially insensitive language, which is adjusted and updated before the release. Flexpoint launched a Bias and Sensitivity Project to review and improve existing course content with input from internal and external stakeholders. StrongMind's subject matter experts receive training in bias and sensitivity, and their media team's process upholds diversity and inclusiveness in content development. The proposed AMP for Education includes the history, experiences, and contributions of Black Americans, Native Americans, Hispanic Americans, and immigrants in lessons and trade books.

VPA of New Mexico's curriculum is designed to capitalize on the best opportunities the online venue offers for both synchronous and asynchronous learning. Students experience computer-assisted

learning in synchronous and asynchronous environments with teacher-led activities in the synchronous environment.

At VPA of New Mexico, live instruction is provided daily within the LMS. As seen in the sample daily schedule seen below in section F.(2), students are invited to multiple live instructional sessions each day. These sessions include scaffolding and opportunities for remediation, reteaching, synthesis, or extension based on the specific needs of students. Course content is introduced and applied in whole group sessions, while individual sessions and small group sessions provide targeted, differentiated instruction at the student's level. Teachers keep these sessions small to truly deliver personalized instruction.

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 for the proposed age group the school intends to serve. ***If anticipating serving K-5 Students and or an extended day program, please describe and include in a Year 2 calendar.

The draft school calendar shown below includes all of the state requirements for an effective, successful implementation of the academic program. The calendar shows 45-day quarters totaling 180 instructional days in addition to 10 teacher professional development days. Parents/Guardians will receive a progress report at the end of the 1st and 3rd nine weeks and a final progress report at the end of the 2nd and 4th nine weeks. Additionally, due to the unique nature of full-time virtual school, teachers are in touch with parents at least once a month to discuss progress. Parents can also check the status of their child's work at any time within the learning ecosystem and teachers can schedule conferences at any time there is a need. The beginning of assessment windows is indicated on the calendar, as well.

**Virtual Preparatory Academy of New Mexico
School Year Calendar 2024-2025**

JULY							AUGUST							SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		29	30						27	28	29	30	31		

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7			1	2	3	4							1	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28		

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5				1	2	3	1	2	3	4	5	6	7	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										

Instructional Days	
Holiday/Break	
First and Last Day of School	
Staff Development 9am - 3 pm	
Parent-Teacher Conferences	
End of Quarter	
Non-School Days	

School Wide Testing Window Start Dates	
8/14	Beginning of the Year Istation and i-Ready
1/8	Middle of the Year Istation and i-Ready
3/31	End of the Year Istation and i-Ready
4/12	SAT Testing Day
April	NM-MSAA Test Administration

The weekly schedules shown below show what a school day may look like for a VPA of New Mexico student. Time for live instruction and to complete asynchronous coursework is included each day. When students attend a live lesson, the teacher has planned instruction around their particular instructional needs determined by their assessment data. These lessons are planned for a small group to ensure students receive individualized attention.

Sample K-5 Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Daily Min.
8:00–8:30	Community/SEL Live Session					30
8:35–9:20	Literacy Live Session					45
9:25–9:55	Literacy Asynchronous Work / Small Group Targeted Live Instruction					30
10:00–10:30	Social Studies Asynchronous	Social Studies Live Session	Social Studies Asynchronous	Social Studies Live Session	Social Studies Asynchronous	30
10:35–11:20	Language Arts Live Instruction					45
11:25–12:25	Lunch					60
12:30–1:15	Math Live Instruction					45
1:20–1:50	Math Asynchronous Work / Small Group Targeted Live Instruction					30
1:55–2:25	Science Live Session	Science Asynchronous	Science Live Session	Science Asynchronous	Science Live Session	30
2:30–2:50	PE	Art	Music	PE	Health	30

Sample 6-12 Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Daily Min.
8:00 – 8:30	Homeroom Live Session					30
8:35 – 9:20	English Live Session					45
9:25 – 9:55	English Small Group Targeted Instruction / Asynchronous Coursework					30
10:00 – 10:45	Elective Asynchronous Coursework	Elective Live Session	Elective Asynchronous Coursework	Elective Live Session	Elective Asynchronous Coursework	45
10:50 – 11:35	History Live Session					45
11:40 – 12:25	Elective Asynchronous Coursework	Elective Live Session	Elective Asynchronous Coursework	Elective Live Session	Elective Asynchronous Coursework	45
12:30 – 1:15	Lunch					45
1:20 – 2:05	Math Live Session					45
2:10 – 2:40	Math Small Group Targeted Instruction / Asynchronous Coursework					30
2:45 – 3:30	Science Live Session					45

High school students have the opportunity to participate in dual enrollment courses, internships, work study programs, and other work-based learning activities related to their CTE pathway. The schedule below shows how a high school student may balance CTE opportunities with their core classes. Depending on the program, students may spend 2 – 8 school days a month on outside the classroom activities.

9-12 Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Daily Min.
8:00 – 8:30	Homeroom Live Session	Internships, Concurrent Classes, Work Study	Homeroom Live Session	Internships, Concurrent Classes, Work Study	Homeroom Live Session	30
8:35 - 9:20	English Live Session		English Live Session		English Live Session	45
9:25 – 9:55	Asynch work/Small Group Targeted / Progress Monitoring		Asynch work/Small Group Targeted / Progress Monitoring		Asynch work/Small Group Targeted / Progress Monitoring	30
10:00 - 10:45	Elective Asynchronous Coursework		Elective Asynchronous Coursework		Elective Asynchronous Coursework	45
10:50 - 11:35	History Live Session		History Live Session		History Live Session	45
11:40 - 12:25	Elective Asynchronous Coursework		Elective Asynchronous Coursework		Elective Asynchronous Coursework	45
12:30 - 1:15	Lunch		Lunch		Lunch	
1:20 - 2:05	Math Live Session		Math Live Session		Math Live Session	45
2:10 - 2:40	Asynch work/Small Group Targeted / Progress Monitoring		Asynch work/Small Group Targeted / Progress Monitoring		Asynch work/Small Group Targeted / Progress Monitoring	30
2:45 - 3:30	Science Live Session		Science Live Session		Science Live Session	45

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.

As a statewide school, VPA of New Mexico expects its student population to mirror that of the state. According to the New Mexico Public Education Department website, the demographics are as follows:

Enrollment by race/ethnicity

- Black/African American: <5%
- American Indian/Alaskan Native: 10%
- Asian/Pacific Islander: <1%
- Caucasian: 23%
- Hispanic: 62%
- Multi-Racial: <5%

Enrollment by student group

- Economically Disadvantaged: 73%
- English Learner: 16%
- Students with Disabilities: 15%
- Homeless: 3%

VPA of New Mexico also anticipates that the academic proficiency and attendance rates of new students will initially be similar to the statewide averages. According to the most recent data, the

reading proficiency of New Mexico students is 34%, math proficiency is 21%, and science proficiency is 40%. New Mexico had a regular attendance rate of 83% in 2022. One of the key outcomes of VPA of New Mexico is to build upon and grow the skills, performance, and readiness for every enrolled student.

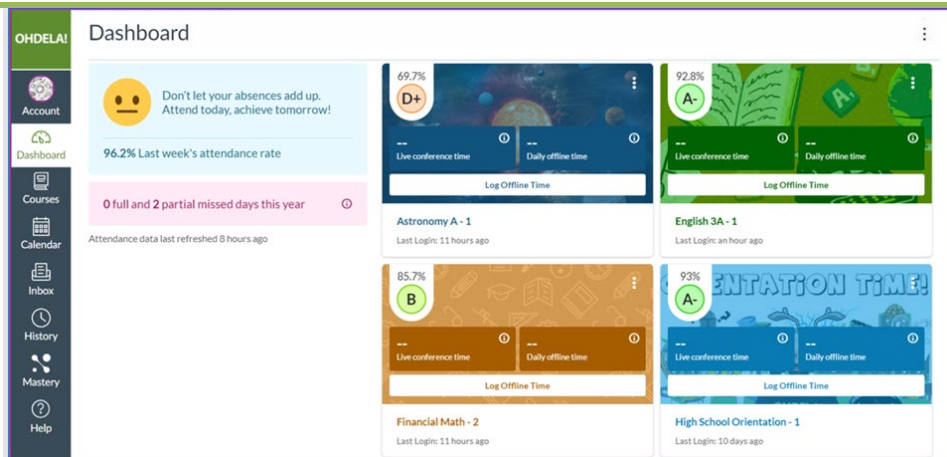
Often, families choose online education opportunities because they require an alternative to the traditional classroom setting. Students are drawn to the virtual option for a variety of reasons. These can include: a need for a flexible schedule, to accommodate family needs, health issues, childcare issues, concerns about school safety, lack of success in traditional brick and mortar environment, and/or they have exhausted all other options.

Because the instructional experience is tailored to the individual needs of each student, the philosophy, methods, and schedule are an ideal fit to maximize and grow each student's learning experience.

VPA of New Mexico is dedicated to providing both academic and engagement support to all students to develop a positive image of their future and to support and encourage the successful completion of high school.

VPA of New Mexico students navigate their unique program of instruction through the proposed learning ecosystem, AMP, which houses their course content and grade book and is used to monitor attendance and access live class sessions. While the curriculum delivered through AMP is the core of each student's learning experience, the teacher is an integral component of instruction. Using data from coursework and assessments, teachers can plan for and adjust to the needs of the students through whole group, small group, and individual synchronous instructional sessions. Additionally, teachers can add content, publish or unpublish assignments, and shift individual student-level assignments within the asynchronous course for students who are above or below proficiency or mastery of any standard.

Students are offered choices over time, place, and path in several different ways. While the student schedules shown previously in section F(2) of this application, show an example of what a student's day may look like, the flexibility of the online program offers opportunities for choice regarding the order of subjects a student engages in for the day, how long they spend on each activity, and where they complete their schoolwork. When students log into AMP, they review their course dashboard (an example can be seen below), which includes their daily plan, teacher-created announcements, live session schedule updates, a daily to-do list, and a missing assignment list to help inform their plan for the day. An added benefit of online school is that students can complete their work in a space that is most comfortable for them, whether it be while sitting at a desk or table, in their kitchen or office – whatever is most conducive to their learning.



A key component for high quality teaching and learning is extensive access to data. Throughout the learning process, teachers can see a need for intervention for all students, including ELs, students with exceptionalities, gifted and talented students, neuro-diverse students, LBGTO+ students, and those at risk of dropping out of school. Real-time attendance and academic data, collected and reviewed daily, allow for immediate course correction and intervention to ensure that students receive targeted, individualized instruction at the level they need.

Creating a level of instruction that offers a truly personalized learning (PL) experience takes a student-centered approach and student self-direction. According to Walkington & Bernacki, PL allows students to “have a voice in what they are learning based on how they learn best. Learners can choose how they demonstrate their knowledge and provide evidence of their learning. In a learner-centered environment, learners own and co-design their learning” (2020).

As students progress through the digital curriculum asynchronously, the Learning Management System within AMP captures the results of short cycle assessments in a color-coded mastery dashboard against state standards, an example of which can be seen below. This equips teachers with the immediate data needed to provide targeted and personalized live instruction.

Students	6.RP.1	6.RP.2	6.RP.3	6th Grade M...	6.NS.1	6.NS.2	6.NS.3	6th Grade M...
05	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)
01	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)
02	NEAR MASTERY	REMEDATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)

The student-centered instructional method used puts students' needs at the forefront of the instructional design, allowing them to take charge and be wholly involved in each aspect of their learning. Students can progress through their lessons at different paces based on their mastery rate, yet the school has grading and progress expectations that all students must meet for each term. In the virtual setting, the benefit rests within the flexibility and fluidity of each student's schedule. The daily experience of a VPA of New Mexico student includes scheduled live instructional sessions, scheduled small group targeted sessions, and 24/7 access to asynchronous coursework and supplemental curriculum resources aligned to Common Core State Standards and New Mexico Content Standards. This student-centered learning approach allows for more active learning, increased comprehension, and responsibility (Caulfield, 2011), which fosters independence, accountability, and time management - all critical skills for higher education and today's job force.

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. Please ensure that you adhere to state obligations as outlined in the consolidated Yazzie and Martinez Lawsuits.

G. (1) Special Education

G. (1a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs.

VPA of New Mexico will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), the Individuals with Disabilities Education Act (“IDEA”), Martinez-Yazzie, as well as the New Mexico Special Education Rules. The proposed school administrative office will be ADA-compliant.

Identification of Students with Special Needs

Ensuring the diverse needs of special populations are met begins at enrollment. After a student’s application for enrollment has been confirmed, families will be given the opportunity to inform the school if their child has an IEP or 504 Plan. Upon enrollment, the special education team will review the evaluation report and IEP from the previous school district. The parent/guardian may provide a copy of the documents, or VPA of New Mexico will request the documents from the previous school. After consultation with the parent/guardian/adult student, the school will offer comparable services outlined in the student’s IEP. An IEP team meeting will be convened within ten instructional days of obtainment of the IEP to adopt the existing IEP or develop and implement a new IEP. For a student with an existing 504 Plan, a 504-team meeting with the parent/guardian/adult student will be convened in a reasonable amount of time but no later than 30 days after obtaining the 504 Plan. In addition to being active participants in the IEP team and 504 team meetings, the parent/guardian/adult student will be provided with a copy of the Procedural Safeguards Notice yearly.

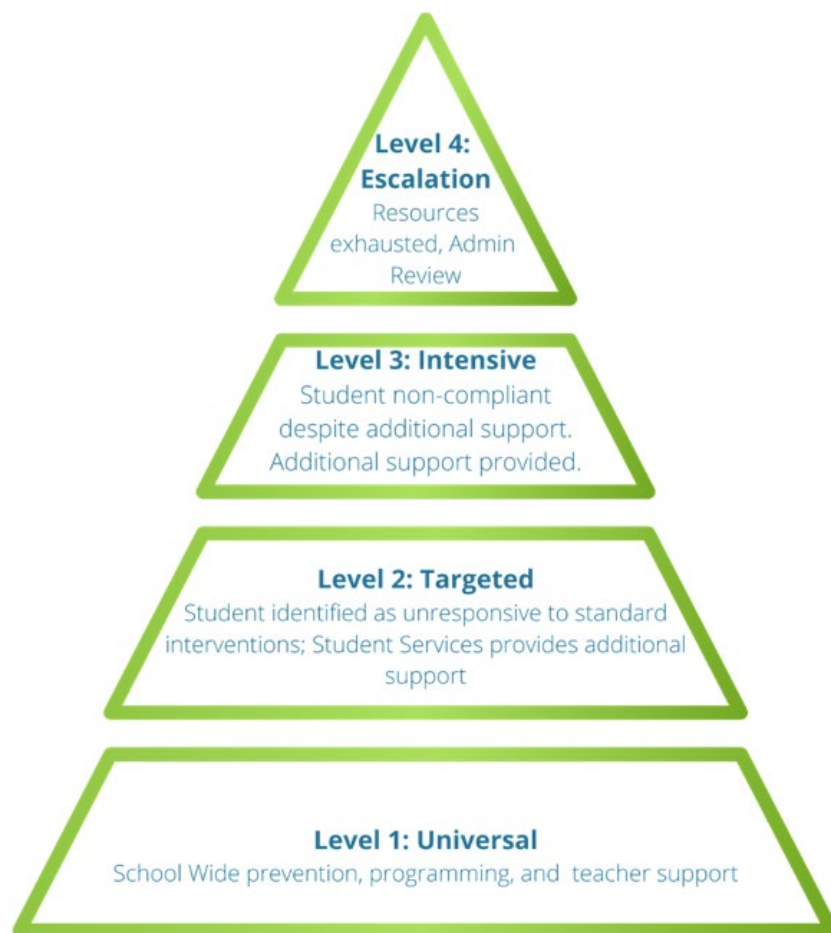
Identifying struggling students early is essential to ensure they receive the support needed for academic achievement, overall life success and to build their positive image of the future. VPA of New Mexico will implement a Multi-Layered System of Support (MLSS) to address academic performance and behavior. As described throughout the application, VPA of New Mexico’s first layer of support includes universal screening and assessment, high quality core curriculum, high quality differentiated instruction, and teacher collaboration and monitoring. Additionally, students are supported by Positive Behavior Intervention and Supports (PBIS), an approach to discipline that targets desired outcomes with teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The research based PBIS model teaches positive behavior choices alongside and embedded within SEL lessons to ensure that students understand behavioral expectations. Once this is taught, student behavior is also seen as a form of communication, and teachers strive to see through the behavior to what the student might need and then they can offer proactive support and guidance.

As part of VPA of New Mexico’s MLSS, the school provides targeted supplemental interventions and supports aimed at early identification of students, tiers of research-based interventions, and progress

monitoring that is critical in supporting all learners. Students complete a screener, such as i-Ready, within 30 days of approved enrollment. i-Ready is a digital and adaptive diagnostic assessment that provides teachers with a clear picture of student performance relating to their grade level, national norms, and individual progress.

As a progress monitoring strategy, all students participate in i-Ready assessments three times per year. However, students that perform below grade level on screeners and beginning of the year assessments are provided additional support. Short cycle assessments embedded in the curriculum provide progress monitoring data every three to four weeks. Students that make little or no progress with the targeted support receive individualized and intensive interventions in Level 3, as seen in the graphic below. Should a student require consistent supports in Layer 3 with little improvement, they may be referred to the Student Assistance Team (SA Team) to determine next steps which may include a referral to and evaluation for special education, in alignment with NMAC.6.31.2.10.

Multi-Layered System of Supports



The SA Team consists of a school administrator, classroom teacher, parents, student support team member, school counselor, and interventionist. The group convenes to analyze multiple data points, including assessment and engagement data, along with home and family background data, to develop an action plan of intensive interventions and support. After putting the plan in place, follow-up meetings will be held to review the results of the interventions and adjust as needed. The team will

refer the child for a special education evaluation if the student continues to show little to no progress towards their academic achievement goals.

As part of their responsibilities, the SA Team will work with the Special Programs Coordinator to cross-reference the number of students with IEPs that are also in the EL program to ensure ELs are not overly represented in the special education program.

Instructional Supports

VPA of New Mexico will provide all of the legally required continuum of Special Education services and a range of placements to ensure it provides free appropriate public education (FAPE) in the least restrictive environment (LRE). Students will be educated in the LRE to the maximum extent possible, which will be decided upon by the IEP team. Itinerant, supplementary, or full-time special education support will be provided via the telephone, Internet, and live sessions following the student's IEP. The IEP Team will first address the student's needs by providing support and services within the general education classroom in a co-teaching model with the general education teachers and utilize break-out rooms for small group instruction for those needing additional support. The general education teacher and special education teacher will teach together within the general education classroom when support is required. There will be opportunities for individual and small group remediation where either teacher can address student needs.

Special education and general education teachers will collaborate to make necessary adaptations and accommodations. Students may receive more intense instruction in small groups (with or without general education peers) or one-on-one sessions, depending on the student's specific needs and as described in the student's IEP. Special education teachers may also schedule small group and/or 1:1 sessions with students if a student's IEP requires additional instruction. As determined by the IEP Team, additional instruction and support may be provided in a resource room away from their general education peers.

VPA of New Mexico will provide a comprehensive program using an adapted/alternative curriculum for students who meet the criteria to take New Mexico's Alternate Assessments. Students participating in the adapted/alternative curriculum program may or may not have classes with their general education peers, which is determined individually. For example, some students that require an adapted/alternate curriculum will participate in only alternative courses. In contrast, others may join in electives with their general education peers and their adapted core coursework. To the greatest extent possible, the students will be included with their same-age classmates to engage in age-appropriate communication and socialization.

All students who meet the qualifying criteria for New Mexico's Alternate Assessments will have instruction based on the Essential Elements for English Language Arts, Math, and Science. These standards are academic expectations written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade but at reduced levels of complexity. The IEP will include a statement of why the alternate assessment is appropriate.

Related services, including but not limited to, occupational therapy, physical therapy, speech and language, and counseling, will be provided via teletherapy.

Assistive Technology (AT) is any device that helps those with disabilities have equal access to the curriculum. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the IEP. These tools might include recording devices, closed captioning, personal listening devices, and special keyboards. Should the IEP team determine that a student needs assistive technology devices or services, VPA of New Mexico will provide, at no extra cost to the family, the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized.

Gifted Students

Gifted and high-ability students will thrive at VPA of New Mexico. Gifted learners will be provided with a rigorous and appropriately paced curriculum, teacher-led differentiation, enrichment activities, and supportive guidance. VPA of New Mexico will offer supportive guidance and monitor the achievement of gifted learner, reviewing progress to ensure effective programming.

Consistent with the New Mexico State Department of Education definition of gifted and talented students, VPA of New Mexico students whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC will be provided educational programming beyond what is typically provided by the general school programming. Teachers will work closely with the parent/guardian and the VPA of New Mexico curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they can work at their own pace without the restraints of traditional classroom pacing.

Students that meet the eligibility criteria will be evaluated to determine placement. Evaluation will be based on the student's need for a particular instructional program, the characteristics of the gifted, intellectual development as determined through state and school-based assessments and may include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted. The team will review data related to academic achievement, behavior concerns, assessment results, and academic progress.

Training and Support

VPA of New Mexico understands that a knowledgeable and well-trained staff is vital to the success of all students, especially those with diverse needs. As such, all special education teachers will have the required state licensing to support and instruct students with disabilities as well as a wealth of professional development opportunities available through the Teacher Resource Portal and the ACCEL Professional Development Catalog, found in Attachment 2.

Additionally, VPA of New Mexico will offer professional development training for teachers in a myriad of content areas, but specifically to target the needs of students most at-risk, consistent with the Martinez-Yazzie decision, and also including those with disabilities. I staff and teachers will receive training to support students with disabilities to ensure they have access to the general education curriculum and classroom activities and to prepare all personnel with strategies to integrate modifications and adaptations to curriculum and instruction to engage the diverse learner properly and to support interaction with peers. The school will ensure reasonable workloads for staff supporting students with disabilities, ML students, gifted students, and other at-risk students. Please reference the budget assumptions for additional details.

While there are defined PD requirements, such as bloodborne pathogens, there is latitude in the school offering specific individualized PD opportunities that will help the teachers to improve their practice.

Discipline for Students with Disabilities

VPA of New Mexico Code of Student Conduct shall apply to all children unless a child's individualized education program specifically provides otherwise. VPA of New Mexico will ensure that the parents/guardians and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

Authority of School Personnel

VPA of New Mexico will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of federal and state law and PED rules, is appropriate for a child with a disability who violates the code of student conduct.

VPA of New Mexico may remove a child with a disability who violates the code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct.

After a child with a disability has been removed from their current placement for ten school days in the same school year, during any subsequent days of removal, VPA of New Mexico will provide services to the extent required. VPA of New Mexico will conduct manifestation determination reviews, as necessary.

For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, VPA of New Mexico will apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except as outlined below.

Services

A child with a disability who is removed from their current placement for more than ten consecutive school days must:

- Continue to receive educational services to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications set forth in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation, so it does not recur.
- VPA of New Mexico will provide services during periods of removal to a child with a disability who has been removed from their current placement for ten school days or less in that school year if services are provided to a child without disabilities who has been similarly removed.
- After a child with a disability has been removed from their current placement for ten school days in the same school year, if the current removal is not for more than ten consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to provide a free, appropriate public education, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- If the removal is for more than ten consecutive school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services needed to provide a free, appropriate public education to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- The services required may be provided in an interim alternative educational setting.

G. (1b) 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

Student progress on annual goals and objectives will be monitored regularly using the frequent assessments described in Section G. (1a) above and the Assessment and Accountability sections below. The data from these assessments will be summarized and provided to the parents/guardians quarterly throughout the school year, unless the IEP team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum-based assessments, tests, portfolios or fluency probes. Data may also be accumulated during small group or one-on-one instruction. Teachers will collect and analyze the data bi-weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to improve progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored with a summary included in the quarterly report provided to parents/guardians.

The chart below shows specific responsibilities of the school staff, teachers, and special education staff as it applies to progress monitoring timelines.

Special Education Students			
Action Item	Frequency	Deliverable	Responsible Group
Progress Towards Goals	Quarterly	IEP progress reports	SPED Teachers
Formative Grades	Weekly	Grades in gradebook	GenEd Teachers SPED Teachers
Parent Communication	At least weekly	Email, phone call, progress reports, conferences	GenEd Teachers SPED Teachers Administration
IEP Compliance	At least annually	Annual IEP and evaluation reports when applicable	GenEd Teachers SPED Teachers Administration
Analysis of Student Achievement Data	Monthly and annually	Student analysis based on state assessment results	GenEd Teachers SPED Teachers Administration Special Programs Coordinator
English Learner and SWD Program Comparison	Twice annually	Report of students in both programs	GenEd Teachers EL Teachers Special Programs Coordinator Administration
Program Evaluation of Services for SWD	Annually	Plan of action for improvement	GenEd Teachers SPED Teachers Administration Special Programs Coordinator

Program Evaluation

Continuous improvement requires a cycle of data collection and analysis, followed by the implementation of improvement strategies. This process will determine the efficacy of VPA of New Mexico's special education program to ensure students' needs are met. Every year, a group of stakeholders, including administrators, teachers, and support staff, will have guided and focused discussions to make short- and long-range plans for the program. The following data will be reviewed:

- Trends and patterns of student referrals to special education
- Effectiveness of current program interventions
- Effectiveness of current special education personnel
- Multiple assessment results (short cycle assessments, progress monitoring, state assessments, etc.)
- Feedback from staff and families

VPA of New Mexico staff will use the data to draw conclusions about the program's strengths and needed improvements. Actions for addressing the areas of improvement will be created, along with goals for each action. The team will meet quarterly to review progress towards the goals and adjust actions as necessary.

G. (2) English Learners (ELs)

G. (2a) 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.

VPA of New Mexico will meet the needs of English Learners (ELs) as required by State and Federal law by increasing the English language proficiency (ELP) and academic language proficiency in content-area subject matter. The school will seek to employ teachers with the teaching endorsements of Teaching English to Speakers of Other Language (TESOL), Modern, Classical, and Native Languages, and Bilingual who will serve as the English learners' Teacher of Record. The TESOL teacher-to-student ratio is set at 1:33 in the school budget.

Identification

The first step in identifying English Learners is to request the student's educational records from their previous school to see if a Language Usage Survey (LUS) is on file, review WIDA English Language Proficiency screener results, and determine if they received EL services. The LUS will also be collected as part of the enrollment process. Results of the LUS and each student's national origin will be retained in VPA of New Mexico's data system. The student will be identified as a possible EL if the LUS indicates a "yes" answer to any of the first seven questions. When records indicate the student might be an EL, the identification and screening process will continue.

VPA of New Mexico will utilize the New Mexico state department's student database should education records for a student transferring from another New Mexico District or Charter school not be located or acquired. For students entering the public school system for the first time, the LUS will be used to determine if the student should continue in the identification process.

The WIDA Screener will be administered to possible EL students without prior screening or testing data. Kindergarten students with Oral Language Composite score (first semester) or Overall Composite Score (second semester) of 4.5 or lower are identified as an EL. Students in grades 1-12 with an Overall Composite Score of 4.5 or lower are identified as an EL.

Instruction

The EL program at VPA of New Mexico will utilize a combination of mainstream/inclusion and sheltered instruction for all core subject areas. English Learners will be classified according to their levels of English language proficiency, academic achievement, and special needs and will be placed in appropriate instructional courses for these levels. The EL Support Guide provides details of instructional resources available to VPA of New Mexico teachers. Translation tools are available right within the Canvas LMS. Students have the option to translate their content within settings. Samples from the EL Support Guide are shown below.

Ready-to-Go Supplemental Tools and Documents		
Tool	Language(s)	Where to find it:
i-Ready Tools for Instruction for Spanish Reading	Spanish	i-Ready > Assess and Teach menu
Student trackers and reflection sheets	Spanish	i-Ready Central
i-Ready Lesson Vocabulary list	English	i-Ready Central
i-Ready Family Resources in Multiple Languages	Many available	i-Ready Central
BrainPOP ELL Word lists (by lesson)	English	BrainPOP ELL > Teaching Resources
Spanish Language Texts	Spanish/English	NewELA > Search in espanol
How to Accommodate with NewsELA	English	NewsELA

Beginner English Language Learners			
Language			
Standard/Topic	IXL	BrainPOP/ BrainPOP ELL	Additional Resources
Personal Pronouns/ Be: Present Tense	Choose the correct personal pronoun Complete the sentences with the correct personal pronouns	Personal Pronouns-ELL Personal Pronouns-BrainPOP	
Be: Negative	Not available	Be: Negative	
Be: Questions	Identify questions (1-MM.2)	Be: Questions	
Basic Adjectives	Compare pictures using adjectives (1-EE.2) Compare pictures using comparative and superlative adjectives (1-TT.4) Identify adjectives (1-TT.3)	Basic Adjectives Adjectives	Healthy and Unhealthy Foods

School Staff Responsibilities

VPA of New Mexico will staff a Special Programs Coordinator (SPC) with appropriate New Mexico licensures as part of the initial staffing plan. The SPC will maintain a caseload following the NM state requirements and provide direct services to the students. If EL enrollment exceeds the maximum number of students requiring support, EL teachers will be hired and supported by the SPC. As the school expands, the SPC will become a full-time position and will not carry a caseload of students. The school will ensure reasonable workloads for staff supporting students with disabilities, EL students, gifted students, and low-performing students. The budget assumptions include additional details.

Professional Development

VPA of New Mexico will ensure all staff have the required training based on the area/subjects taught and the corresponding training category. Staff will receive training focusing on English language development and acquisition topics, including:

- Sheltered instruction
- Levels of proficiency and stages of language acquisition
- Building background knowledge and vocabulary
- Content translation tools for English Learners
- Strategies for teaching and assessing English Learners

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

Progress Monitoring

The progress of ELs towards English language proficiency will be monitored each year using ACCESS for ELs 2.0. English proficiency will be determined by assessing the student utilizing ACCESS for ELs 2.0. This assessment will be administered to all students with an EL status every year.

Evaluating EL Program Effectiveness

The EL program will be reviewed annually based on local and state data of English Learners, the general student population, and other overlapping subgroups such as Special Education students and free and reduced lunch eligible students. The annual review will include looking at data regarding equitable representation, academic achievement, elementary and secondary programming, professional learning and teacher capacity, family engagement, and resource allocation.

Monitoring Exited Students

English proficiency will be determined by assessing students utilizing ACCESS for ELs. This assessment will be administered to all students with an EL status every year. To exit EL status, the student must achieve an overall composite score of 5. After exiting EL status, students will be monitored for two years by tracking their academic progress.

The chart below shows specific responsibilities of the school staff, teachers, and special education staff as it applies to progress monitoring timelines.

English Learners			
Action Item	Frequency	Deliverable	Responsible Group
EL Identification and Program Notification	First 20 days after enrollment	EL program list with most recent ACCESS scores on file, signed parent notification	Special Programs Coordinator Administration Parents
English Language Development Instruction Progress	Quarterly	Student reports	Special Programs Coordinator Administration Teachers

Formative Grades	Weekly	Grades in gradebook	Teachers
Parent Communication	At least weekly	Email, phone call, reports signed	Special Programs Coordinator Administration Teachers Parents
ACCESS for ELs 2.0 Testing and Compliance	Annually	Completed ACCESS testing	Special Programs Coordinator Testing Officer Administration Teachers Students
Analysis of Student Achievement Data	Monthly and annually	Student analysis based on state assessment results	Special Programs Coordinator Administration Teachers
Exited Monitoring	Annually	Exited status	Special Programs Coordinator
English Learner and SWD Program Comparison	Twice annually	Report of students in both programs	EL Teachers Special Programs Coordinator Administration Teachers
Program Evaluation of EL Services	Annually	Plan of action for improvement	Special Programs Coordinator Administration Teachers

G. (3) Provide a **clear, comprehensive, and cohesive plan** to ensure adherence to ESSA and State statutes in addressing the needs of Native American Students, Hispanic Students, Black Students and Bilingual and Multicultural educational plan to improve educational outcomes. The narrative should include an explanation of the supplemental program or services offered to ensure implementation and ensure policies will be culturally and linguistically responsive.

VPA of New Mexico will set up a supportive, student-focused culture with collaboration and high expectations as underlying values to support social, emotional, and academic success for students of all cultures. The school staff and Governing Board will strive to create an equitable culture that is built with Black, Native American, Hispanic, Multicultural, and Bilingual students as an integral part of the educational process, in keeping with the goals of the Bilingual Multicultural Act, the Indian Education Act, the Hispanic Education Act, and the Black Education Act. Research tells us that an influential school culture with high expectations (Deal & Peterson, 1990) fosters lifelong learning for both students and teachers (Rosenholtz, 1989). Furthermore, schools with a collaborative culture have been proven to increase students' achievement, skill level, and understanding (Darling-Hammond, 1997). At VPA of New Mexico, we expect students and teachers to collaborate amongst and between each other, hold themselves accountable to high expectations, and understand the value of learning from and about a variety of cultures.

A positive and equitable school climate is a foundation for measuring students' future success. One of the school culture's primary facets is how students are supported as individuals. Supporting the whole student is essential to increasing their academic success in college and career readiness and ensuring they have the social and emotional skills necessary to thrive. In the AMP Resource Portal, there are comprehensive social-emotional learning lessons categorized by grade level and subject areas, to include self-awareness, self-management, family and community awareness, relationship skills, and responsible decision making. Lessons and tools are embedded into the program and offered through supplemental vendors to ensure students have multiple access points to SEL objectives. By focusing on the whole student through the SEL program, students will see positive outcomes in academics, behavior, and post-secondary success. Focusing on the whole student and providing individualized supports aligns with the goals of the Bilingual Multicultural Act, the Indian Education Act, the Hispanic Education Act, and the Black Education Act. It also helps achieve the mission of the school. A snapshot of SEL program lessons is shown below.

Family and Community Awareness			
6th-8th Grade			
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Objectives	BrainPop	Newsela	CK-12
Family and Community Awareness Goal 1: Recognize, identify and empathize with the feelings and perspective of others			
obj. 1a Determine if verbal and nonverbal cues correspond to the feelings expressed by others	Peer Pressure	Raising eyebrows: How evolution gave us expressive faces	Build My Healthy Relationships
obj. 1b Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ	Conflict Resolution	When words hurt	Build My Healthy Relationships
obj. 1c Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	Citizenship Conflict Resolution	Empathy is key to building strong friendships	Bust Up Bullying
Family and Community Awareness Goal 2: Demonstrate consideration for and contribute to the well-being of the school, community and world			
obj. 2a Explain the importance of civic mindedness	Citizenship Ethics	Some small-town residents are scrambling to keep their towns going	The Rise of Citizen Journalism
obj. 2b Pursue opportunities to contribute to school or the broader community	Citizenship Ethics	Meet the globe-trotting hairdresser who helps homeless people look sharp	Civic Duty
obj. 2c Explore a school or community need and generate possible solutions	Citizenship	Meet the 11-year-old girl who invented water-testing device	HealthCorps Activism
obj. 2d Engage in an activity to improve school, home or community	Citizenship	"I believe in equality": Three women blaze new trails, promote change	HealthCorps Activism
Family and Community Awareness Goal 3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures			
obj. 3a Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice	Civil Rights	Why stereotypes should be avoided	Understanding Bias
obj. 3b Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups	Winter Holidays Social Media	Prejudice and progress: Women with hijabs talk what it's like to wear them	THE MEANING OF CULTURE THE AMERICAN VALUE SYSTEM
obj. 3c Demonstrate respect for human dignity virtually and in person	Social Media	Rewarding good behavior as a way to stop school bullying	Social Movements

Professional Development

Building cultural and linguistic competence at VPA of New Mexico will begin with helping school staff develop cultural awareness and proficiency with providing best practices to serve marginalized student populations. Since students will be from across the state of New Mexico, they will represent many different communities, including Black, Native American, Hispanic, Multicultural, and Bilingual. As such, it will be crucial for teachers to build relationships with their students and educate themselves on the community to which they belong. VPA of New Mexico will prioritize providing quality training to teachers and school staff in alignment with culturally and linguistically responsive approaches to learning. All school staff members will participate in training that encourages the

following strategies for recognizing, affirming, and supporting the diverse backgrounds of the student population:

- Building relationships - To promote cultural awareness, teachers and staff should understand each individual student. Connecting students’ cultures, languages, and life experiences with learning in school is essential to each student’s success. Therefore, teachers must understand every student’s background and recognize that a student’s culture is central to their learning. VPA of New Mexico will support teachers in strategies for building trust and respect with students and families.
- Ongoing communication - Promoting an open-door policy and scheduling regular check-ins with students helps students to feel included in the classroom culture. Teachers and staff will be provided with the time and resources to facilitate ongoing communication with students and families.
- Cultural bias - Tools to help staff recognize implicit biases and how they affect judgment will be implemented so educators can better treat colleagues and students with equity.

Culturally and Linguistically Responsive Practices

The Equity Plan in Section D(2) describes how the VPA of New Mexico will establish an Equity Council and create a visual representation of a Culturally and Linguistically Responsive (CLR) Framework to guide the school. In addition to reflecting the high academic expectations for all students, the CLR Framework will establish a commitment to maintaining students’ cultural integrity. Teachers will be supported in learning about, respecting, and using students’ culture to enhance their learning. As a means of creating and maintaining an equitable space for learning, teachers and students alike will be encouraged and expected to use critical thinking skills to develop an awareness of the cultural norms and values that lead to inequities.

Progress Monitoring and Evaluation

The chart below shows specific responsibilities of the Board, school staff, teachers, and special education staff as it applies to educational framework and outcomes for Black, Native American, Hispanic, Bilingual, and Multicultural students.

Culturally and Linguistically Responsive			
Action Item	Frequency	Deliverable	Responsible Group
Data-Informed Instruction Meetings	Bi-weekly	Black, Native American, Hispanic, Multicultural, and Bilingual student data tracker updated	GenEd Teachers Student Services Team Administration
Formative Grades	Weekly	Grades in gradebook	GenEd Teachers SPED Teachers
Parent Communication	At least weekly	Email, phone call, progress reports, conferences	GenEd Teachers SPED Teachers Student Services Team Administration Parents
Analysis of Student Achievement Data	Monthly and annually	Student analysis based on state assessment results	GenEd Teachers SPED Teachers Administration

Surveys	Twice annually	Data from families regarding their experience and perceptions of teachers and the school	Administration Teachers Parents
Black, Native American, Hispanic, Multicultural, and Bilingual Student Service Evaluation	Annually	Plan for improvement with action steps related to curriculum, instruction, and operations	Student Services Team VPA of NM Board Administration Teachers

H. Assessment and Accountability

A charter school application should include a clear plan for evaluating student performance across the curriculum. Corrective action (both individually and collectively) if pupil performance falls below expected standards.

When developing the assessment plan, consider the following: 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). Finally, 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. Assessment and Accountability

H.(1) Provide a clear, comprehensive, and cohesive assessment plan

The school calendar provided in Section F(2) and below includes the assessment windows for all state and school mandated assessment periods:

Virtual Preparatory Academy of New Mexico School Year Calendar 2024-2025

JULY							AUGUST							SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		29	30						27	28	29	30	31		

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7			1	2	3	4							1	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28		

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5				1	2	3	1	2	3	4	5	6	7		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										

Instructional Days	
Holiday/Break	
First and Last Day of School	
Staff Development 9am - 3 pm	
Parent-Teacher Conferences	
End of Quarter	
Non-School Days	

School Wide Testing Window Start Dates	
8/14	Beginning of the Year Istation and i-Ready
1/8	Middle of the Year Istation and i-Ready
3/31	End of the Year Istation and i-Ready
4/12	SAT Testing Day
April	NM-MSAA Test Administration

A robust assessment plan is the cornerstone of any successful instructional program. Schools must employ a balanced assessment system that includes several testing methods to verify curricular alignment, ensure instructional efficacy, and monitor student learning. These testing methods determine what students are learning, how teachers teach, and what instructional and curricular decisions must be made regarding scaffolding, alignment, adjustments, and interventions. VPA of New Mexico implements numerous assessment tools for students, including i-Ready, short cycle assessments, common mock assessments, and course assessments.

School leaders plan for a balance of diagnostic, formative, interim, and summative assessments. Teachers access student assessment results in trackers using color-coded formatting, like the one seen below, to determine student needs and group trends. Teachers use this data to inform student groupings and plans for differentiated instruction. In this way, assessment results identify students needing intervention, offer teachers feedback about instructional practices, and verify curricular strengths and weaknesses.

Student	8.NS.1	8.NS.2	8.EE.1	8.EE.2	8.EE.3	8.EE.4	8.EE.5	8.EE.6	8.EE.7	8.EE.8	8.F.1	8.F.2
Student14, AMP 00000000004			2 GR BELOW	1 GR BELOW	1 GR BELOW		1 GR BELOW	1 GR BELOW	1 GR BELOW	ABOVE GRADE		ON GR LEVEL

By aligning each carefully selected assessment to the state standards, and using real-time results from assessment systems, VPA of New Mexico surrounds students with ongoing opportunities to show growth towards mastery. Single standard, short-cycle assessments are given in a pre-test and post-test model every 2-4 weeks. They allow teachers to see the needs of their students both before

instruction and after completing an intervention and enrichment cycle. The data provided by these short, six-question assessments also allow teachers to differentiate the rigor level to accommodate all students' learning needs. In addition, an assessment comprised of on-grade level standards allows teachers to identify the areas of the curriculum in which students would benefit from additional support that can be built directly into their courses.

Students also complete a computer-adaptive benchmark assessment three times per year, providing consistent data touchpoints and early feedback to students. This year-round cycle of data incorporates best practices in assessment, as teachers can provide the appropriate level of support to master the state standards.

Assessment integrity is essential to student achievement, as accurate data is required to make informed instructional decisions. Several strategies will be implemented to support the fidelity of assessment results, starting with locking assessments so they may only be taken during the school day when a proctor is present with the student in a live session. Features in the i-Ready assessment menu allow for a lockdown that only allows students to take the assessment on the days and times designated by the school itself. During that time, students join a live session where they are expected to turn on their cameras so the proctor can verify it is being completed without assistance. Additionally, proctors have access to a dashboard that shows how quickly a student progresses through the test. This allows proctors to note any irregularities, such as rapid guessing.

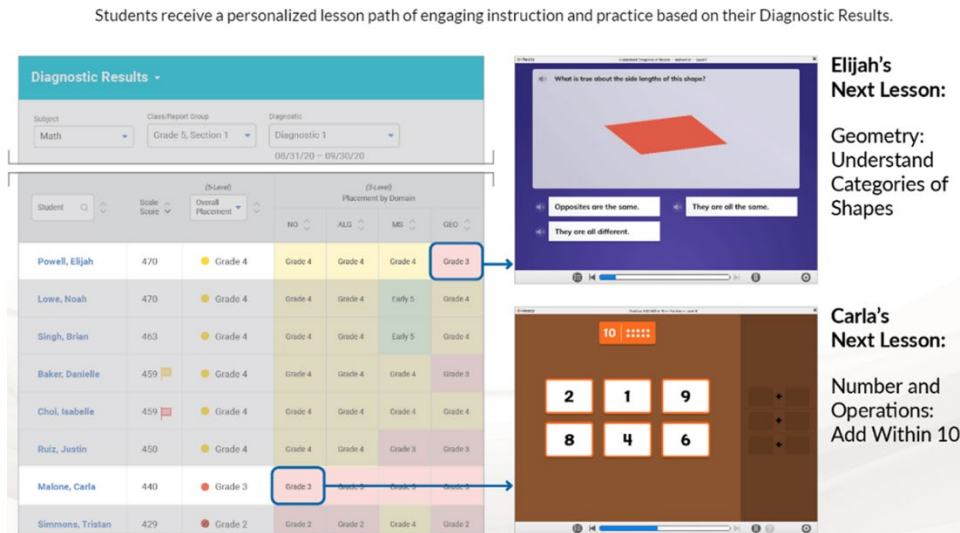
VPA of New Mexico Assessment System

- Ongoing Local Assessments – Once successfully enrolled, a student will participate in performance assessments. Information from these assessments is used to monitor progress and modify their academic program to ensure academic success. These assessments include:
 - Diagnostic Assessment/Benchmark 1
 - Computer adaptive, nationally normed
 - Given in the early Fall or upon enrollment for late enrollees
 - Used to provide a baseline and inform teachers' understanding of students' current level and needs
 - Benchmark 2 & 3 (Winter, Spring)
 - Computer adaptive, nationally normed
 - Used in combination with Benchmark 1 to monitor growth and inform projections for proficiency
 - Optional Common Mock Assessments
 - Custom-built to mirror the state summative assessments
 - Used to provide students with practice and build test endurance
 - Short-cycle Assessments
 - Custom-built brief assessments that target 1-2 specific standards
 - Embedded in courses and may replace a vendor-supplied assessment
 - Provided in pre- and post-test format and administered in a 2–4-week cycle to allow teachers to inform small group creation and targets instruction needs
 - Course Assessments
 - Vendor-created and course-embedded
- State Tests- Summative assessments to measure high student achievement in learning the standards.

- ISIP: K-2 Screener/Progress Monitoring in reading, math, and English language acquisition
- NM-ASR: 5th, 8th, and 11th grade summative assessment for science
- NM-MSSA: 3-8th grade summative assessment for math and English language arts
- End of Course Exams: English, Algebra I, Biology, US History
- ACCESS for ELs, Alternate ACCESS for ELs: students who are learning English in addition to their native language
- DLM Alternate Assessments: Students with significant cognitive disabilities, English language arts, mathematics, and science
- SAT: 11th grade summative

The results from these assessments create individualized pathways for students. These pathways help teachers pinpoint specific areas of strengths and weaknesses to inform classroom instruction.

Additionally, teachers use online lessons, Tools for Instruction, and the i-Ready Toolbox to aid in lesson planning and small group instruction implementation. An illustration of how this process works can be seen in the figure below.



At specific points in accordance with the Data Informed Instruction Plan, school administrators will access assessment data for review and analysis to prepare for professional development sessions and Professional Learning Community (PLC) meetings. During these PLCs, standards and item-level data analysis will help identify potential opportunities to strengthen the curriculum. Data protocol questioning will be applied to identify the root cause of trends in non-mastery. Likewise, further evaluation will be conducted if analysis shows low mastery of a particular standard for many students within a subgroup. Supplemental resources and additional content will be provided by the Curriculum and Assessment team to strengthen the course content on these specific standards.

H.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed

In addition to the rigorous curriculum, targeted support, and seamless learning environment, VPA of New Mexico will engage in a continuous improvement cycle to ensure the goals and objectives of the educational program are met. Review and dissemination of state assessment data are critical to student outcome improvement. Upon state summative assessment data release, school administrators will access data in state reporting systems. Data will be used to inform professional development, team meetings, and individual teacher support. VPA of New Mexico's Continuous Improvement Plan will be reviewed and updated considering how well existing academic student outcome goals were met. An annual report and periodic updates on progress toward goals will be shared with stakeholders.

In addition to state summative assessments, VPA of New Mexico employs a balanced assessment system aligned to Common Core State Standards and New Mexico's Content Standards to meet the program's goals. The following types of assessments will be used to evaluate pupil performance:

- Diagnostic - to measure students' knowledge and skills before instruction
 - Sample assessment tool: i-Ready
- Interim/Benchmark - to measure progress toward academic goals and standards
 - Sample assessment tools: i-Ready, Locally Designed Common Mock Assessments,
- Course Level Formative - to adjust instruction based on student progression toward learning targets aligned with New Mexico College and Career Ready Standards
 - Sample assessment tools: Short-cycle Assessments, course-embedded assignments, quizzes, unit tests
- Summative - to measure student mastery of standards and provide for data-driven instructional decision making
 - Sample assessment tools: Short-cycle Assessments, i-Ready Assessments, End of Course Exams

As a part of the balanced system, the school will divide assessments into two areas: assessment for learning and assessment of learning. This division will help evaluate student learning and modify curricular choices and pedagogy as the school matures over time in educational delivery.

In creating the school's annual assessment calendar, the team will delineate the purpose of each assessment, the assessment tool to be used, how the selected tool supports the purpose of the assessment, the population to be tested, the frequency and timing of each assessment, and the follow-up actions school staff will take once the assessment data is available (for example, use of data during Data Informed Instructional Cycles). When creating the assessment calendar, care will be taken to preserve as much class learning time as possible.

After the school Assessment Plan has been finalized, the school leadership will create the school's Data Informed Instruction Plan to assist with evaluating pupil performance across the curriculum. The Data Informed Instruction Plan will detail the attendees and frequency of data discussion meetings, in addition to outlining the school-wide data protocol used to guide analysis of the data and the creation of follow-up actions.

The assessment calendar will inform the specific data reviewed to track progress toward achieving the schoolwide student performance goals. A sample timeline with the assessment data to be reviewed can be seen below:

- September: Beginning of the Year Diagnostic/Fall Benchmark
- November: Short-cycle Assessments, Course-Level Data
- January: Winter Benchmark
- March: Common Mock Assessments
- May/June: Spring Benchmark

During these conversations, data will be reviewed through multiple lenses:

- Individual student-level data
- Proficiency and growth data
- Grade level or grade band data trends
- Subject area trends
- Data by teacher
- Data disaggregated by student sub-group
- Item level analysis
- Standards level analysis
- Notes and action plans will be captured during each meeting and placed in a shared digital space for relevant stakeholders to access.

If data analysis suggests student performance is not on track for achieving school goals, further investigation will be employed to determine the root cause. Existing data protocols will be applied to review the available data. Significant differences between instructors teaching the same content with the same curriculum may indicate a difference in educator effectiveness or implementation of the pedagogical methodology. In this case, teacher observation, feedback, and coaching will support teachers in implementing improved instructional practices. When skill deficits are present across student cohorts regardless of differences in teacher or curriculum, there may be an issue with the core curriculum or teacher practices. In this case, curriculum resources and instructional practices will be reviewed to determine if a course of action may include using supplemental resources to address specific skills or standards, adjusting instructional schedules or models to increase instruction, or implementing a different instructional strategy at the classroom or student level.

The School Leader will share information on assessment results and progress towards established school goals with the VPA of New Mexico Board at meetings that align with the Data Informed Instruction meetings. They will also be provided with an annual report that includes the school's academic, financial, and operational results. The VPA of New Mexico Board will hold a dedicated annual strategic planning session to revisit the prior year's goals and results against the school's mission. The Board will seek input from key stakeholders within the community, including administrative and teacher leadership, and parents/guardians. In addition to strategic planning sessions, the Board will review the school's overall performance scores and index ratings when the PED releases them each fall. The Board will use this information, along with other assessment data provided by the School Leader, to determine if the school is making adequate progress toward meeting goals. Should the Board determine the school is not making adequate progress, the School Leader will be asked to create, present, and implement a plan to address low-performance areas. The plan will include progress monitoring goals, measures, and actions such as new policies, additional

training, and personnel changes. The Board will conduct regular reviews until improvement is shown. If the Board determines that improvement is not being made, they may choose to intervene.

H.(3) Provide a **clear, comprehensive, and cohesive** student progress/ achievement communication plan

Students and Parents

Student assessments and performance information is shared immediately with the LMS with students and parents. Course grades and scores on individual assignments are accessible to students through PowerSchool, which allows parents and students to see current and historical performance. Assessment data and progress toward the goals of individual students are discussed during quarterly conferences with parents, and at other times as needed. Additionally, quarterly grade reports are issued and emailed to keep students and parents abreast of student performance.

Staff

A critical aspect embedded into VPA of New Mexico’s model is ensuring the ability to meet the needs of all learners. VPA of New Mexico will utilize Power BI, a data reporting platform that creates rich, interactive data representations from multiple data sources, to assist with analyzing and sharing progress and achievement data. School leaders and staff will have access to a lot of data, including assessments and course grade details.

VPA of New Mexico Board

As mentioned in Section H.(2), the School Leader will share information on assessment results and progress towards established goals with the VPA of New Mexico Board on a regular basis. In addition to the annual published report on academic, operational, and financial goals, the Board may request data from the School Leader, including i-Ready, short-cycle assessment, and other academic data and information at any time and the School Leader will provide it at the next Board meeting.

New Mexico Public Education Department (NMPED)

To maintain a relationship built on trust and open communication with the NMPED, VPA of New Mexico will report accurate and timely assessment and performance data. All records and files will be made available to NMPED at any time.

Community

VPA of New Mexico looks forward to collaborating with the broader community of New Mexico and share the successes and achievements of students. In addition to the annual report published to the school website, VPA of New Mexico will promote school success on their social media channels.

Communication Plan for Assessment and Achievement Data

The chart below details how assessment and achievement data will be communicated to stakeholders. It is important to note that teachers have instant access to all of the data mentioned, which they use to inform their instruction and provide a personalized learning experience for students.

Student Assessment Communication	
Assessment	Communication Plan
i-Ready Diagnostic/Benchmark 1	Summary Report emailed to student and parent Data provided to staff and Board
i-Ready Benchmark 2 & 3	Summary Report emailed to student and parent Data provided to staff and Board
Common Mock Assessments	Scores in student gradebook Results in Power BI for school analysis
Short-cycle Assessments	Scores in student gradebook Results in Power BI for school analysis
Course Assessments	Scores in student gradebook Results in Power BI for school analysis
State Summative Assessments	Summary Report emailed to student and parent Report added to student cumulative file Data provided to staff and Board

II. Organizational Framework

A. Governing Body Creation/Capacity

A charter application shall include a description of the governing body and operation of the charter school, including: (1) how the governing body will be selected; (2) qualification and terms of members, how vacancies on the governing body will be filled and procedures for changing governing body membership; and (3) the nature and extent of parental, professional educator and community involvement in the governance and operation of the school (NMSA 22-8B-8(I)).

A.(1) Summarize and incorporate all key components of your governance structure

The Founding Board members will transition into the Governing Board during the first year of operation after approval. In accordance with New Mexico Open Meetings Act (NMSA 10-15-1), the board will hold a meeting to officially elect officers and amend/approve necessary board documents.

The Board will hold all responsible parties accountable for its students' academic results, including the administration, the teachers, the parents/guardians, and its service providers, all of whom will be responsible for supporting VPA of New Mexico under the Board's direction and pursuant to the terms of the services agreement negotiated by the parties.

The adopted by-laws provide for a board with a minimum of five voting members who are all residents of New Mexico and bring diverse skills to the Board. Essential skills and expertise include education, higher education, business and finance, online learning, organizational development, charter school governance, marketing, and community outreach. VPA of New Mexico also seeks diversity in race, ethnicity, gender, and age. VPA of New Mexico will look for qualified parents to join after the school operates. Strategic planning is key to the long-term success in any organization, but especially schools. After the school's first year and every year thereafter, the VPA of New Mexico Board will hold a dedicated annual strategic planning session to revisit the prior year goals and results against the school's mission. The Board will seek input from key stakeholders within the school community including administrative and teacher leadership and parents/guardians.

In addition to the strategic planning sessions, the Board will review the school's overall performance data as they are released. The Board will also receive data on a regular timeline from the School Leader, including i-Ready, short-cycle assessment, and other academic data. Should the Board determine the school is not making adequate progress toward meeting the renewal standards, the School Leader will be asked to create, present, and implement a plan targeted at addressing the areas of low performance. The plan will include progress monitoring goals, measures and actions such as new policies, additional training and personnel changes. Regular reviews will be conducted by the Board until the improvement is shown consistently over time. If the Board determines that improvement is not being made, they may choose to intervene.

As described earlier, it is the intention of the Board to utilize, in compliance with New Mexico Procurement Code, an educational services provider (ESP) to carry out the various requirements for school operation. The Board believes a well-managed vendor relationship results in increased student outcomes and employee satisfaction, reduced costs, improved quality, and better service levels from vendor partners. The monitoring of performance and outcomes is paramount in considering an ongoing relationship with the ESP. A vendor evaluation is under development by the board to monitor effectiveness. The evaluation period will take place at the end of each school year with written progress reports being provided as required to the board and other entities as requested. The school

will provide parents and teachers with online surveys to evaluate ESP performance and assist in the determination of continuing the relationships and the value-added results from the ESP relationship. After selecting the ESP, a management agreement will be negotiated so that the Board and ESP have a clear view of each other’s responsibilities.

The Board will provide oversight for the operations, leadership, and policies of the school. Specifically, Board duties include hiring and evaluating the School Leader, overseeing the budget, and setting policy. The VPA of New Mexico Board is knowledgeable about laws and regulations governing the school and will seek to grow that knowledge. The Board will also receive guidance from Board counsel and participate in annual training as required by the Public Education Commission and State law. Included with these responsibilities, the board will ensure the Audit and Finance Committees fulfill their purpose and provide the fiduciary oversight necessary.

The board received a terrific introduction to governance training in May of 2023 to provide a foundation for the application process and to govern the school upon approval. Below are a few key components of that training.

Organizational Framework Compliance

5 Categories:

1. Educational Program Requirements
2. Financial Management and Oversight
3. Governance and Reporting
4. Students and Employees
5. School Environment

Open Meetings Act

"Sunshine laws generally require that public business be conducted in full public view, that the actions of public bodies be taken openly, and that the deliberations of public bodies be open to the public."

OMA Compliance Guide; New Mexico Attorney General's Office, p. 1

Code of Ethics	
Avoid/prevent	Avoid/prevent self-dealing
Maximize	Maximize public contract opportunities for all
Obtain	Obtain best price/value for public S
Promote	Promote positive relations with authorizer/staff/public
Promote	Promote best interests of school/students/public
Avoid	Avoid appearance of impropriety
Satisfy	Satisfy legal requirements
Enhance	Enhance credibility for School

PCSNM Governing Board Standards

Financial Oversight

The governing board ensures they understand and monitor financial reporting and can appropriately budget financial resources that meet statutory/regulatory requirements with allocation that is prioritized for students and programs

Responsibilities

- The board understands school finances and participates in regular training with school business officials.
- The board reviews financial reports regularly and with fidelity.
- The board understands its fiduciary responsibility to oversee the finances of the school to ensure that the school is in a sound financial position.
- The board makes sound financial decisions that protect the school's short and long-term sustainability.
- The board approves a budget that allocates resources strategically and aligns to the student performance goals of the school.
- Board members understand financial "red flags" that may be indicators of potential waste, fraud and abuse.
- The board follows all state and federal laws and practices financial oversight by evaluating the Generally Accepted Accounting Procedures (GAAP) of the school.

The Board prioritizes diversity within its members, transparency to stakeholders, and accountability to the Commission as its authorizer. By keeping student academic success as the foremost priority, the Board will avoid conflicts of interest.

No less than thirty (30) days prior to the beginning of the next fiscal year, the VPA of New Mexico Board will finalize and approve the school budget for the upcoming fiscal year. Prior to approval, the Board will hold at least two public meetings to allow for public input on its proposed annual budget.

The VPA of New Mexico Board will set annual school improvement goals based on prior year state assessment results, in-year benchmark and course completion rates, student engagement metrics, College and Career Ready Performance Index results and Comprehensive Performance Framework

results, and other important non-academic metrics such as parent/guardian, student, and staff satisfaction rates.

The Board will hold all responsible parties accountable for the academic results of its students including the administration, the teachers, the parents/guardians, and its Education Service Provider (ESP). The ESP will be responsible for supporting VPA of New Mexico under the Board's direction and pursuant to the terms of the services agreement negotiated by the parties.

Research in the education sector clearly confirms that employing a strong, highly competent leader increases a charter school's ability to succeed. The VPA of New Mexico Board will build an effective, productive, and trusting relationship with the School Leader, working in constructive partnership on behalf of the students and academic achievement. Building this relationship between the School Leader and the Board is critical for the success of every charter school. A high performing Board both supports the School Leader and holds the leader accountable to mutually agreed upon expectations. Roles and responsibilities for the School Leader in the job description, and the annual goals will be clearly established. The annual School Leader performance evaluation will evaluate performance based on instructional leadership, resource management, student learning, professional leadership, clear communication, and establishing a culture of achievement.

The VPA of New Mexico Board By-laws, Article IX, define the guidelines for establishing standing or temporary committees composed of at least two members. In addition to the Audit and Finance Committees, the board is considering creating an Advisory Committee and a Nominating Committee. In addition, there will be an Equity Committee. The Advisory Committee will be a broader committee of two board members, two staff members, two parents, and other at-large members from the stakeholder committee. The Nominating Committee will serve the purpose of nominating a School Leader as needed.

A. (2) Enumerate the qualifications desired for governing body members.

The adopted by-laws provide for a board with a minimum of five and maximum of nine voting members who are all residents of New Mexico and bring diverse skills to the Board. Essential skills and qualifications include education, higher education, business and finance, online learning, organizational development, charter school governance, marketing, and community outreach. The Board will continually seek diversity in race, ethnicity, gender, and age as it adds new and replacement board members.

The school's founding board has a vision and enthusiasm for building an excellent school New Mexico and is well-positioned to provide the necessary oversight and support for successfully implementing the charter school's mission. Individuals were engaged in establishing a diverse team of professionals whose expertise and leadership would ensure that this is one of the highest-performing schools in the district. As part of the engagement process, the principal organizers provided information to the proposed board members regarding the responsibilities of a Board Member, which include:

- o Believe in and be an active advocate and ambassador for the mission and vision of the school.
- o Work with fellow Board members to fulfill the obligations of membership.
- o Contribute to the effective operation of the board.
- o Regularly attend and participate in meetings of the school. Prepare for these meetings by reviewing materials prior to the meetings.
- o Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- o Participate in the performance review of the School Leader.
- o Participate in the activities of the school by attending programs and fundraising events.
- o As appropriate, use personal and professional contacts and expertise for the benefit of the school.
- o Maintain strong connections with the local community.
- o Inform the Board of Directors of any potential conflicts of interest, whether real or perceived, and abide by the board's decision related to the situation.

This diverse group of proposed board members possesses expertise in education, the arts, technology, finance, facilities, charters, government relations, compliance, and legal matters.

The Board will select its member(s) to ensure diversity of experience and commitment to student success in a virtual learning environment. Procedures are outlined in the bylaws and include identifying potential candidates, obtaining resumes, and meeting with the current board to assess the individual's experience and interest to ensure the candidate's alignment with the Board's mission, vision, and ethics standards. The Board would then decide to select a new board member. The Board will be seeking at least one additional member who will be a parent/guardian with students enrolled in the school. The Board's approved Bylaws will guide their actions. The Board is committed to their development and will participate in training as the state or authorizer requires.

Governing Board Members:

- **Abenicio Baldonado:** A New Mexico native with a B.A. in Political Science, M.A. in Public Affairs. Currently employed as the Director of Community Engagement for the NM Oil and Gas Association. Previous Education Reform Director for Think New Mexico. An educator who taught government, economics, and history. Previous Board Chair of a NM Charter School. Ethics Officer for the Secretary of State, Policy Director for the Lieutenant Governor, and a Legislative Liaison and Policy Analyst for the Public Education Department.
- **Hilary Noskin, Ph. D., J.D.:** Ph.D. in Environmental Biology and JD. Currently working in e-commerce and as an attorney. 13th generation Latina New Mexican. Worked at National Laboratories, in the government and the private sector. Intellectual property, business, environmental and regulatory science and law, e-commerce. Worked in STEM fields and has a vested interest in the students of New Mexico to have the best possible education no matter where they live.
- **Debbie Vigil:** Teacher with over 26 years of experience in brick-and-mortar, virtual, public, and private schools. Experience teaching at a virtual school for 7 years. Experienced with the Charter School Division for PED in 2015 for a brief time. Believes in providing educational choices for students/parents. Knows there is a need in New Mexico for more effective virtual

schools - that environment supports many student populations who are not successful in the brick-and-mortar schools. Affirms Virtual Prep Academy will provide students with the opportunity to be successful learners.

- **Elisa Bohannon:** Highly qualified veteran New Mexico educator with three decades of experience serving students in grades K-12 in general education, gifted education, and special education. Experienced in curriculum development, instruction, and leadership, as it relates to special education. Motivated to be a board member because there is a need for a high-performing school that serves students in grades K-12, evidenced by the declining enrollment in public schools - students are either dropping out of school or are moving to other states because they are not successful in the school choices currently available to them. The Virtual Preparatory Academy will provide an opportunity for families to choose a school that delivers a quality education using a curriculum that can be adjusted to meet the needs of individual students in grades K-12.
- **Kayleigh Carabjal, Ph. D.:** BA in Psychology, MA in Teaching and Learning Technology Ph.D. in Organizational Development and Instructional Technology from Univ of NM. Years of ranching in rural New Mexico and business ownership in the Albuquerque metropolitan followed by decades of experience in the field of education describe my past career pathways. From classroom teaching to a Vice Chancellorship, these roles provided opportunities to develop skills in educational oversight and to pursue expertise in teaching and learning at a distance. A long-time resident of the state and a firm believer in the power of education. Compelled to engage in fostering online education, a proven approach to increase academic success and achievement for our culturally and geographically diverse student population.
- **Gowan Hays:** Graduated from the University of New Mexico with bachelor's degree in business with an emphasis on finance. Business Manager for Dora Consolidated School District for 7.5 years. Current business manager for three NM school districts with K12 Accounting. Passion for school finance in New Mexico education.
- **Freda Daugherty:** 30 years of experience in education including as a transportation provider, board member, substitute teacher, teacher, Assistant Principal, Principal, Executive Director, and Superintendent. Area of expertise in leadership. Passionate about taking the lead on engaging, educating, and empowering staff on a daily basis. Knows that VPA of NM will meet the need of students who need individualized attention and a positive learning environment.

The Board of Directors is well-balanced with educators, school finance experts, legal, and community experts.

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members.

The Board of Directors will be responsible for the execution of the charter, fiduciary management of the budget, and the development of policies and procedures. The Board will have a minimum of five members when, complete with a President, Vice President, Secretary, and Treasurer. While subcommittees are not yet in place, the board of directors may establish them if needed (i.e.,

academic, finance). Independent board counsel has been secured to provide training and advise the Board on legal matters, contracts, and school law.

Current and future Board members are aware, through the Bylaws, that a goal of the VPA of New Mexico is to promote and retain Board members that are committed to long-term service of the school's mission. The bylaws are mindful of the desire for longevity of Board members and the need, at times, for transition.

VPA of New Mexico Board members will create and continually supplement a list of potential community members that exhibit diverse backgrounds as well as a variety of expertise to create a pool to choose from when an opening is available. This list will be initially comprised of community members who have shown interest in the development of the school, such as parents, former students, representatives of the business communities, and content experts.

No member of a local school board shall be a member of a governing body for a charter school or employed in any capacity by a locally chartered charter school located within the local school board's school district during the term of office for which the member was elected or appointed. Further that no member of a governing body for a charter school that is initially approved on or after July 1, 2005, or whose charter is renewed on or after July 1, 2005 shall serve on the governing body of another charter school.

B. Governing Body Training and Evaluation

B.(1) Provide an **ongoing, clear, comprehensive, and cohesive plan** for annual Governing Body training.

In Year 1 – all Board Members will follow comply with the requirements outlined below. To assist new governing board members in understanding their role and scope of responsibilities, the New Mexico Administrative Code § 6.80.5.8 requires the following for New Members on a charter school governing body:

New board members will complete 10 total hours of training within the first fiscal year (school year) of service. The Founding Board completed a three-hour initial training on governance in May of 2023.

- Immediately following approval from the Public Education Commission, the founding board members will transition to the official Board. Although state statute states that the Governing Board will have the first quarter to complete the mandatory training, The Governing Board will have 90 days from their formal acceptance as a board member to fulfill the following trainings in accordance with NMAC 6.80.5.8:
 - Two hours of training on public official/charter school governing body ethics and responsibilities
 - Two hours of training on charter school fiscal requirements
 - One hour of training on understanding and evaluating academic data.
 - One hour of training on open government, legal, and organizational performance requirements
 - One hour of training on equity and culturally and linguistically responsive practices

- Three hours of additional training standards identified by the individual governing bodies and governing body members. These three additional hours will be completed using the Public Education Department options or through a verified provider.

New board members will complete an 8-hour internal training that is provided by the Public Education Department.

- Within the first 60 days of membership, the Board Chair will be responsible for onboarding training for the new board in the following documents that are essential to the mission and vision and required by NMAC 6.80.5.8: but not limited to:
 - Bylaws
 - Governing Board Code of Ethics
 - Governing Board Letter of Commitment
 - Conflict of Interest Policy
 - Charter School Law Information to include the Open Meetings Act
 - The educational philosophy and instructional methods
 - The previous year's achievement data
 - The current fiscal year's budget
 - The previous year's audit financial statements
 - The Strategic Plan
- In alignment with NMAC 6.80.5.9, all continuing board members must participate in the following eight hours of board training following the end of their first fiscal year as a board member unless exempt as outline in NMAC 6.80.5.9.B. These trainings may be completed using an approved provider:
 - One hour of training on public official/charter school governing body ethics and responsibilities
 - Three hours of training on charter school fiscal requirements
 - Two hours of training on understanding and evaluating academic data
 - One hour of training on open government, legal, and organizational performance requirements
 - One hour of training on equity and culturally and linguistically responsive practices

In accordance with 6.80.5.10, proof of attendance of previously stated training will be submitted to the Public Education Department no later than July 1st. The Secretary of the Governing Board will be asked to monitor attendance quarterly to ensure that the Governing Board is in compliance and up to date with all necessary training. The Secretary will also be responsible for monitoring board training hours to ensure compliance with state mandates.

A retreat will be planned annually for the board staff to come together, share, and expand their capacity as a group. During this time, members will complete a needs assessment to determine any future training needs. Members will be encouraged to attend the charter school conferences and remain apprised of the Public Charter Schools of New Mexico local and regional professional development offerings. The Board will also be responsible for creating, sustaining, and recruiting quality board leadership. The VPA of New Mexico board has already begun its commitment to training and has received three hours of governance training.

Financial Costs

The budget will allocate a maximum of \$2,000 dollars for Board training and expenses. This money can be used to pay for training, purchase materials for training or mileage for board members when necessary.

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body.

The National Governance Association (NGA) provides a wealth of information on what it means to operate with 'good governance'. On the NGA website, useful tools are available to the VPA of New Mexico board members, including a Diversity Indicators form and a set of Governing board self-evaluation questions, a list of twenty questions that the board will use as the foundation for the self-evaluation system to be completed annually. That document can be found in Attachment 3.

In addition, the board will also consult with the New Mexico School Board Association Self-Evaluation training. The evaluation will look at our performance as a school board against research based best practices, the gaps can form the basis for realistic goals for Board improvement. The NMSBA offers a one-hour training module for interested school boards to help member boards clearly understand the major issues related to conducting a board self-evaluation and to help them make their own decisions about the scope and focus of the process. The training module is predicated on the following assumptions:

- An effective evaluation process is based on good board policy.
- The entire purpose of board self-evaluation is constructive and focused on growth. School boards should seek to continuously improve their performance.
- Measuring current performance against research based best practices can identify gaps where improvements are possible.
- The board should be responsible for determining standards against which they will evaluate themselves.
- The board should be responsible for determining the sources of self-evaluation feedback.
- Once the board has analyzed both its strengths and areas for growth, the board can make plans for board improvement.
- Board goals, once adopted, can keep the process of board self-evaluation out front and on the table over the course of the year.

A full example of the module description is available <https://n4f4bb.a2cdn1.secureserver.net/wp-content/uploads/2018/01/Board-Self-Evaluation-Training-Module.pdf>

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.

Strategic planning is key to long-term success in any organization. After the school's first year and every year thereafter, the VPA Board will hold a dedicated annual strategic planning session to revisit the prior year goals and results against the school's mission. The Board will seek input from key stakeholders within the school community including administrative and teacher leadership, parents/guardians, and their partner. The monitoring plan for the Governing Board will reflect this practice by providing accountability measures that will be used to assess progress. It will initially be the responsibility of the school leader and Business Manager to gather this data for the Governing Board and report this information in a timely manner. The monitoring plan for VPA of New Mexico stems from the most current Public Education Commission Performance Review and Accountability System to ensure that VPA of New Mexico stays in compliance with all regulations and successfully meets the standards set in place by the Public Education Commission. The Board will focus on three key pillars of excellence: Academic Performance, Organizational Performance, and Financial Performance.

Academic Performance

- In addition to the strategic planning sessions, the board will review the school's overall performance scores and index ratings when the New Mexico Public Education Department releases them each fall. The Board will also request data from the School Leader, including i-Ready, short-cycle assessment, and other academic data such as attendance and course grades. Should the board determine the school is not making adequate progress towards meeting the renewal standards, the School Leader will be asked to create, present, and implement a plan targeted at addressing the areas of low performance. The plan will include progress monitoring goals and measures and actions such as new policies, additional training, and personnel changes. Regular reviews will be conducted by the board until the improvement is shown. If the board determines that improvement is not being made, then intervention and corrective action will be taken.

Organizational Performance

- The VPA of New Mexico Board holds compliance with state regulations in high regard. The Board will require that the School Leader acts in accordance with state and federal requirements. To ensure this, compliance information will be collected, reported and shared between the School Leader and the Board on a monthly basis. Lastly, as board members are selected, the VPA of New Mexico Board will ensure that there are always members with a background and expertise in educational law, to ensure that their experience can guide the successful implementation of a compliant educational program.

Financial Performance

- The VPA of New Mexico Board will ensure that there are board members with finance, accounting and school operation expertise. This will guarantee that the organization can lean on the expertise of the Board's as checks and balances when it comes to being a financially sound organization. Review of the school finances will occur monthly during board meetings, and the board will approve the annual budget each year.

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator.

VPA of New Mexico will begin recruitment by advertising on widely used education-focused job boards including the NM K-12 Education Job Bank, Education Week, SchoolSpring, LinkedIn, Indeed, Handshake, and university sites, as well as recruit using one-to-one and event strategies. The VPA of New Mexico Board will develop and conduct a thorough interview process with technical assistance provided by an HR professional. Interviews are conducted by the VPA of New Mexico Board and veteran online school leaders and questions specifically address leadership and instruction in the online school environment. The School Leader will be hired early during the planning year with an actual start date to be determined by their availability, but no later than June.

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator.

VPA of New Mexico believes that a quality school must be governed by individuals' responsible stewards of public funding while upholding the charter's mission. While the board is responsible for the oversight in the areas of leadership, goal setting, budget, policies, and legal compliance, the board entrusts the day-to-day operations of the school to the head administrator. The School Leader will have oversight over curriculum, instruction, assessment, professional development, monitoring instruction, and overall HR and management related responsibilities. The Board will oversee as needed and intervene when necessary.

In order to ensure that roles are clearly conveyed and distinguished, VPA of New Mexico will attend state mandated training to understand their roles more clearly, and then create a role and responsibility chart to convey and distinguish roles in line with the expectations of the PED, as outlined below.

- Board members will:
 - Hire, support, and evaluate the School Leader
 - Make strategic decisions
 - Monitor and strengthen the quality of the program
 - Protect assets and provide financial oversight
 - Build and maintain a competent board
 - Enhance the school's benefit to the community
 - Establish mission and vision
- The School Leader shall:
 - Operate the school in line the Board's direction
 - Implement decisions and policies of the board
 - Keep the board informed and educated
 - Supply the board with clear, honest and comprehensive documentation to support oversight responsibilities

After naming a School Leader, the Board will provide onboarding training to review the table that they have created distinguishing their roles.

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator.

The School Leader is the equivalent of a superintendent, therefore he/she will be evaluated using the same protocol as a superintendent. The School Leader shall be evaluated each contract year in accordance with the process outlined below.

Mutually Agreed Upon Goals, Metrics, and Form: The Governing Board and the School Leader shall mutually agree upon the School Leader's goals and metrics, upon which he/she shall be evaluated, no later than April of each year. The School Leader Performance Evaluation Form shall be developed at this time to correctly reflect the agreed-upon goals and metrics so it may be used in each formative and summative feedback session.

Formative Feedback to the School Leader: The School Leader shall be provided formative feedback at least quarterly by the Governing Board. The intent of this feedback shall be to assist the School Leader in his/her service to the district by providing observations from the Governing Board on the progress being made by the School Leader and to offer the School Leader the opportunity to share his/her observations on the progress he/she is making during his/her contract year. This formative feedback shall take place during sessions at a scheduled Governing Board meeting throughout the year to be agreed upon by the Governing Board and the School Leader.

The Governing Board shall reserve the right to request additional meetings with the School Leader to provide formative feedback. The School Leader shall reserve the right to request additional meetings with the Governing Board to receive formative feedback.

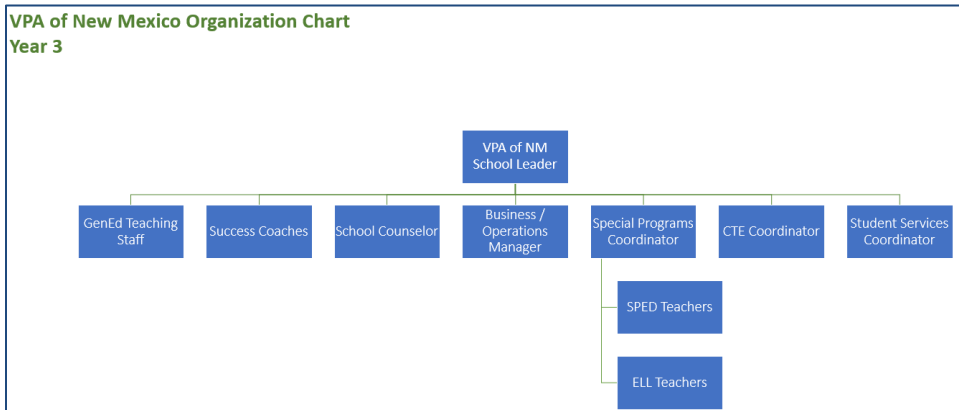
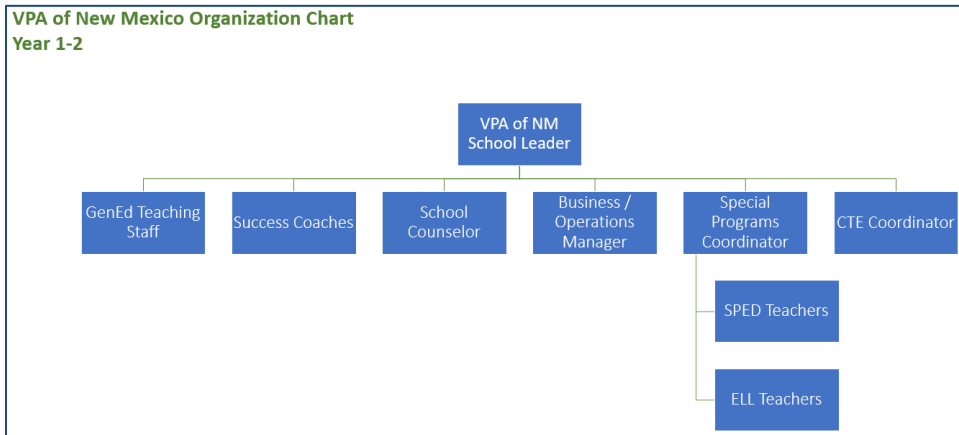
Summative Feedback to the School Leader: The School Leader shall be provided summative data on the Governing Board's observations of his/her performance by each Governing Board member at a scheduled Governing Board meeting at a mutually agreed upon date by the Governing Board and the School Leader. The School Leader Performance Evaluation Form shall be completed by each board member and School Leader independently, and the School Leader shall be presented with the aggregated summary of all Governing Board member responses along with the individual responses. The board will identify strengths and areas of the School Leader's performance where growth can occur. The School Leader has an opportunity during this session to provide feedback regarding his/her relationship with the board. The School Leader shall be provided an opportunity to provide his/her written response to the evaluation and his/her response along with the aggregated summary shall become a part of the School Leader's personnel file. This summative feedback may take place in an executive session.

Annual Review: This Board Procedural Directive shall be reviewed and may be revised by the Governing Board with input from the School Leader no later than April of each year. The revisions shall reflect any improvements deemed necessary in the process and form. At this session, revisions may be made to the subsequent evaluation cycle.

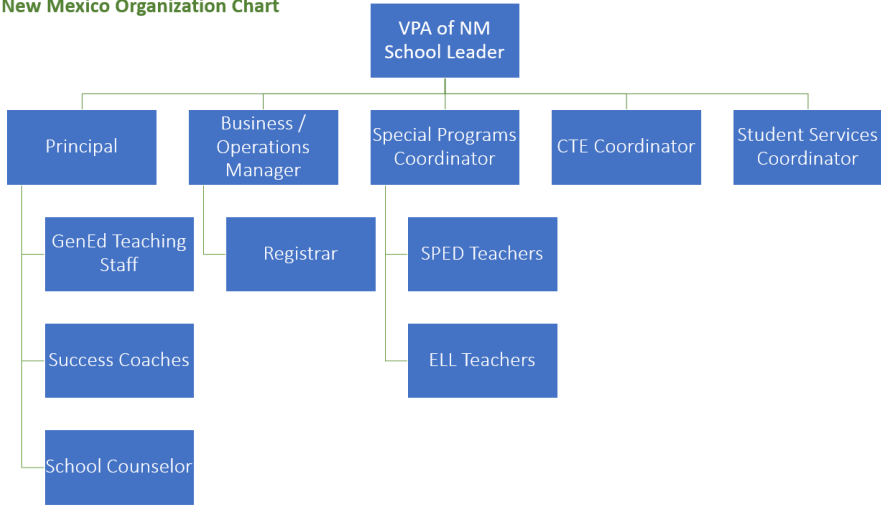
It is the intention of the Governing Board to receive the training module from the New Mexico School Boards Association on School Leader evaluation.

D. Organizational Structure of the Proposed School

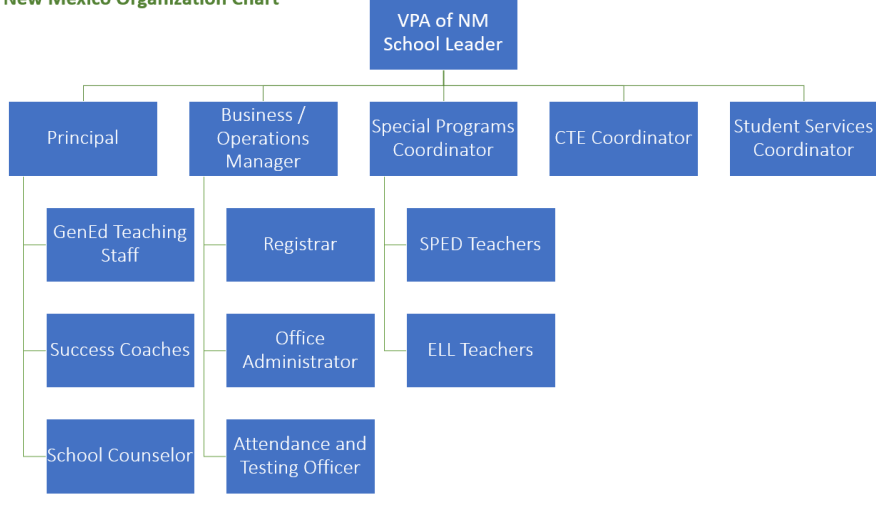
D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative.



VPA of New Mexico Organization Chart
Year 4



VPA of New Mexico Organization Chart
Year 5



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).

All job descriptions are found in Appendices B and C.

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school’s staffing needs.

The staffing plan is found below. This plan is set for the staff that are necessary to meet the needs of the school if enrollment projections are fulfilled at capacity. The staffing would change, incrementally, if enrollment is lower than the maximum capacity.

STAFFING CHART						
Teachers						
Category	Ratios (XX:1)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
General Ed Teaching Staff (K-5)	45:1	3.0	5.3	6.7	8.7	10.7
General Ed Teaching Staff (6-8)	33:1 (per course)	3.0	5.5	6.8	8.5	9.8
General Ed Teaching Staff (9-12)	33:1 (per course)	3.0	6.2	9.8	13.0	15.0
EL Teaching Staff	33:1	1.0	2.5	3.5	4.5	5.2
SPED Teaching Staff	33:1	2.0	4.2	5.6	7.3	8.6
Total		12.0	23.6	32.5	42.0	49.4
Teaching Support						
Category	Ratios (XX:1)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Success Coaches	150:1	1.0	2.5	3.5	5.0	5.5
School Counselor	300:1	1.0	1.0	2.0	2.5	2.5
Total		2.0	3.5	5.5	7.5	8.0
Support Services - Administration						
Category	Ratios (XX:1)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
School Leader	N/A	1.0	1.0	1.0	1.0	1.0
Principal(s)	N/A	0.0	0.0	0.0	1.0	1.0
CTE Coordinator	N/A	1.0	1.0	1.0	1.0	1.0
Student Services Coordinator	N/A	0.0	0.0	1.0	1.0	1.0
Registrar	N/A	0.0	0.0	0.0	1.0	1.0
Office Administrator	N/A	0.0	0.0	0.0	0.0	1.0
Business/Operations Manager	N/A	1.0	1.0	1.0	1.0	1.0
Attendance/Testing Officer	N/A	0.0	0.0	0.0	0.0	1.0
Total		3.0	3.0	4.0	6.0	8.0
Support Services - Special Education						
Category	Ratios (XX:1)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Special Programs Coordinator	N/A	1.0	1.0	1.0	1.0	1.0
Total		1.0	1.0	1.0	1.0	1.0

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development.

The School Leadership will be responsible for overseeing professional development in the school. They will incorporate feedback from staff, parents, students, and the board in the development of professional development planning.

Effective professional development is key to maximizing success in improving high student achievement. All staff will receive professional development related to student engagement, boosting achievement, Cultural Linguistic Responsiveness, working with subgroups, and other topics - all as they are encountered in the online environment. Professional development will be provided using both in-person and online modalities. Along with participation in monthly online professional learning communities, staff will be trained in differentiated instruction techniques, enabling them to identify

students' learning styles and create learning activities compatible with the students' needs. At the same time, the staff will be trained to use various assessments and interpret those results to personalize instruction based on individual student needs.

The ideal teacher hire will have prior teaching experience at brick-and-mortar schools and online environments. Teachers new to VPA of New Mexico receive and participate in two weeks of robust pre-service training via synchronous live training sessions and asynchronous coursework. This training gives teachers a solid set of tools, strategies, and resources to help them implement the curricula successfully and foster student success.

VPA of New Mexico staff presents pre-service training in a style that models the effective teaching strategies teachers use in their virtual classrooms. During each day of training, teachers explore, practice, and apply pedagogical philosophies, and strategies in community building, classroom and/or online educational management, informal and formal assessment, and effective teaching. Not only do participants learn about effective teaching strategies, but they also experience them.

While there are defined PD requirements, such as bloodborne pathogens, there is latitude in offering specific individualized PD opportunities that will help the teachers to improve their practice.

When returning teachers join new teachers, knowledge is applied at a more in-depth level. Teachers collaborate to become familiar with their curricula, identify and apply effective teaching strategies, and connect with standards. During training, teachers also receive brief checklists outlining the essential elements that should be evident as they teach language arts, math, science, and social studies. Teachers then write lesson plans to reflect these goals. They also practice implementing on-line lessons for their peers and supervisors gaining valuable feedback to ensure that their first days in the on-line classroom are confident and successful.

A snapshot of one section of Professional Development offerings is shown below. A complete catalog of opportunities can be found in the Additional Materials Section as Attachment 2.

AMP '23-'24 PD Preservice Catalog									
Assessments									
All sessions run from the last week of July 7/24 through the last week of August 9/1 unless noted otherwise. After clicking the registration link, be sure to click the drop down arrow to see all available sessions within a series. ➡ : Denotes new sessions added this year ↗ : Denotes session includes significant updates									
Session Title	School Type Virtual B & M	AMP Experience Level	Date/Time of Session (EST)	Registration Link	Requirement Level	Ohio CEUs	Description	Presenter Name	Session Recording
Friday Q&A		All	Fridays 2:00-2:30 PM	Register Here	OPTIONAL	N/A	Have you attended any live or self-paced professional development sessions and still have questions? Bring those questions to this Q & A session on Fridays, so we can help point you in the right direction and get those answers. Audience: ALL	Tracy Walker & Erin Carr	N/A
Intro to the iReady Dyslexia Screener		0-2 Years with AMP	Self-Paced		Essential	0.05	Does your state require you to have a dyslexia screener? If so, iReady is approved for that purpose! This session will help walk through how to access reports, know who is "at-risk" of dyslexia, and how to navigate the iReady dyslexia screener for Tier 2 or progress monitoring dyslexia students. Audience: Teachers of grades where a dyslexia screener is required (see your state legislation for specifics)	Tracy Walker	
MasteryConnect Basics		0-2 Years with AMP or new to Mastery Connect	Self-Paced		Essential	0.1	Learn how to set up your Mastery Connect account, share your trackers with your co-teachers and/or intervention specialists, and assign assessments to your students. We will also cover grading free response answers and examine reporting features. This session is specifically geared toward online schools only. Audience: 2nd-11th grade core subject teachers	Caroline Adams	
SCAs 2023 & MasteryConnect Refresher		All	Self-Paced		Essential	0.05	This session will explore the Short Cycle Assessment (SCA) program implementation for online schools for the 2022-23 school year. Topics include what the SCA cycles will look like, purpose of the SCAs, integration into your Canvas classroom, and implications for impacting instruction. This session is for ONLINE SCHOOLS. Please set up a time with CAT to arrange for your school-specific session. Audience: 2nd-11th grade core subject teachers	Caroline Adams	

Professional development will be provided using both in-person and online modalities. Along with participation in weekly professional learning communities (PLC), a minimum of one large or small group formal Professional Development opportunity will be presented each month. Professional Development will also occur in ongoing team meetings and through the informal observation and

feedback cycle. PLCs and team meetings will be considered when creating the master school schedule to ensure common planning time. Additionally, the Professional Development offerings will be provided at a variety of times to accommodate teacher needs.

VPA of New Mexico's Professional Development Plan will be developed intentionally with an eye toward a limited number of goal-aligned high-impact strategies, allowing ample opportunity to focus on meaningful implementation of the presented strategies.

Topics will be addressed multiple times to provide a progression of training opportunities. For example, after English teachers attend a presentation on using rubrics to grade student writing, the principal will focus on this during the informal observation and feedback cycle. During the next PD opportunity, the teachers might be asked to score a writing piece individually and then engage in group discourse on how each teacher rated each element and why to unpack the judgments teachers were making and the evidence they were utilizing.

During staff meetings, shared Professional Development focus areas will be consistently revisited with reports on the status and progression of each area. Implementation of Professional Development strategies will be reviewed in the context of student data to determine the impact on student performance.

School leaders will collect teacher feedback on each Professional Development session using an after-session feedback survey. The survey will ask a series of questions to understand participant satisfaction, impact on professional practice, how the teachers plan to implement what was learned, what the teacher believes is needed to implement the presented strategies successfully, and feedback on how the session could be improved.

The master school schedule will be built to allow for common planning time amongst teams of teachers. This time is used to make data-informed decisions based on standards mastery and share successful instructional practices.

The founding board is aware that there are many tremendous resources available both within the state and nationally to assist with high-quality and student-focused professional development. The board has utilized this for their own governance training and is anticipating using well-known resources, such as Dr. Sharroky Hollie, to assist with Culturally Linguistic Responsiveness training.

E. Employees

E. **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).

Consistent with NM Stat § 22-8B-10, VPA of New Mexico shall hire its own employees. The provisions of the School Personnel Act [Chapter 22, Article 10A NMSA 1978] shall apply to such employees. The School Leader will employ, fix the salaries of, assign, terminate and discharge all employees of the charter school. The School Leader may utilize technical assistance in all these duties from the proposed partnership with its educational services provider.

All administrative, instructional, and non-instructional employees will be employed at will and in compliance with federal, state, and local laws. Employees will have a 10-month, 11-month, or 12-month work schedule depending on their role and the nature of their responsibilities.

As VPA of New Mexico will be a new employer, there are no unions representing its employees. Should employees choose to unionize, VPA of New Mexico will follow the National Labor Relations Act.

Each year prior to the start of school, the School Leader provides training to new and returning staff on the handbook. For new staff, the training is a complete overview of the handbook. For returning staff, any changes made to the previous year's handbook are discussed as well as any areas that may require reinforcement for the upcoming year.

Please see the DRAFT generic handbook, found in the Additional Materials section as Attachment 4. This handbook requires an attorney to finalize. Since there is cost associated with that, the founding board will complete the handbook upon approval.

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 VPA of New Mexico Board will always solicit feedback and encourage involvement from its stakeholders, including parents, educators and interested community members. The Board will use a variety of methods to ensure that the board has an appropriate level of visibility within the school, but also so the stakeholders feel they have equitable access to choose to be involved.

Opportunities for involvement include:

- Participation in the School Advisory Council
- Communication via newsletters, website, social media and annual reports
- Resource/FAQ sections built into the website, along with Contact Us functionality
- Posting and holding meetings with focused topics and opportunities for public comment
- Parent evenings and feedback sessions
- Focus groups regarding key issues as they arise
- Parent and staff satisfaction surveys
- Distribution of board agendas with reminders of date and time

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents.

Grievance/Complaint Process - DRAFT

VPA of New Mexico (VPA) is committed to fostering and achieving student/family satisfaction. VPA does not discriminate on the basis of a protected class including but not limited to race, color, national origin, age, religion, disability or sex (including sexual stereotype nonconformity), in the programs or activities which it operates or the employment therein or admission thereto. The School strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

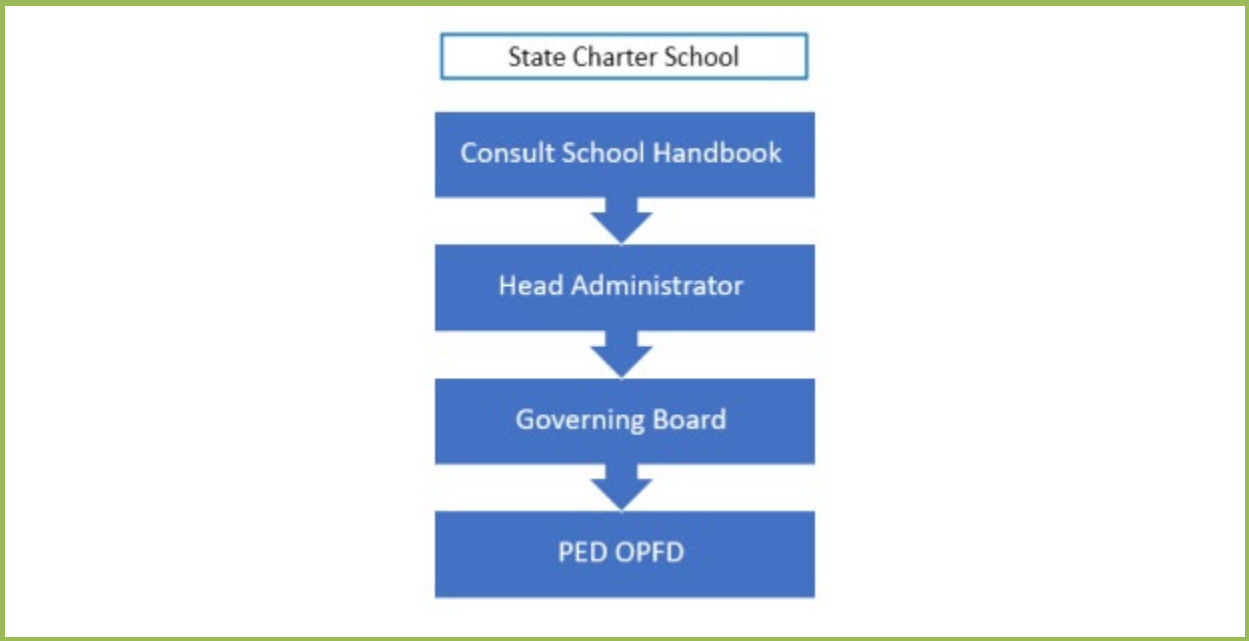
The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner.

VPA has designated several staff members as coordinators of non-discrimination and anti-harassment. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassment laws. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the School Leader. The School Leader will respond within ten (10) working days. If the concern or grievance is not resolved by the School Leader, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the School Leader to discuss the concern or grievance. The meeting request must be in writing. The School Leader shall investigate and respond within ten (10) working days. The School Leader contact information is located in the school handbook and is listed in the Help section on the school's learning ecosystem.

Step 2: If the family's concern is not resolved at the meeting with the School Leader, the family may file a complaint with the VPA Board and they will attempt to resolve the issue. To be consistent with the follow-up timeline of the School Leader, the Board President or designee will meet with the parent within ten days. A meeting will be scheduled virtually, by phone or in person that will include the parent, Board President/designee, School Leader, Principal, teacher and/or student if applicable. The VPA board contact information will be available in the school handbook and website.

Step 3: If the VPA governing board does not resolve the situation, the family may file a complaint with the New Mexico Public Education Commission. Detailed information can be found at <https://webnew.ped.state.nm.us/bureaus/special-education/dispute-resolution/state-complaint/> This information will be posted on our website for full transparency. Complainants are expected to exhaust all appropriate local avenues of appeal before bringing the complaint to the PED. For a dispute to be filed at the state level, the following process must be followed.



G. Student Recruitment and Enrollment

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan

As a statewide virtual charter, the school will have a statewide outreach plan. A diverse marketing plan will be developed that reflects the mission, vision, and unique offerings of VPA of New Mexico. The marketing plan will include grassroots, data-driven outreach VPA of New Mexico’s marketing and recruiting plan may include, without limitation, the following specific strategies:

- **School Website:** Website content will include a program overview, staff bios, ‘day in the life’ examples, and student/parent resources. In addition, the website will describe the VPA of New Mexico requirements, including student attendance, courses offered, graduation requirements, and parent expectations. Website content will include Spanish translation ability and maximize search engine marketing efforts and lead capture.
- **Search Engine Marketing:** Search engine marketing will cover a broad spectrum of lead-generating activities, including paid or sponsored listings on search engines, directories (ex: Google business), and deploying strategies for search engine optimization (SEO) intended to achieve a higher ranking in search results.
- **Social & Display Marketing:** Leverage social media and display ads within platforms popular among younger, digital-native generations and targeted adult demographics to provide meaningful opportunities for the VPA of New Mexico brand to reach thousands of users.
- **TV/Radio:** TV/ Radio ads represent the benefits of the VPA of New Mexico, targeting desired demographics.
- **Events:** Promotional events are held in large, target areas. A school representative would run these events and discuss the school’s mission and program offerings.
- **Email Campaign:** A series of emails to inform families of school activities, enrollment dates, events, etc. Email content will also be available in Spanish.
- **Collateral:** ACCEL Schools will develop VPA of New Mexico-specific literature that will be provided to prospective families during all school events, promotional events, sponsorships,

and partnerships. These materials will be multicultural and appeal to all socioeconomic groups.

- Enrollment Center Support: Inquiries received from marketing tactics will receive a follow-up call from an Enrollment Center representative for a personal education consultation. During this conversation, the representative will answer the family's questions, provide a detailed overview of the program, and ensure the student's educational and personal needs will be met through the program. The Enrollment Center team will assist families through the enrollment process, including initial application, compliance documentation collection, course placement, and approval.

VPA of New Mexico will use various marketing efforts designed to reach a broad audience within the community it will serve. All students, regardless of background, will have an equal opportunity to apply and enroll in the school, as VPA of New Mexico does not discriminate on the basis of disability, physical or mental capacity, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, national origin, religion, ancestry, or need for special education services. VPA of New Mexico expects its student body to reflect the same demographic makeup as other New Mexico public schools.

One of the reasons the founding team is working hard to make relationships across the state is to increase awareness of the opportunity the school provides to serve students from all corners, backgrounds, and abilities. Some families/students can be hard to reach and having as many avenues as possible to do so will make a difference.

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery admission process.

As a statewide virtual school, the Virtual Preparatory Academy of New Mexico will admit all students who reside in the state, provided there is the capacity to serve that student's grade level or academic program per the annual enrollment goals for each year. All students are welcome.

VPA of New Mexico does not discriminate in its admissions policies or practices on the basis of disability, physical or mental capacity, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, national origin, religion, ancestry, or need for special education services.

Each academic enrollment year begins with the re-enrollment period for current students. New students may apply during the open enrollment period. If the number of applicants exceeds an approved board enrollment capacity, the VPA of New Mexico will conduct a random selection lottery no later than the end of April.

Enrollment and admission decisions will be based on school capacity limitations and class/grade capacity limitations. The Head of School will set deadline(s) for applications for admission. The Board authorizes the Head of School to receive, review, and consider applications for admission. The Board

authorizes the Head of School to notify parents/students of the approval or denial of their application.

Fair Lottery

If the number of applicants exceeds an approved board enrollment capacity, the VPA of New Mexico will conduct a random selection lottery after first granting enrollment preferences to the following populations:

1. Students currently enrolled and plan to return for the upcoming school year.
2. Students who are siblings of a student enrolled in the charter school.
3. Children of employees employed by the charter school.

If the number of lottery applications does NOT exceed the number of available seats, registration opens to the public, and enrolls until the capacity of the grade level.

Notification of the lottery will serve as public notice of an official meeting, even if no action(s) are anticipated to be taken by members of the VPA of New Mexico Board at the time of the lottery.

If an enrollment lottery is required, the following guidelines will apply:

1. Applicants will receive confirmation of being in the lottery and the date, time, and place of the lottery.
2. The lottery will be conducted by a designee and be overseen by a delegated member of the VPA of New Mexico Board.
3. On the lottery day, the official will check to ensure all applicant student names are appropriately included in the random selection process.
4. The lottery will begin by selecting applicants at the highest grade level with the enrollment preferences mentioned below as the first chosen. The process will continue to work backward through grade levels until kindergarten is complete.
5. Once an applicant is selected, that student's enrollment is assumed for the remainder of the lottery process.
6. The designee will monitor selections to ensure grade levels are not overenrolled.

Any applicant student who is not offered enrollment will be placed on a waitlist.

Waitlist: The waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each school year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be added to the waitlist in the order drawn. The waitlist remains active through the academic year. The waitlist for a given year is not carried over to the next school year. A new enrollment application is required for each school year a student seeks a new enrollment. Students who wish to transfer to VPA of New Mexico mid-school year may do so if the school has the capacity to serve that student in that grade level. Otherwise, the student will be added to a waitlist for that grade level.

H. Legal Compliance

H. Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy.

DRAFT Conflict of Interest Policy

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the governing board or committee meeting will determine whether or not a conflict of interest exists, and the interested person will not participate in this discussion or this determination of whether a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. Once a conflict of interest is determined to exist, an interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall refrain from participating in the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall consider, if appropriate, appointing a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. The governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and/or corrective action.

I. Evidence of Partnership/Contractor relationship (if applicable)

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, foundation) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.).

VPA of New Mexico will be working with an education services provider. In compliance with the New Mexico Procurement Code, it is the intent of the founding board to partner with ACCEL Schools as they meet the specifications needed to successfully support the students and teachers of VPA of New Mexico. Services to be provided by the ESP include personnel services, accounting services, professional and technical services, software, and curriculum. Technical assistance has been provided by ACCEL Schools and a proposed draft partnership agreement has been included in Appendix D.

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.

Please see attached Service Agreement.

J. Transportation and Food

J. (1) If applicable, state how the proposed school plans to offer transportation to its students.

For further information, please see the following link:
<https://webnew.ped.state.nm.us/bureaus/transportation/>.

Not Applicable as this is a virtual school.

J. (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).

Not Applicable.

K. 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:

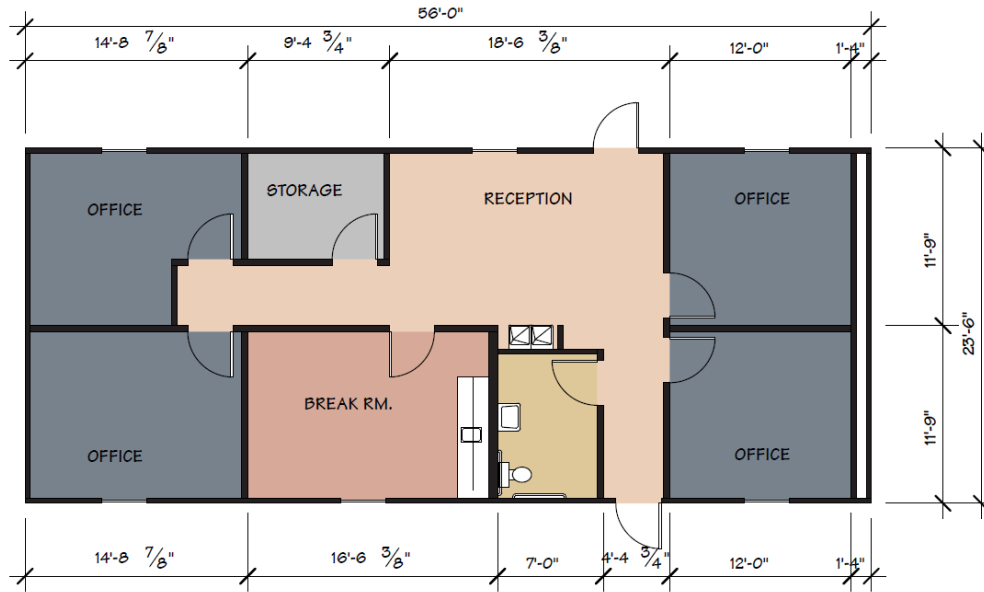
nmopsfa.org/legacy/pdf/planning/Charter_School_FMPEd_Specs_Renewal_Program_August_2019.pdf

K.(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.

Please see attached Appendix E.

K. (2) Provide evidence that you have researched facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location.**

The graphic below shows the proposed floor plan for an office space for the school, which will be the only facility utilized for VPA of New Mexico.



OFF-1316 1,316 SF
 Virtual School Administrative Office Floor Plan - Four Office,
 Break Room, One Restroom, Student Record Room

Please see attached Appendix E.

III. Financial Framework

A. School Size

State the requested enrollment, grade levels to be served, and student/teacher ratio. Please note that this is a projected enrollment. If approved, actual funding will be determined by NMPED School Budget Bureau based on data regarding enrollment membership including, but not limited to, lottery applications submitted, and registrations completed in spring of the implementation year.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	250	K-10	K-5 - 45:1 per course 6-10 – 33:1 per course
Year 2	500	K-11	K-5 - 45:1 per course 6-11 – 33:1 per course
Year 3	750	K-12	K-5 - 45:1 per course 6-12 – 33:1 per course
Year 4	1,000	K-12	K-5 - 45:1 per course

			6-12 – 33:1 per course
Year 5	1,250	K-12	K-5 - 45:1 per course 6-12 – 33:1 per course
Capacity	2,000	K-12	K-5 - 45:1 per course 6-12 – 33:1 per course

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). State and federal funds, including but not limited to student funding, shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement, New Mexico public school funding.**

Please see attached Appendix F.

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, fully aligned with 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. State and federal funds, including but not limited to student funding, shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. 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.).

Please see attached Appendix G.

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative.

The budget is set by the standards of the mission, vision, and educational program of VPA of New Mexico as its precedent. Calculations regarding financial health and long-term planning are incorporated by first turning to the model and the staffing and instructional ratios set by the school. The unique offerings include the Board’s ESP selection, and subsequently, the ESP’s ability to offer a rigorous, data-driven, and personalized learning environment. This choice is made to create, sustain, and increase student achievement. Budgeted items and other financial agreements regarding the ESP

are made to ensure students and teachers have access to all components of the educational model as described in the proposal.

The budget was created with a set of assumptions based on years of virtual school experience and information gathered from specific sources provided by the New Mexico Public Education Department, other virtual school financial data, and internal research. A detailed description of budget assumptions, calculations, and revenue estimates can be found below for each section of the proposed budget.

REVENUE

The revenue was based on the calculations from the State Equalization Guarantee (SEG) Planning Tool provided by the New Mexico Public Education Department. The base amount was applied to the average of the 80 Day and the 120 Day Memberships associated with the net enrollment demographic categories to get a revenue amount. No annual increase to this base per pupil was assumed.

SALARY AND WAGE EXPENSE

Salaries and Wages were compared to the current salary schedule on the New Mexico Public Education Department website and assumed median salary for each category of the instructional staff. Additionally, a combination of state salary ranges, and competitive market analysis was used for the administrative staff salaries. Annual increases were calculated at an average of 3% of base salary.

INSTRUCTIONAL EMPLOYEE TAXES & BENEFITS

Employee taxes and benefits were calculated assuming the following:

- 10% of base salary per employee for Group Health Premiums
- 18.15% of base salary for Employee Retirement
- 2.0% of base salary for Retiree Health
- 1.45% of base salary for Medicare
- 6.2% of base salary for Social Security
- 0.10% of base salary for Life Insurance
- 0.10% of base salary for Disability Insurance
- 1.0% of base salary for Dental Insurance
- 0.10% of base salary for Vision Insurance
- \$14,000 per estimated 2.00% of all staff for Unemployment Compensation Tax
- 0.02% of base salary for Worker's Compensation Tax
- An estimated 10% of base Admin Salaries and 3% of Instructional and Instructional Support Staff salaries were added as a bonus allocation
- An additional \$25,000 was added for a teacher stipend pool to be distributed throughout the school year

CONTRACTED SERVICES

Contracted services were calculated using the following assumptions:

- Payroll Services were calculated at a rate of \$42.50 per pay period per employee.
- Exceptional Student Services are \$500 per Exceptional Student for approximately 16% of total enrollments.
- Audit Services are a base estimate of \$15,000 annually.
- Legal Services are a base estimate of \$7,000 annually.
- School Business Support Services are estimated to be 2% of net school revenue.
- School Operations Support Services are estimated to be 12% of net school revenue.

- Enrollment Processing Fees are \$100 per net new enrollment.
- Professional Development is \$1,000 per school employee annually.
- Travel is estimated as a base amount of \$25,000 annually.
- Copier lease is an estimated \$4,000 annually.
- Community Outreach and School Website is \$300 annually per net enrollment.
- Student Technology Assistance Services is \$150 annually per net enrollment.

SUPPLIES AND EQUIPMENT

Supplies and Equipment estimates were calculated using the following assumptions:

- Student Computers are calculated at a rate of \$425 per new enrollment and includes in year turnover churn of 20% for additional devices.
- Curriculum, Materials, & Instructional Supplies are estimated at \$1,500 per net enrollment annually.
- Office/Operating Supplies & Equipment is set as a base amount of \$6,000 annually.
- Technology Reimbursements is assumed at \$45 per month for 10 months per Pupil in Poverty enrollment (60% of the total enrollments).

FACILITY OPERATIONAL EXPENSES

Facility Operational estimates were calculated using the following assumptions:

- Facility Lease is based on a potential office space of 2,000 square feet at \$20 per square foot.
- Repairs and Maintenance are based on 10% of the annual lease.
- Office Utilities are estimated to be \$8,500 annually.
- Telephone/Internet is estimated to be \$5,000 annually.

OTHER EXPENSES

Other Expenses estimates were calculated using the following assumptions:

- Membership Dues & Fees are estimated as \$2,000 annually.
- State Testing is calculated at \$150 per net enrollment (excluding Exceptional Students).
- Exceptional Student Testing is a base amount of \$25,000 annually.
- Board Expenses are a flat amount of \$7,000 annually.
- Bank Fees are estimated to be \$1,000 annually.
- Insurance is \$1,000 annually for D&O insurance and \$35,000 annually for General Liability insurance using preferred insurance providers.
- Field Trips/Extra Curricular Activities are \$100 per net enrollment.

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.

As a virtual school, the finances have the opportunity to be more flexible when budget adjustments are necessary. The budget is primarily variable based on the student enrollments and has very few fixed costs such as facilities, computers, curriculum, and staffing. VPA of New Mexico will be staffed conservatively until consistent enrollment is established. Conservative staffing is reflected in the organizational charts that are located in “Organizational Framework – Section D.” Staffing is based on

minimum enrollment estimates. As enrollment increases, the school will increase the number of teachers and staff employed at the school.

The Board and School Leader will work closely with the Business Manager and finance team to analyze the enrollment data. In the event the enrollment is significantly lower than projected, the budget will be decreased to ensure the school remains financially viable. The Board will take action to reduce expenditures based on verified enrollments.

Budget Controls

The School Leader and Business Manager will meet regularly to review the status of the budget, enrollment, cash flow, operations of the school, etc. The Business Manager will provide a financial report and recommend a plan to the Director to address any changes that may require Budget Adjustment Requests (BAR) or purchasing changes to reduce or increase costs. The team will then identify the strategy that will enable goals to be met by year-end. If the outcome requires BARs, the Business Manager will follow procedure and obtain Governing Council approval during monthly meetings which may also require PED approval for transfer, increase, or decrease BARs.

Unforeseen Cash Flow Challenges

The Board, School Leader, and Business Manager will monitor cash flow projections regularly to ensure that sufficient cash is available to cover current costs. This may impact the timing of purchases to ensure that the operations of the school are not negatively impacted. In order to assist with this, the school will pursue vendor relationships to take advantage of deferred payment options. This plan should provide adequate cash flow to meet critical expenses such as payroll and special education services.

Special Education Needs

The Board understands enrollment may include students who require special education services per the IEP completed at the prior school and will not receive the funding until the following school year. The school will identify the required services per the IEP and initiate contracts with the providers while considering maintaining costs, if applicable.

C. Financial Policies, Oversight, Compliance, and Sustainability

C. (1) Provide a description of the internal control procedures.

The Board, Business Manager, and Finance Committee will continue to work together to create the financial policies and procedures for the school that insure solid internal controls, safeguard the school's assets, and follow New Mexico Statutes specific to New Mexico Public Schools and the New Mexico Audit Rule. Copies of the school's draft business office procedures and internal controls can be found in **Appendix H**.

Sound financial management and oversight are critical functions and responsibilities of the Board. Per state Public School Accounting practices and under the oversight of the board, the Business Manager, in cooperation with the proposed service provider, track the school financials and the accounting system will be organized and operated on a Fund Basis under the Modified Accrual Accounting

method. Proprietary and Non-Expendable Trust Funds will be reported under the Full Accrual Basis of Accounting. The school will undergo an annual audit by a state-approved independent auditor.

The school will receive an annual independent financial audit by a qualified auditing firm, per the Auditor of New Mexico's approved list. The auditor will perform the audit in accordance with Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards to determine whether the financial statements fairly present the financial position of the school, whether internal controls over financial reporting have been appropriately designed and implemented, and whether the school has complied with applicable laws and regulations.

Safeguarding Assets

As a virtual school, VPA of New Mexico does not anticipate needed to handle cash and thereby has not established procedures for internal controls for cash.

Reliable Financial Information

The bank accounts of the school will be reconciled on a monthly basis within two weeks of month end by the Business Manager. All bank reconciliations will tie back to the general ledger with zero variances. The Business Manager and school leader will meet weekly to discuss financial matters. The Board will hold monthly finance committee meetings in which a detailed packet with the schools' financials will be reviewed and discussed in detail.

The school will submit the PED Cash Report quarterly to the school's budget analyst at the NMPED. The PED Cash Report will have zero variances to the general ledger.

Operational Efficiency

The Board, Business Manager, and Finance Committee will continue to work as a team to identify areas in which they can approve operational efficiency.

Compliance

The School Leader, the Business Manager and the Finance Committee will review business office procedures and internal controls on a yearly basis. As new applicable federal and state statutes, regulations, rules or GASB pronouncements become available, procedures and internal controls will be updated if necessary.

The School Leader and the Business Manager will attend the yearly New Mexico State Audit Rule training, the New Mexico Association of School Business Officials Fall and Spring Conferences annually as well as the yearly NMPED Spring Budget Conference.

C. (2) Identify the appropriate staff to perform financial tasks.

The Board Treasurer will be charged with managing financial affairs and will recommend action concerning the Board's affairs to the Chair. The Treasurer will cause to be kept and maintained, adequate and correct books, accounts of VPA of New Mexico's properties and transactions, and accurate financial reports. The Treasurer will send or cause to be given to the members of the Board such financial statements and reports as are required to be provided by law, by these Bylaws, or by

the Board. VPA of New Mexico financial records and reports will be open to inspection by any Board member at all reasonable times. The Treasurer will be the Finance Committee chair, prepare a budget with the school Leader, and monitor financial compliance with the annual budget.

The proposed partner school finance team that will support the Treasurer and school is very seasoned in all areas of virtual charter school accounting, including supporting state and federal grants compliance and management. Yet, there will be appropriate internal controls to ensure that the Treasurer and Board maintain control of school banking, spending, and budget approvals.

The Business Manager will be hired to maintain the day-to-day financial responsibilities of the school and will work in collaboration with the contracted accounting and professional services as described in Section I(1). Qualifications of a Business Manager that will meet the needs of the organization are outlined below.

Business Manager Job Description

Qualifications:

Education:

- Required: bachelor's degree in accounting
- Preferred: master's degree in accounting; MBA and/or a CPA

Experience:

- A minimum of 2 years in School Business Office or similar environment and/or
- A minimum of 4 years of experience in a supervisory accounting role

Technical Requirements:

- Proficient use of business software (e.g., MS Windows, MS Outlook, MS Word, and MS Excel, Adobe PDF, etc.)
- Proficient use of computer equipment and associated peripherals (e.g., computers, laptops, scanners, printers, smart cell phones, etc.)
- Proficient in Cloud computing environment (e.g., MS Office 365, online banking, online storage, etc.)
- Familiarity with accounting concepts and terminology
- Advanced knowledge of Microsoft computer programs (advanced knowledge of Excel, pivot tables, formulas, etc.)
- Knowledge of database structures, data verification methodology, operating systems, standard software applications
- Knowledge of payroll accounting
- Knowledge of school Ability, Visions and/or AptaFund software

Other Requirements:

- Ability to pass employment verification and background check.
- Holds a New Mexico School Business Official License

Monthly Responsibilities:

- Oversee Purchasing, Accounts Payable including Travel & Per Diem, Cash Receipts, Bank Reconciliations, and Federal Programs

- Monitor Cash Flow
- Setup new vendors and new customers
- Maintains federal funds and reviews spending
- Calculate indirect costs and enter journal entries
- Submits Request for Reimbursement
- Journal entries as necessary
- Record, analyze and report financial transactions in accordance with General Accepted Accounting Principles (GAAP)
- Ensure compliance with applicable laws, regulations, and rules
- Ensure compliance with Public Education Department General Administrative Regulations
- Provide the Governing Council/Board of Education with timely, accurate and relevant financial information in the form of a Finance Packet
- Report to the Governing Council/Board of Education meetings

Quarterly Responsibilities:

- Provide all financial reporting to the New Mexico Public Education Department and required federal agencies including, but not limited to, Cash Reports
- Review Maintenance of Effort
- Medicaid Reimbursements
- Review Open PO Listing
- Prepare and present all Budget Adjustment Requests, as required

Annually Responsibilities:

- Review and create annual vendor contracts.
- Enter/Import new FY POs for recurrent expenditures
- Oversee audit, provide auditors with all necessary materials, and respond to and clear all audit findings
- Review federal awards from the prior year that need to be spent by 09/30
- Reviews and approves 1099s
- 1099 Electronic Submission
- Semi-Annual Time & Effort Certifications
- Grant applications and amendments
- Annual budget preparation
- Present budget to the public, Board, and New Mexico Public Education Department, and respond to any questions as needed
- Analyze, develop, and implement policies, procedures and systems that improve the District/School business operations in efficiency and effectiveness.
- Effectively handle employee and community complaints, problems and questions related to finance

C.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight.

The Board will be responsible for financial oversight of the school. As the oversight body, the governing council will approve payment vouchers, approve budget adjustment requests (BARs),

approve significant contracts of the school, and approve the Directors employment contracts and set their salaries. The Board will appoint members of the Governing Council to sit on both the Finance Committee and the Audit Committee.

Finance Committee

The Treasurer and an additional board member with financial experience will be appointed by the VPA of New Mexico board to serve on the Finance Committee. The Director of Operations and the Business Manager will serve as ex-officio members of the Finance Committee. The Finance Committee will meet monthly with the Director of Operations and the Business Manager to review the school's monthly finance packet prepared by the Business Manager.

Monthly, the Finance Committee will review any Budget Adjustment Requests (BARs), review disbursements, review bank reconciliations, review financial statements and other analytical information, review the quarterly cash reports, review journal entries, and review the outstanding Request for Reimbursement (RfR) requests of the school.

Yearly, the Finance Committee (in conjunction with the Business Manager and Director of Operations). They will also sit on the Budget Committee and be involved and provide input in the yearly budget prepared by the school.

The Finance Committee will report to the other members of the Governing Council on the status of the school's financial health and provide a "do pass" or "do not pass" recommendation to the other members of the Governing Council for the financial related consent agenda items.

Audit Committee

The Board will create a yearly Audit committee to oversee the annual external audit. The Governing Council will appoint two board members with financial experience to sit on the Audit Committee. The school will also obtain a community member with financial expertise and a parent to sit on the Audit Committee. The Director of Operations and the Business Manager will serve as ex officio members of the Audit Committee.

The Audit Committee will meet with the auditors at the beginning of the audit in an audit entrance conference. The committee members will continue to meet monthly until the audit has been released by the New Mexico State Auditor's Office. At the conclusion of the audit, the committee will meet with the auditors in the audit exit conference. If the school receives findings, the committee will work with the Director of Operations and the Business Manager to create a corrective action plan (CAP) that addresses the issue.

Once the audit has been released by the New Mexico State Auditor's Office, the audit will be discussed with Governing Council members in a public meeting.

IV. Evidence of Support

A. Outreach Activities

A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program.

In the spring of 2022, individuals started to come together with a common goal of creating opportunities for students to have a uniquely personal learning experience that prepares them for career, college, and life beyond high school. After research and many conversations over a period of months, the group decided to form a founding team. The first “official” meeting was in August of 2022.

The mission of Virtual Preparatory Academy of New Mexico (VPA of New Mexico) is to provide every student with an individualized, college and career-focused education in an interactive learning environment rooted in rigor and innovation to connect K-12 success with future life success. VPA of New Mexico is dedicated to academic excellence that empowers and prepares students for a world of hope and opportunity.

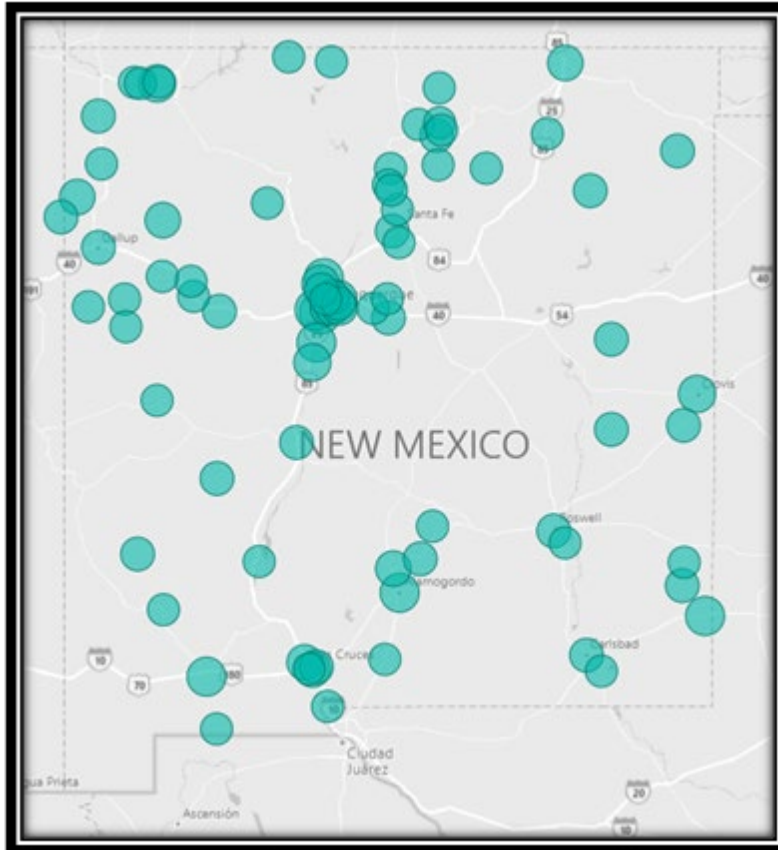
To execute the mission effectively, the founding team understands that the support representing our diverse state community is necessary. In this case, that community is the entire state of New Mexico. With that, the development of relationships with families, organizations, institutions of higher learning, businesses and other educators is a key component to the success of our students.

Shortly after that initial meeting, members of the founding team began the work to develop relationships across the state. Meetings were, and continue to be held in person, in businesses and educational institutions, across social media platforms, and in neighborhoods across the state.

Meetings across the state included Chambers of Commerce, Community Colleges, Universities, civic groups such as Rotary Clubs, cultural and ethnic group leaders, and neighborhood canvassing of almost 200 hundred homes. In addition to the meetings, a light statewide social media outreach campaign was conducted. The campaign was comprised of display ads and social media outreach. Over the short campaign, the results showed strong interest in the mission of VPA of New Mexico. Two hundred and nine (209) families indicated they had interest in enrolling in the program. As strong as that result is for such a small campaign, the breadth of that support across the state was even more impressive. Families from **29 out of the state’s 33** counties responded.

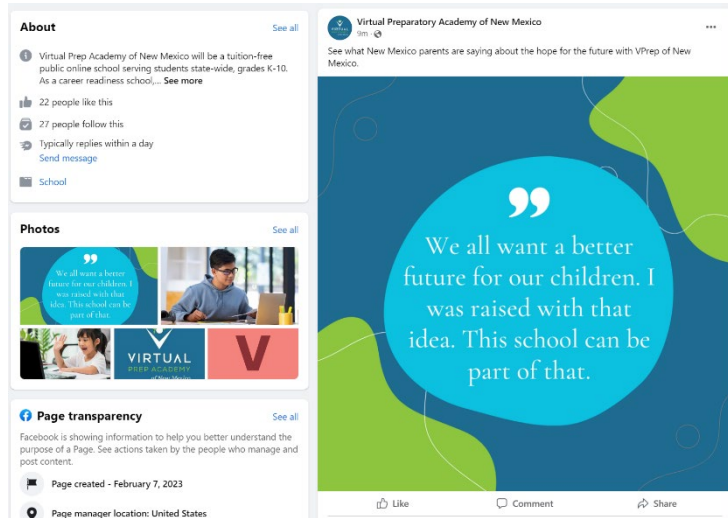
With the results of the short and light campaign, we are confident that when the full-blown enrollment cycle begins, this level of interest will increase significantly.

The figure below shows the heat map of the response.



In addition to the above campaign, outlined below are some of the additional key outreach activities completed by the founding team. This outreach has been designed to share the mission of the school, seek partnerships, and to learn as much as possible to help shape the school’s ability to positively impact students across the state.

- Held meetings with the Chair of Hispanic Education Advisory Council.
- Met with leaders of the Hispanic Roundtable.
- Attendance at numerous meetings with leaders of Chambers of Commerce in the state.
- Participated in Rotary meetings discussing the mission of the school with members.
- Met with College and University Presidents and leaders.
- Held individual and in-depth conversations with parents throughout the state. Obviously, in the early stages of this development, this school is new to parents. There has been a clear and unanimous response from parents during these conversations. At the time of submission of this application, over 100 of these types of conversations were held.
- Met with representatives of the hospitality industry.
- Spoke with other charter school leaders in the state.
- A Facebook page was developed for VPA of New Mexico. Key information will be shared on the page over the summer and during the planning year. This will be used to seek input and to advise of key dates and timelines. A screenshot from the page is shown below.



Even after the submission of this application, our work of outreach continues. This will be an ongoing part of the success of our school. Connections with educational, business and community leaders will be vital even after the school opens. We recognized that New Mexico, our country, and the world are in a constant state of evolution and transformation. We can never become complacent and suggest that we have “arrived”.

To that end, below are some of the near future meetings that are already being planned and/or will be established over the summer and into the fall.

- NewMexicoKidsCAN
- Hispano Roundtable
- Oil and Gas Industry
- Technology Leaders
- Hospitality Business Leaders and Owners

Upon approval, VPA of New Mexico will host community meetings throughout the state to help create awareness of the new school and to answer questions of students and parents. These will be advertised and will be recorded and made available online so that families who cannot attend can at least watch the meeting at their convenience.

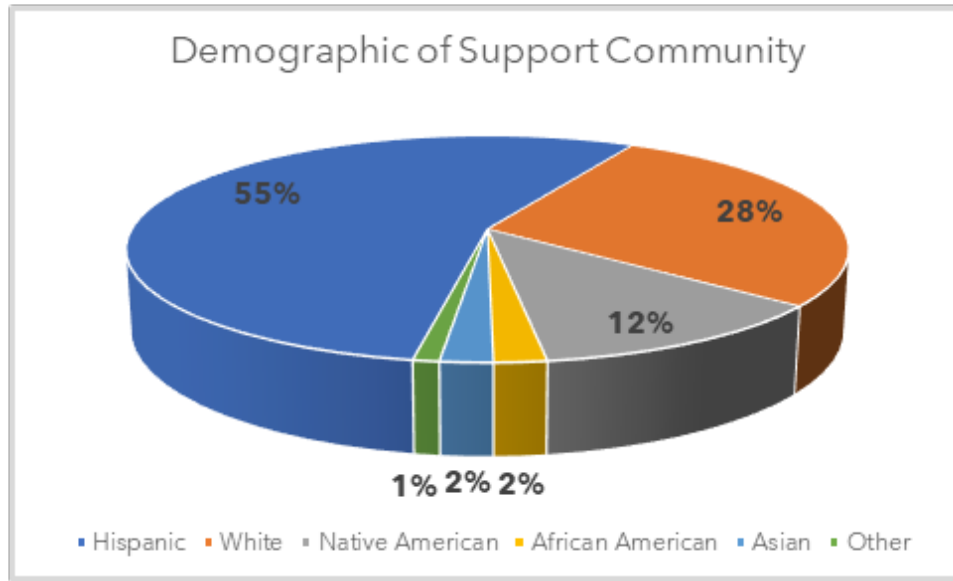
Also, upon approval, and once the enrollment season is open and the interests of our enrolling students become known, our outreach to business community will be designed to tie together needs of the enrolled students with opportunities in the business community, colleges and universities.

B. Community Support

B. Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. **DO NOT provide names or specific letters of interest from families or students.**

The founding team has been thrilled with the response from across the state to the mission of VPA of New Mexico. From Silver City to Tucumcari and from Taos to Las Cruces, the outpouring of comments clearly demonstrates that this school resonates with families from all backgrounds.

Evidence of broad support can be found in the outreach results described above as well as the comprehensive and diverse list of all community members below. The chart below shows the demographic makeup of the support community as we know it today. Our outreach efforts continue and this, naturally, can change the results.



The founding team has been active in generating and responding to community support from around the state. The work is still not done, and the team anticipates continuing this work beyond the charter approval and through the entire planning year and beyond. Below is a log of the highlights of the support from around the state.

Log of Community Support and Meetings

Zip Code	Role/Contact	Form of Support	COMMENT SUMMARY
88048	SPED Teacher	Letter	A large percentage of these students struggled in the brick-and-mortar setting and did not find real success until attending school virtually and working from home. It becomes a collaborative effort as the parent can work closely with the teacher to ensure that their student succeeds. VPA will reach students from across the state and provide them with an education that is tailored to their needs and learning style.
87102	Business Owner	Letter	I firmly believe that the State of New Mexico will benefit from a body of students prepared for immediate employment following graduation. The Virtual Preparatory Academy of New Mexico not only offers courses aimed toward college preparation but also career and technical education readiness, which provides truly valuable choices for students and their families.

87102	Statewide Chamber of Commerce Leader	In Person	The state's business community is leaning into efforts to connect students to the work force needs of the state. The missions are aligned.
87501	Judge	Letter	My brother and adoptive father are teachers. My wife is recently completed her social work internship at the Native American Community Academy. I am writing today to lend my support to the creation of the Virtual Preparatory Academy of New Mexico. I was very excited to be given the opportunity to review the materials related to the proposed Academy. I believe that the program would be a benefit to the children of New Mexico and our education system. Please note my wholehearted support.
87120	Judge	Letter	Furthermore, growing up in a family of business professionals, and being employed in the legal field during my ongoing career, heightened my awareness of challenges faced in the workplace. Workplace readiness and career preparation are critical factors for lifetime success and achievement. The Virtual Preparatory Academy's rigorous curriculum aims to prepare students academically, and simultaneously focuses on career readiness and development. Finally, as an online public school, the Virtual Preparatory Academy of New Mexico will be available statewide to both urban and rural students across our broad geographic area; thereby, providing access to many students who would otherwise be denied these resources.
87401	Parent, Computer Scientist	In Person	I took a basic computer course in high school and it changed the entire direction of my life. I was not planning on going to college, but ended up going and getting B.S., entering the workforce and then got my M.S. This school could have the same impact on student across the state.
88048	Parent	Letter	There is desperate need for you to approve the charter for the Virtual Preparatory Academy of New Mexico. Our family believes that the need for the Virtual Preparatory Academy of New Mexico is great. The state needs an online school that will foster an interest in their education. At present, there are no online charter schools that are focusing on career readiness, global competitiveness, and educational experiences that inspire youth to reach their full potential. The establishment of VPA-NM would change this situation and offer opportunities for students of all abilities, races, and socioeconomic status.
87192	Chairman and CEO of the Hispano Roundtable of New Mexico	Letter	My background is as a parent who has had children that attended public schools in New Mexico. I was instrumental in helping to establish the New Mexico Virtual Academy in 2011. Through this experience it highlighted for me the importance of school choice offerings for students in New Mexico. There are many reasons that attending a traditional school is difficult for some students. That is why a school like the VPA of New Mexico is necessary. We know that with COVID-19, absenteeism continues to be a problem in New Mexico public schools. A new and unique virtual charter school like Virtual Preparatory Academy of New Mexico would attract students back into a formal education setting.
87571	Parent	Letter	I like the flexibility that online learning provides to our family and I would like my children to be able to get jobs when they graduate high school.
87571	Retired Teacher	Letter	We need to prepare students for work and whatever comes after high school for them. Some will go to college, but many will not. All of them need a program that prepares them for work beyond high school.
87106	Parent	In Person	We need a school like that. My son is not going to make it in HS.

87110	Attorney/Parent	Letter	I am also a father whose daughter has attended both public and charter schools and have come to appreciate the role that charter schools can play in providing education in less traditional settings. We are a diverse state that is confronted with many challenges and the VPA NM platform is ideal for providing resources and education to students who otherwise may not be able to access the STEM curriculum in smaller school districts or are more apt to succeed in a virtual school.
87106	Construction	In Person	I work in construction and my boss is always looking for workers.
87106	Parent	In Person	Yes! I am going to tell everyone about this school. Can you open this fall?
87106	Business Owner	In Person	It is hard to keep good people. I would love to train someone young and get them trained the right way. My way!
87106	Building Manager	In Person	I work for a management company throughout ABQ, we are always having to cover shifts because we can't get people who want or know how to work.
87106	Parent	In Person	My daughter does not want to go to college. She wants to start a business. So, she needs as much experience as possible in a business program.
87106	Parent	In Person	I love the idea. It is long overdue.
87106	Printer	In Person	When I was in school, I benefitted from this type of school.
87106	Tech Repair	In Person	Think of all the technology out there. We need to train students to use and to repair all this stuff! Great idea
87106	Business Owner	In Person	Sign me up. OK, I am too old, but I think it would be a good option for my grandkids.
87106	Parent	In Person	I took classes in my high school. They weren't all great, but they help me understand what I wanted to do.
87106	Parent, Business Owner	In Person	Yes, we need more schools like that.
88048	Parent	Letter	Whereas schools formerly were a source of protection, they are now places that put our children into vulnerable situations and cause undue anxiety and stress. Because of these reasons, I support online education for all ages. It is my belief that the Virtual Preparatory Academy of New Mexico addresses all these concerns and should be fully supported by the New Mexico Public Charter School department of Education.
88115	Parent	Letter	Authorizing the Virtual Preparatory Academy of New Mexico is necessary to align our K-12 education with the demand of our diverse changing world. Online education is so essential to developing individual skills and giving our kids opportunities that are lacking in the outdated educational methods of the past. Since every individual learns at a different pace and method, online schooling offers a perfect model to accomplish this. The world we live in today centers around the availability of information instantly; this is only one reason we need to prepare our kids to transition from K-12 to colleges or trade school and then into their working life. Online learning is our future, and I hope whoever is reading this realizes the need to break away from the traditional model of learning and

			explore new ways to help students to become not only successful in high school but in life.
87501	Parent	In Person	I am definitely going to share this with my son. I think he will love it.
87505	Parent	In Person	We are looking at several charter schools and this will be one of them.
87501	Parent	In Person	Fully support.
87501	Parent	In Person	I hope you are successful in getting your school open.
88001	Parent	Letter	We need a school that provides flexibility as one of our daughters is a competitive swimmer who travels throughout the United States throughout the standard "school year", yet still desires a quality education that will allow her to attend an Ivy League school upon her graduation from High School.
87710	Doctor	Letter	This new Career based school will be a terrific pathway for students across the state. I urge to support this application and most importantly, to support the varied and unique needs of every child in our wonderful state.
87507	Citizen	Letter	Virtual Preparatory Academy NM will provide an educational choice to families, one with rigorous academics and core values of safety, community, diversity, fun, and personal growth. Will prepare students for success in college and career and create contributing citizens.
87114	Parent, Educator	Letter	I can say with absolute confidence that New Mexico families need the choice of a school like VPA. VPA's individualized, career-focused education is a much-needed pathway for many of New Mexico's students. Large school districts, like the one for which I work, cannot provide an individual educational pathway for each student; because of this, many students do not receive the support they need to reach their potential.
87507	Educator	Letter	I enthusiastically support the establishment of the Virtual Preparatory Academy of New Mexico. I feel there is a great need for a school such as Virtual Preparatory of New Mexico. Families deserve a choice and VPA will give students and their families a safe, academic and individualized experience.
87120	Business Owner	Letter	I am writing this letter to express my support for Virtual Preparatory Academy of NM. I value the mission and approach of this very unique online school to serve the individual needs of students and their families in New Mexico.

87111	Business Owner	Letter	I am excited to express my support for Virtual Preparatory Academy of New Mexico. I am a life-long resident of New Mexico and I believe that VPA NM School will be an asset to our entire State. We all realize that one size does not fit all. Virtual Preparatory Academy of NM has one job and that is to help every single student/child find their own unique pathway to success.
88061	Citizen	Letter	I support the approval of Virtual Preparatory Academy NM to serve students in this community. I value the mission and approach of VPA NM and would be pleased to see a school of choice in this community.
88115	STEM, CTE and Gifted Teacher	Letter	The workforce of tomorrow will require skills in science, technology, engineering, and mathematics. Career and Technical education is being heavily promoted both at the state and federal level. At this time, we do not have an online school with a high-quality focused program.
88115	Parent	Letter	We live in a digital age, so it is exciting that students will have the opportunity to try different curriculum to see where their passions lie. With the virtual platform, students can learn at their own pace, so they can absorb the course material. For example, if a student struggles to learn a Chemistry concept, the student can spend more time on that concept to truly master it; this does not happen in the traditional bell to bell scheduled school. What a blessing this platform will be for young adults.
87935	Educator	Letter	I want to stress the need for VPA NM. As a teacher, it is my role to build relationships with each student by understanding their cultural background, prior knowledge, and interests. VPA NM will offer me the platform to address the unique learning style and ability of each of my students. Students will be offered a wide range of Career and Technical Education (CTE) courses and both college and career readiness paths to choose. It is very important for students to be able to choose which learning environment is best to meet their needs. I believe VPA NM can offer a unique online learning experience with high standards and expectations for all students and provide curriculum, instruction and assessments aligned to state standards.
87507	Former Charter Student, Current Citizen	Letter	I am writing to express my support for Virtual Preparatory Academy of New Mexico. I am a resident of Santa Fe, NM and I believe that VPA NM School will be an asset to my community. I attended a charter school, and it was a wonderful experience. I truly believe that the families of New Mexico deserve a safe choice! Virtual Preparatory Academy NM will provide an educational choice to families, one with rigorous academics and core values of safety, community, diversity, fun, and personal growth.
87544	Data Scientist	Public Meeting	Our students need as many options as possible. A school with the flexibility of online learning and a career emphasis will be a big hit in our state. Please support!
88210	Oil and Gas	In Person	Folks in smaller cities need options. This sounds like a good one.
87120	Real Estate Marketing Professional	In Person Rotary Meeting	NM Parents are hungry for this type of school.
87120	Broker	In Person Rotary Meeting	This is so needed.
87120	Printing/Marketing Profession	In Person Rotary Meeting	Our community needs this.

87120	President	In Person Rotary Meeting	This makes an important connection to our community.
88048	Mechanical Performance	In Person Rotary Meeting	I fully support this program. It can make a big difference in my business and others, not to mention the student benefit.
87120	Parent	In Person	I have asked about this type of school. Yes.
87120	Parent	In Person	It would be great for one of my children.
87120	Parent	In Person	Technology related training would be a good thing.
87120	Parent	In Person	Wants his daughter to be taught virtually. Career Readiness is a bonus.
87120	Parent	In Person	NM needs more options for kids not going to college.
87120	Parent	In Person	This sounds like a terrific school. Where can we sign up?
87120	Grandparent/Guardian		Oh yes. I want my grandchildren to have something like this.
87120	Parent		I hope this school opens.
87120	Parent		My current online school does not offer this. I will have to take a look.
87505	Santa Fe Chamber of Commerce	In Person	If you need anything on our end just let me know. Would be happy to help in any way I can.
87505	Santa Fe Chamber of Commerce	In Person	The career focus is a big deal.
87102	COO, ABQ Chamber of Commerce	In Person	"We love school choice. We support charter schools. Good schools equal good business."
87102	Teeniors	In Person	Would like to explore connecting students into this tech service for senior citizens.
87109	Total Management Systems (Hospitality)	In Person	Providing training in hospitality, office management and other roles would definitely be a plus.
87106	Parent	In Person	We need better schools, as many options as possible.
87106	Parent	In Person	We need more focus on preparing our kids for real life.
87106	Parent	In Person	I do not think my children's current school is really preparing them. They focus is not on each child. They are just a number. We need a school that really cares about each child being successful in life.
88001	Rotary and Charter Board Member and Business Owner	Rotary Meeting	I currently serve on a charter board. Let me know how I can help.
88001	Rotary and Charter Board Member, Business Community	Rotary Meeting	Charters are a big need in our state.
88001	Rotary	Rotary Meeting	"It will be a great program."
88005	U.S. Army	In Person	I totally love that idea. What can I do to help.

88005	Parent	In Person	The reach across the state will be important to reach diverse populations of students and families. We need as much of that as possible. I wish I had it!
88005	Parent	In Person	
88005	Parent	In Person	If this school helps my son earn credits and get a jog, we are going to enroll.
88005	Parent	In Person	This sounds like a good idea. My son starts HS next year and we will take a hard look at the school. It sounds like a good fit for us.
88101	President	Zoom	Anything we do for students is beneficial. We have a robust early college program and a lot of dual enrollment students. [Students at this school] would fit right.
88311	Parent, Tradesman	In Person	I know my company would work with students.
88311	Parent	In Person	What a great idea! We will definitely look at this school.
88203	President	In Person	We offer programs, dual enrollment and hands on pathways that would be good options for the school.
87102	VP of Business Development, ABQ Chamber of Commerce	In Person	We support charter schools and a partnership would be great.
88203	Chair Hispanic Council, Educator, Board Member	In Person	We need to serve a diverse set of students with a diverse set of options who live in diverse regions of our state.
88203	Parent	In Person	Yes, yes. I support this school. At least one of my children will want to attend.
88203	Parent	In Person	Every child in this state needs a chance to succeed
88203	Parent	In Person	We all want a better future for our children. I was raised with that idea. This school can be part of that.
88203	Parent	In Person	Oh my gosh, yes, why don't we already have this? I know some districts try to do career preparation. But having a school for kids across the state is fantastic. It gives others a chance.
88203	Parent	In Person	I will consider this school for my sons.
88048	Student	Email	It is my dream to be a forensic scientist, but unless I have better options available to me in the rural area where I live, the dream will never become a reality. Advanced science and technology in high schools in this state are more than necessary for the future of this state! Additionally, a good humanities program will give students the skills for critical and analytical thinking--which will be important no matter what field of study or life choices we make! Please, please, please look to the future by approving the charter for the Virtual Preparatory Academy of NM today!
87301	Parent	In Person	It's hard out there and my wife and I are struggling to make ends meet. Anything we can do to give these kids a leg up is definitely needed.
87301	Parent	In Person	I have relatives all throughout the state. Knowing that they can have equitable access to this type of program is shocking.
87301	Parent	In Person	My children are different. Having a nurturing program that works with each of them is what they need.

88419	Educator	Letter	I believe the online environment to be the answer for many students who can't seem to function in a regular classroom. They come to us for a variety of reasons, but we can offer each of them the opportunity for success if they are willing to put in the effort. I have frequent communication with the students and families. In fact, I have more contact with my families in the online environment than I ever did with my brick-and-mortar families. In regular school, I knew my students, but seldom spoke to a parent.
87111	Parent	Letter	A new and unique virtual charter school like Virtual Preparatory Academy of New Mexico could actually attract students back into formalized education.
97102	Parent	In Person	A child's zip code should not determine their education opportunity. An online school like this helps increase equity and opportunity to students all over the state.
87571	Parent/Educator	In Person	Not only would I want my child to attend, but I would also like to apply for a teaching position.
88061	Educator	In Person	We struggle to provide options like this to students in smaller and underserved communities. Having the online option will help that.
88415	Community Member	Letter	With the ever-changing world, we have to create systems that will benefit those of us that cannot make the more traditional standard for education work. In an online setting, we have the ability to reach these unique situations and provide the education these young minds deserve.
87102	Business Owner	In Person	It is so hard to get talented entry-level workers.
87016	Educator	Letter	The difference in quality of education between a brick-and-mortar school trying to replicate what an online school is set up to do is evident. In an increasingly online world, schools need to be able to keep up. Opening a new online school would provide immense opportunity for a variety of students coming from different backgrounds who need the flexibility of being able to learn from anywhere.
88260	Parent	Letter	I find it concerning that we have very few choices for online schooling for our children and their needs. We definitely need a new online school/virtual charter school that can fill the needs of all children at any level, not one size fits all because it doesn't.
87301	Parent	In Person	I hope this is real.

Understanding the Needs of the Community

Throughout our meetings and interaction with the community, the overwhelming theme is that there is a need across the state for nurturing, individualized, data-driven online learning options. In addition, the career readiness emphasis was universally praised. There is a strong sense that we are not currently preparing enough of our students for success after high school. The Founding Team was able to explain to parents and community members that the team's commitment was to develop a rigorous academic program alongside a well-developed and well-rounded career readiness emphasis. This message was well-received by families and potential students.

C. Community Relationships

C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (not including formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

STRATEGIC NETWORKING

The founding team and School Leader will work closely to develop and define strategic partnerships, some of this has begun as described above. As students enroll, the school's career readiness program evolves based on their needs and interests. If necessary to meet students' needs, partnerships will be developed to support student awareness of the various careers and higher education/training pathways required to achieve those goals. The founding team is in the initial stages of partnership with the New Mexico Department of Workforce Solutions and the New Mexico Workforce Connection, to permit students to pursue workplace learning opportunities. Our partnerships with the state's universities and colleges will permit students to participate in early enrollment and the New Mexico EDGE program.

Below are key strategic relationships developed and under development. Each one is linked to providing students with experience and preparation success. Included with that is the goal of ensuring that each VPA of New Mexico student has a positive image of their future.

KEY STRATEGIC RELATIONSHIPS

Chambers of Commerce (state and locals) - the chambers are one of the avenues we can use to understand the needs of employers and to make specific connections with the school's career readiness program. In addition, past experience has shown that business partnerships with schools can dramatically impact a student's motivation and performance in school. Finally, it will be another one of the strategies to connect students with a positive image of their future.

Oil and Gas Industry The association with the organizations and companies in this industry is powerful as there are career opportunities at all ends of the spectrum from roughnecking to engineering. As indicated above, past experience has shown that business partnerships with schools can dramatically impact a student's motivation and performance in school. Finally, it will be another one of the strategies to connect students with a positive image of their future.

New Mexico Technology Council Cybersecurity is one of the top economic priority sectors in the state. This partnership will be one of many we hope to forge within the technology sector. Cybersecurity and other coding opportunities are among those in which we anticipate strong interest from our students.

New Mexico Hospitality Association Hospitality is one of the key employment areas in state that has strong tourism. The jobs here range the full gamut of potential post-high school career paths. There are jobs for college graduates, two-year degrees, certifications and for part-time hourly work. This is another area of partnership that can impact student motivation and performance, this resulting in creating a positive image of the future.

Civic Organizations: Rotary Club, Toastmasters Association with these organizations provides a great bonding opportunity across generations, employments, and cultural backgrounds. They help create a sense of community and instill self-awareness, service and continual improvement. These relationships can build a foundation of pride and a strong sense of belonging. The founding group wants that for every student.

NM Community Colleges and Universities – relationships have been established with UNM, ENMUR, and Clovis Community Colleges. Meetings with the following institutions are pending Luna Community College, Mesalands Community College, Doña Ana Community College, San Juan College, Santa Fe Community College.

Charter School Organizations (Public Charters Schools of NM and National Association of Charter Schools) Relationships with those who support and have extensive experience leading and operating charter schools can be of great benefit to the governing board and school leadership. The intent is to learn from best practice, contribute to the overall community and to continually improve in our effort to deliver on our mission. We also anticipate assistance with policy development, board training and advocacy.

Career and Technical Student Organizations (CTSO) - SkillsUSA, Distributed Education Clubs of American (DECA), Business Professionals of America (BPA).

Boys and Girls Club – With opportunities for students across the state, this partnership can provide mentorship in workforce partnerships with after school activities, leadership programming, and life skills. This will also provide opportunities for community service.

V. Applicant Remarks

Additional Remarks: The applicant team is invited to provide additional remarks, not to exceed 500 words. This section will not be rated by the Peer Review Team.

WHAT MAKES US DIFFERENT

The founding team would like to conclude this application by highlighting a few of the many components of our proposed school that make us different than other traditional brick and mortar and online schools.

- **ADULTS WHO TRULY CARE ABOUT SUCCESS FOR ALL STUDENTS**
 - The founding team came together after discussing the need to find additional and alternative ways for students to succeed in New Mexico.
 - Everyone on the founding team is connected to public education and each person has a heart for the students.

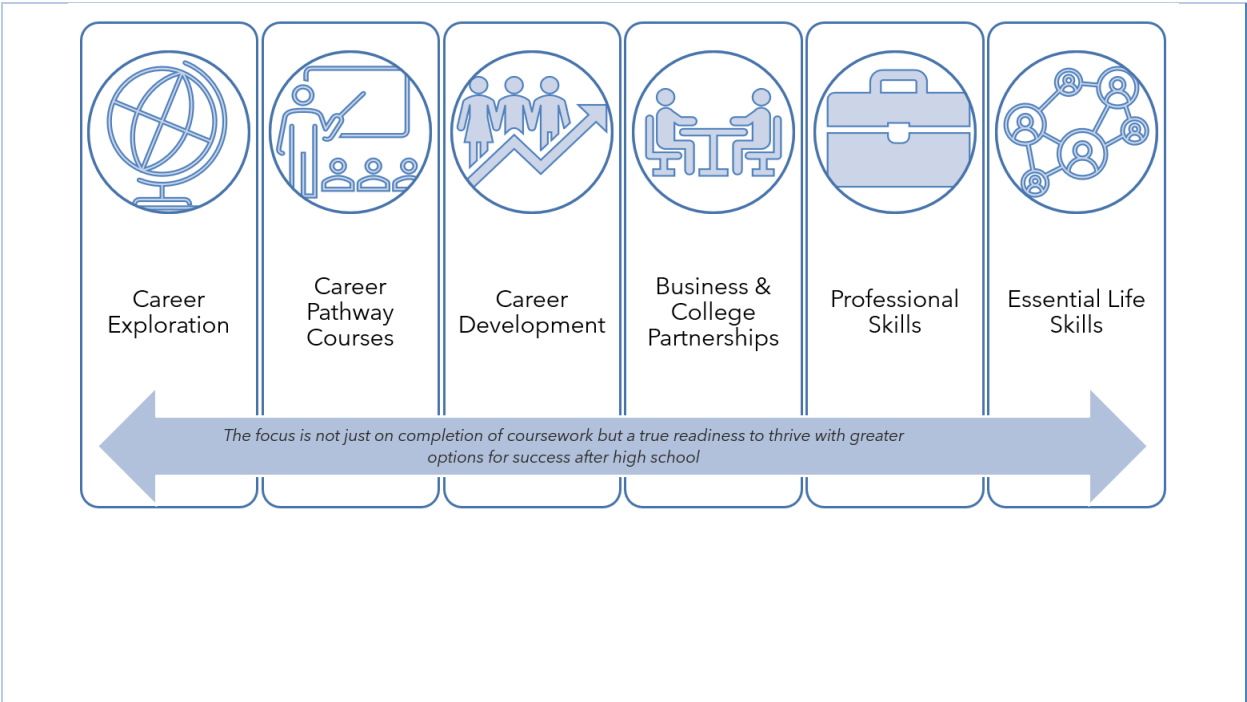
- **THE WAY WE ENGAGE WITH STUDENTS**
 - We teach the whole child with support from the Student Support Team.
 - We have daily live instruction available to every student. Customized balance of live instruction focused on small groups and individual students and their progress on state standards and asynchronous learning.
 - Personalized program for each student based upon performance and individual goals.

- **THE PROPOSED LEARNING ECOYSTEM**
 - **Designed as a one stop shop** that contains courses, numerous instructional resources, prescriptive and growth-based assessments, as well as data warehouse tools that inform instruction and student engagement. Resources are outlined below and shown comprehensively on the graphic.
 - The learning management system (LMS) **Canvas** is customized for the K-12 ecosystem and prepares students for higher education LMS use.
 - **Big Blue Button** provides the teacher-student live instruction interface with real-time sharing of audio, video, slides, whiteboard, and breakout rooms for 1:1 and small group instruction.
 - The ecosystem is customizable and curated with new and improved applications.
 - **Short-cycle assessments** customized for **New Mexico standards** provide regular feedback to students and teachers and help inform personalization for each student. This data is readily accessed by the teachers.
 - Course content is curated from **best-in-class resources** to ensure the best fit and outcomes for students.

The Learning Management Ecosystem



- **SUPPORTING TEACHERS IN WHAT THEY DO BEST – TEACHING STUDENTS**
 - Highly trained and effective state-certified online teachers are provided with diverse and robust professional development before and during the school year. Teachers participate in live professional development sessions and can access a library of courses.
 - Customized short-cycle assessments provide timely feedback to teachers and students and inform instruction.
 - The Teacher Resource Portal provides powerful instructional tools at the fingertips of teachers. The easy-to-use and student-performance-driven tools help teachers personalize instruction for each student. The key contents of the portal are:
 - Curriculum maps and course enhancements aligned to state standards.
 - Assessments aligned with state standards.
 - Differentiated Instruction Guides to customize instruction for students.
 - Resources for EL students
 - Professional Development resources and Professional Learning Communities to drive increased student performance.
- **THE CAREER READINESS FOCUS**
 - Last, but certainly not least, the school will have a career readiness focus to prepare students for what they have planned next after graduation.
 - Partnerships throughout the state will provide diversity of learning opportunities to students and geographical regions.
 - Students participate in internships, industry certifications, and real-world experience.
 - Key components of the focus are outlined in the graphic below.



VI. Appendices and Attachments

	Appendix Description	File Naming Convention	File Attached?
A	II-A1 Governing Body Bylaws	A School Name Bylaws	YES
B	II-C3 Head Administrator Job Description	B School Name Head Admin	YES
C	II-D2 Job Descriptions for Certified, Licensed, and Other Key Staff	C School Name Job Descriptions	YES
D	II-I2 Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	D School Name MOUs	YES
E	II-L1 PSFA-Approved Projected Facility Plan Documentation	E School Name Facility Plan	YES
F	III-B1 Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	F School Name 910B5	YES
G	III-B2 Five-year Budget Plan	G School Name Budget Plan	YES
H	III-C1 Internal Control Procedures	H School Name Internal Control	YES

Additional Materials

Attachment 1 – VPA of NM Course Catalog
Attachment 2 – VPA of NM Professional Development Catalog
Attachment 3 – VPA of NM Board Self Evaluation
Attachment 4 – Early Draft Employee Handbook