

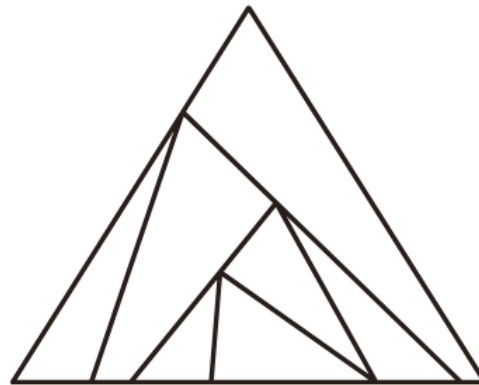
New Mexico Public Education Commission



2024 New Charter School Application Kit

Part C

Written Responses



SACRAMENTO SCHOOL OF  
ENGINEERING AND SCIENCE

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## Applicant Information

**Name of Proposed Charter School:** Sacramento School of Engineering and Science

School Address (if known): Unknown at this time.

School Location (City/Town): Alamogordo

School District within which the proposed school will be located: Alamogordo

Grades to be served: 9-12

Requested Enrollment Cap: 160

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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)

*“Intelligence plus character - That is the goal of true education.”*

*Martin Luther King Jr.*

At the Sacramento School of Engineering and Science (SSES), we are committed to nurturing the next generation of innovators and problem-solvers through a rigorous curriculum focused on science, technology, engineering, and mathematics (STEM). The primary mission is to provide students with career-ready transportable skills, knowledge, and traits so they will contribute positively to society. The instruction and learning opportunities at SSES will empower students to become proficient in various fields of engineering, particularly in robotics, computer science, electrical, and mechanical engineering. We strive to cultivate critical thinking, creativity, collaboration, and a passion for lifelong learning in our students, preparing them to excel in a career field and/or higher education. At SSES, we champion a future where our graduates emerge as trailblazers, equipped not only with academic excellence, but also with a deep sense of responsibility, ethics, and dedication to shaping a brighter, more innovative world through their contributions in science and engineering.

We will accomplish our mission of developing future engineers and scientists by providing a unique learning environment and system which are anchored in integrated NM

Standards-based coursework, college and career readiness skills, and transportable skills.

Integrated content instruction provides students with a rich and meaningful learning experience that promotes critical thinking, problem-solving, and interdisciplinary



understanding. By breaking down the barriers between subjects and fostering connections across disciplines, integrated instruction prepares students to succeed in a rapidly changing and interconnected world.

Transportable skills, also known as transferable skills, are abilities and competencies that can be applied across different jobs, industries, and contexts. These skills are not tied to specific tasks or technical knowledge but are instead general capabilities that individuals develop through education, training, and work experience. Transportable skills are valuable because they enable individuals to adapt to new roles and environments, making them more versatile and resilient in the job market.

The instructional structure framework is anchored in the New Mexico Adopted Content Standards. Building on these foundational standards, students will receive an integrated four-period day in which college and career readiness skills and transportable skills are threaded into the curriculum and instructional practices. At SSES, our periods will be called sessions. A four session day will provide the thematic structure for lessons to be integrated, relative, and applicable to the students. See below for a visual model of our holistic approach to deliver high quality STEM education to high school students at SSES (see Figure 1).

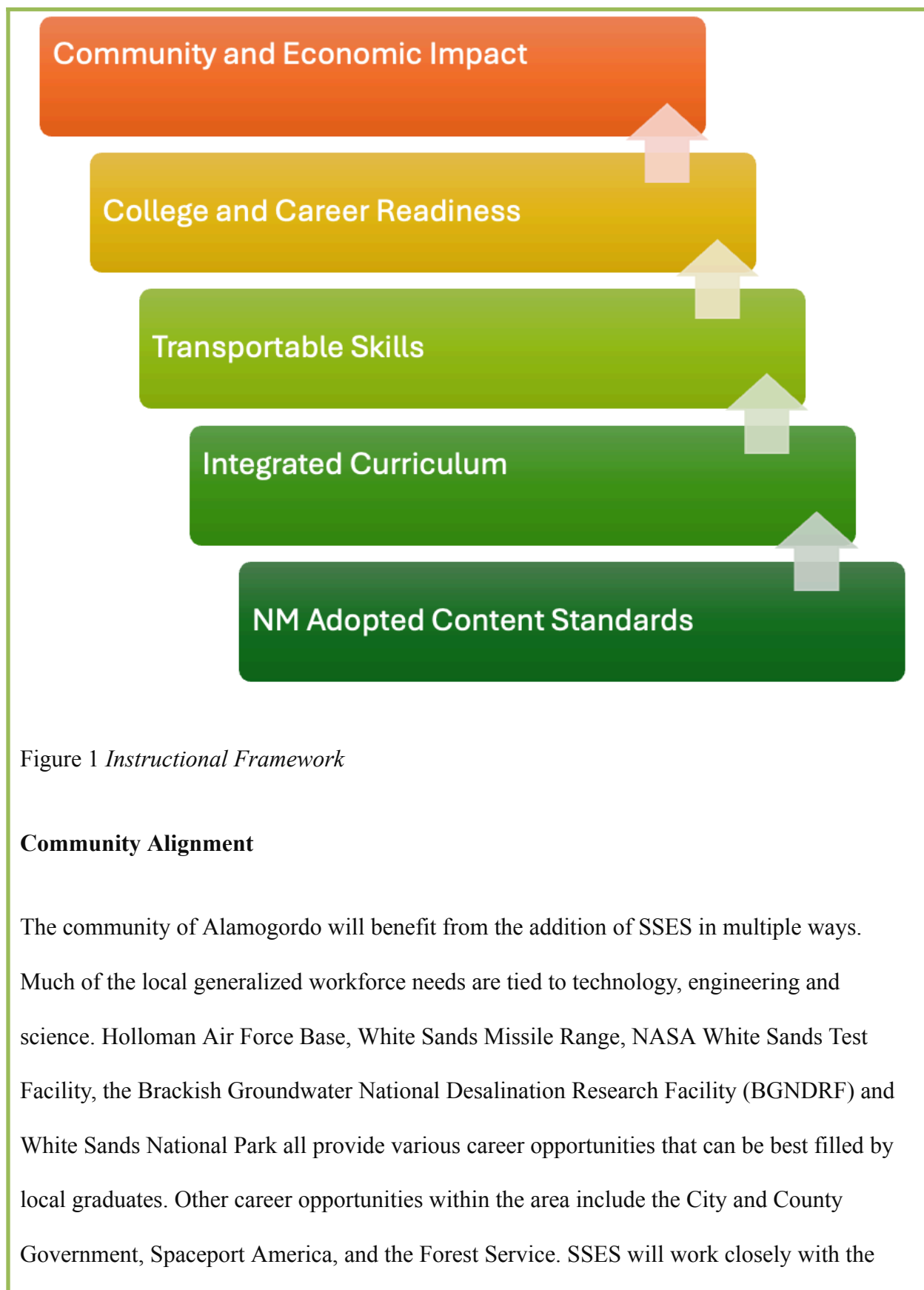


Figure 1 *Instructional Framework*

### **Community Alignment**

The community of Alamogordo will benefit from the addition of SSES in multiple ways. Much of the local generalized workforce needs are tied to technology, engineering and science. Holloman Air Force Base, White Sands Missile Range, NASA White Sands Test Facility, the Brackish Groundwater National Desalination Research Facility (BGNDRF) and White Sands National Park all provide various career opportunities that can be best filled by local graduates. Other career opportunities within the area include the City and County Government, Spaceport America, and the Forest Service. SSES will work closely with the

local employers to align curriculum and learning opportunities that best prepare our students to fill the high-wage/high-need careers.

In addition, Alamogordo is home to the NM Museum of Space History. By promoting education and employment in the areas of technology, science and engineering, we are also supporting the vision of the museum: To bring the history of mankind's exploration of air and space to New Mexico and to show the world New Mexico's key role in mankind's past, present, and future pursuit of the frontiers of air and space.

The NM Museum of Space History has recently agreed to lend static rocket displays to the Alamogordo Chamber of Commerce. In an effort to rebrand and revitalize our community, these rockets will be installed in various locations around the city to serve as illustrative examples of the rich history of Alamogordo's legacy as "Rocket City." In addition, the City of Alamogordo has recently come into possession of an F4 Phantom 2 fighter jet, once the world's premier fighter jet. The city will install this static display of the F4 in a prominent location, as the "gateway monument." These aforementioned efforts are a physical representation of *Project RISE*, as it demonstrates the idea of elevating our city and country to a higher altitude.

*Project RISE* is a new community initiative from the Alamogordo Chamber of Commerce.

RISE: Respect, Integrity, Service, and Excellence - which is the United States Air Force Core Values, has been adopted and codified by multiple agencies such as the city government, county government, and the business community in Alamogordo. These shared core values are used when evaluating endeavors, projects, and ideas. By collaboratively raising our standards, with a shared common language, the goal is to develop a higher quality of life for

Alamogordo's citizens. SSES is an exemplar of this meaningful process of evaluation and initiative for our community. The mission of SSES aligns with these local community initiatives and has been considered an integral part of the overall inception of *Project RISE*.

Two measurable goals will be identified and met to monitor the success of SSES:

1. By learning with an Integrated Curriculum & Scope and Sequence, which are taught to mastery level, students will pass (with scores 80% or higher) quarterly content-area assessments, achieve proficiency levels on the NM State Assessment (SAT) & NM Assessment of Science Readiness (ASR) and pass their Advanced Placement (AP) exams in English Language Arts, World History, Calculus, and Physics.
2. Students will develop Transportable Skills which will help them become College and/or Career Ready as evidenced by College enrollment or employment upon graduation. 100% of students at SSES will achieve college/training school acceptance or job placement after graduation.

It is often said that New Mexico's largest export is our children; they leave our state and their own communities to seek education and employment in other states. It is with this in mind that the founders seek to understand and address this issue by providing clear and linear opportunities to provide an education and workforce environment that attracts our young people to stay or return to their home state and communities.

Low preparedness and performance on educational achievement measures are most concerning to many agencies and business leaders in the local area. Alamogordo High School (AHS) proficiency levels, according to the NMPED Assessment Measures, over the course of multiple years, (including before and after the recent Pandemic Era) are low. (See Table 1) By

increasing academic performance by not only the standard assessment measures, but also by formative, outcome-based, and performance measures, students may be better prepared to enter the science and technology related workforce around our local area. AHS’ overall proficiency performance has increased significantly in science over three years, which represents an increased awareness and intentionality toward the improvement of this subject area. This may be due to the generalized (and vocalized) need in our local community, as referenced above.

	ELA	Math	Science
2019	39%	17%	34%
2022	34%	15%	47%
2023	44%	16%	55%

Table 1: *Proficiency rates at AHS*

### **A. (2) VISION STATEMENT**

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

*“The object of education is to prepare the young to educate themselves throughout their lives.”*

*Robert Maynard Hutchins*

Our vision is to create a dynamic learning environment where students are inspired to explore the frontiers of science and engineering. Through hands-on projects, real-world applications, and cutting-edge technology, we aim to foster curiosity and ingenuity in our students,

equipping them with the skills and knowledge necessary to tackle the complex challenges of the 21st century.

Alamogordo's local economy stands to benefit from a workforce with 21st century skills, as does the global society. SSES has carefully coordinated with leadership at Holloman Air Force Base (HAFB) to fully understand the workforce skills and knowledge that are necessary to achieve the mission, specifically with the 846th Test Squadron. The local economic impact HAFB has on Alamogordo exceeds \$400,000 million. With a total personnel of over 10,000, HAFB is the largest employer and the cornerstone of the Alamogordo economy. The members of the Air Force who are stationed at HAFB often have families with children who are enrolled in the public school system or private schools in Alamogordo. In a document called, "Support of Military Families 2021" published by the Department of the Air Force, HAFB scored the public education services provided to the military families of HAFB within the ranking of "least supportive." This concern about the quality of Alamogordo's local school district has been echoed by HAFB leadership. While HAFB ranks our schools higher than other NM Air Force Bases rank their schools, Alamogordo is poised to provide an opportunity to build a better ranking for the military families who are stationed at HAFB. SSES seeks to provide such an option and opportunity to not only families at HAFB, but also all Alamogordo families.

Our vision for a high school educational setting is steeped in not only the skills, knowledge and experiences necessary for a student to academically achieve, but also those skills, knowledge, and experiences which will improve the workforce. There are many publications that articulate the type of labor and job economy necessary for our nation to excel.

The World Economic Forum (WEF) publishes reports such as "The Future of Jobs Report" and "The Future of Work, Jobs and Skills" that analyze trends in the global labor market and identify emerging job roles and skill requirements. According to the WEF, fields such as artificial intelligence, renewable energy, data analytics, cybersecurity, and healthcare are expected to experience significant growth and demand in the 21st century.

The Bureau of Labor Statistics (BLS) provides data and projections on employment trends and job growth in the United States. Their Occupational Outlook Handbook highlights occupations with the fastest growth rates and highest demand. According to the BLS, healthcare, technology, renewable energy, and skilled trades are among the fastest-growing sectors in the U.S.

McKinsey Global Institute (MGI) conducts research on global economic trends and workforce dynamics. Reports such as "Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation" and "The Future of Work in America" explore the impact of automation, digitalization, and other megatrends on the future of work. MGI identifies fields such as healthcare, education, technology, and business services as critical for future employment.

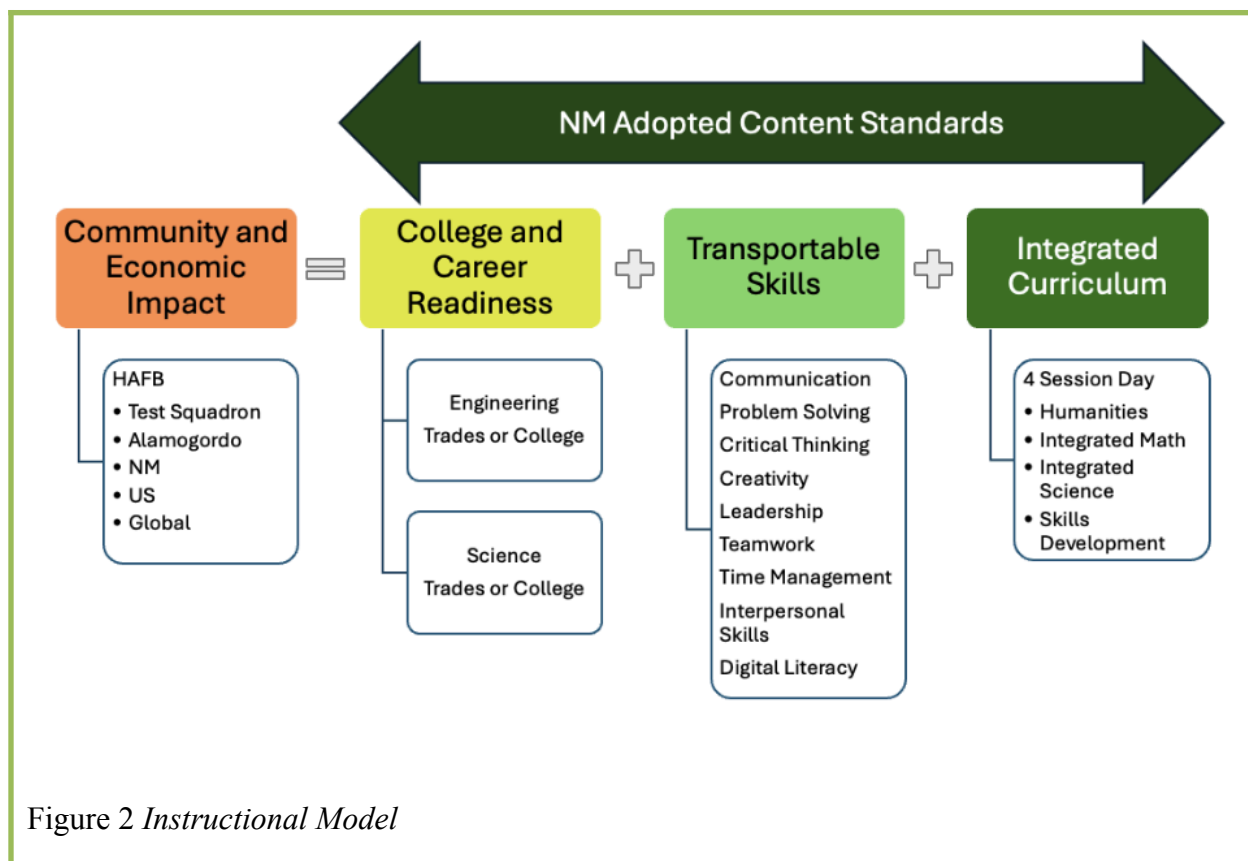
Deloitte Insights produces reports and analyses on industry trends and workforce development. Their research often focuses on sectors such as technology, healthcare, financial services, and manufacturing. Deloitte's "Future of Work" series examines how technological innovations and demographic changes are reshaping the labor market.

While specific industries and occupations may vary, there is consensus that fields related to technology, healthcare, sustainability, and innovation are likely to offer significant opportunities for employment and growth in the years ahead. Generally, technology, science

and engineering contribute to vision of the 21st century workforce skills and knowledge. SSES aims to keep the needs of the world's and nation's workforce in mind as the students embark on a meaningful learning journey that will best prepare them for a successful future.

Our vision is to interact with the community to inspire a generation of young people in Alamogordo who will enter the workforce as scientists and engineers and will help drive our local economy and improve our community welfare. The model below demonstrates how college and career readiness, transportable skills, and integrated curriculum can live actively under the NM Adopted Content Standards (see Figure 2). All these instructional pieces will work to provide a positive economic and social impact for our community, state and nation. Our innovative instructional model demonstrates a unique approach to the daily and yearly approach to a high school educational experience. The integrated curriculum will be delivered in a four session day with a year-round school calendar. Engineering/Science will be the exclusive lens from which academic content and transportable skills will be taught. These components will be designed and delivered in a way that serves our local technological and scientific career and workforce needs.





**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)

*“Science is a way of thinking much more than it is a body of knowledge.”*

*Carl Sagan*

**History of Alamogordo**

The uniqueness and innovation of the Sacramento School of Engineering and Science (SSES) is reflected in the uniqueness and innovation of our community. Alamogordo was founded in 1898, when the El Paso and Northeastern Railroad extended the railway to the town.

Alamogordo is the county seat of Otero County, New Mexico. A city in the Tularosa Basin of the Chihuahuan Desert, Alamogordo is bordered on the east by the Sacramento Mountains and to the west by Holloman Air Force Base. The population was 31,384 as of the 2020

census. Alamogordo is widely known for its connection with the 1945 Trinity test, which was the first ever explosion of an atomic bomb. During the 1950s–60s, Alamogordo was an unofficial center for research on pilot safety and the developing United States' space program.

### **History of Holloman Air Force Base**

Holloman Air Force Base (HAFB) was originally established in 1942 as Alamogordo Air Field six miles west of Alamogordo, New Mexico. The base was re-named in 1948 after Col. George Holloman, who was a pioneer in early rocket and pilot-less aircraft research.

Holloman AFB supports about 21,000 Active Duty, Guard, Reserve, retirees, DoD civilians and their family members. Holloman is home to the world's longest (50,788 feet, or almost 10 miles) and fastest (approaching 10,000 feet per second, or Mach 9) test track. The 846th Test Squadron set the world land speed record for a railed vehicle with a run of 6,453 mph, or Mach 8.5.

### **846th Test Squadron at HAFB**

The [846th Test Squadron](#) operates the Holloman High Speed Test Track (HHSTT) which simulates selected portions of the flight environment under accurately programmed and instrumented conditions. (See image 1) This capability fills the gap between laboratory investigations and full scale flight tests. The squadron is also DoD's "Center of Expertise" for all ejection seat testing and the lead facility for all supersonic tracks. The 846th Test Squadron is currently upgrading its capability under the "Hypersonic Upgrade Program" and intends to set a world record on 30 Apr 03. The program provides increased velocity capabilities as well as a four-fold improvement in the dynamic environment of sled tests. This improvement not only allows faster test velocities, but also provides a higher fidelity payload capabilities. The

846th Test Squadron is developing a magnetic levitation capability which will significantly reduce vibrations. This will also allow taking larger payloads to higher speeds. The technology required for this magnetic levitation capability has potential commercial application for both land and space transportation. The 846th Test Squadron has also been designated as the test organization for Theater Missile Defense hypersonic warhead lethality validation. The squadron's capabilities are unique in subsonic through hypersonic velocities. Payloads up to full-scale aircraft can be tested at realistic flight velocities. The squadron must be continuously fully staffed for test management, test design, engineering, analysis, hardware fabrication, test buildup and support. These staffing and personnel needs will increase with the upcoming expansion.

### **Connecting Mission to Education**

SSES aims to align the needs and interests of our local community's workforce (especially at HAFB) to a high school educational opportunity. In coordination with 846th Test Squadron, specific workforce skills and career fields have been identified and an official educational partnership has developed. These skills and career fields, such as fabricators, machinists, survey crews, munitions handlers, and mechanical and electrical engineers, will fill the workforce needs of the expanding mission with the Test Squadron.

The general instructional organization will be anchored in sequential grade level bands; through grades 9-12 - per credit requirements, students will classify as a Freshman, Sophomore, Junior or Senior. Students will pick a core track in Freshman year from the following options: robotics, computer science, and engineering. As the school evolves over the next five years, specific engineering areas of concentration will be offered such as aerospace engineering, industrial engineering, and biomedical engineering, depending on the

students' interests and needs of the local workforce. Course work will meet the graduation requirements identified in NM HB171. Students will be required to complete required courses in sequence and will take a summative examination at the end of each quarter to assure mastery content. The required "next steps plan" will be developed upon the entry of a freshman student and will be sequentially completed as the student progresses in each grade level.

The proposed educational program will provide content, instruction and assessment in required subjects: four units of English/language arts, four units of mathematics, three units of science, four units of social studies, one unit of PE, one-half unit of health education, five and one-half elective units, and two units set by the charter school governing body.

The units, as described below will be offered as "credentials" and students will receive badges upon completion of each course and passing a content-standards-based-assessment. Students will also participate in state-mandated assessments.

### **Content Area Courses**

Social Studies and English will be taught in concurrence under the title of "general humanities" and "humanities reading/writing lab." General Humanities will address NM Social Studies and ELA Common Core State Standards (CCSS) and the reading/writing lab course will provide students with the necessary skills to write technical papers and publications regarding their on-going project-based learning and their capstone projects.

Science will be offered concurrently as Integrated General Science (NGSS standards-based) and Applied Science (robotics, computer-science, and engineering). The Applied Science

course will provide applicable project-based learning in the concentrated areas in conjunction with work-force and labor needs in our area.

Mathematics will be offered also concurrently as Integrated General Math and Applied Math (robotics, computer-science, and engineering). The Applied Math course will provide applicable project-based learning in the concentrated areas in conjunction with work-force and labor needs in our area and will be designed to parallel the science instruction. It is expected that students will have underdeveloped math skills upon arriving their freshman year. Between 2019 and 2023, 17-15% students at Alamogordo High School have shown proficiency in math. Therefore, Integrated Math 1 will be paired with Integrated Math Intervention I.

PE, Health, and Language units could be obtained through a variety of ways. The facility site plan of the proposed property offers ample space to support group and individual PE activities. In addition, students may participate in online options through virtual options (including virtual reality).

Elective units will be met through service learning in the fields of robotics, computer science, and engineering. Students will earn these credits in their Junior and Senior Years of High School during their Applied Science course time and during Session 4 each day.

The instructional day will allow for students to participate in courses which are built with curriculum resources meant to demonstrate students' content mastery achievement on the NM Adopted Content Standards. Using such curriculum sources such as Advanced Placement and Project Lead the Way, each content area will provide a generalized study of the content plus an applied study of the content. Although sessions are integrated, each session will be

separated into two parts, with two separate course codes, to ensure our students meet graduation requirements.

### **Dual Credit**

Students at SSES, much like those in surrounding school districts, will also be provided opportunities, should they choose, to attend New Mexico State University Alamogordo as a Dual Credit Student. This option would be presented to students who may want to expand or adjust the standard instructional course sequence at SSES. Educational content delivery does not need to be trapped within the walls of any one school building. With modern technology, a myriad of flexible options, including online college courses, are within the realm of possibility.

There are multiple ways SSES demonstrates the uniqueness, innovation, and significant contribution to the public school landscape in Alamogordo, NM. First, there is a clear framework that identifies how a clear progression of curriculum and instruction will provide students an education framework which is composed of (1) integrated curriculum, (2) transferable skills, and (3) college and career readiness. Second, each of these elements of the SSES education framework are pinned to the NM Adopted Content Standards. Third, by providing a four-session day, students have flexibility in their learning to interrelate content to applicable and relative skills and knowledge. Finally, the SSES education framework provides elements that all promote the eventuality of strengthening our community with economic impact.

The integrated curriculum reflects the needs of the workforce in our community, especially at the 846th Test Track Squadron at HAFB, an entity with which we are coordinating our learning experiences. SSES meets the needs of not only our students to masterfully achieve academically in the 21st Century, but also supports the livelihood and livability of their personal community.



Image 1: *Holloman Air Force Base High Speed Test Track*

## **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:** By learning with an Integrated Curriculum & Scope and Sequence, which are taught to mastery level, students will pass (with scores 80% or higher) quarterly content-area assessments, achieve proficiency levels on the NM State Assessment (SAT) & NM Assessment of Science Readiness (ASR) and pass their Advanced Placement (AP) exams in English Language Arts, World History, and Physics.

#### **Integrated Curriculum & Scope and Sequence**

Students will take four sessions of curriculum and instruction per day. Three of the four sessions will be 2 hours in duration. Session four will be 1 hour in duration. Sessions include Humanities, Integrated Math, Integrated Science, and an elective session. Humanities will provide Social Studies and English Language Arts as intersecting content areas which will provide students with NM Content Standards in both areas. Integrated Math includes the NM Content Standards through Integrated Pathway Math 1, 2, & 3, as well as Calculus. Each of these courses will be intersected with applied mathematics such as financial literacy and mathematical modeling. Integrated Science includes NGSS Standards through Integrated Pathway Science 1, 2, & 3 and intersected with Project Lead the Way engineering curriculum. See more information about the integrated curriculum in Part C.

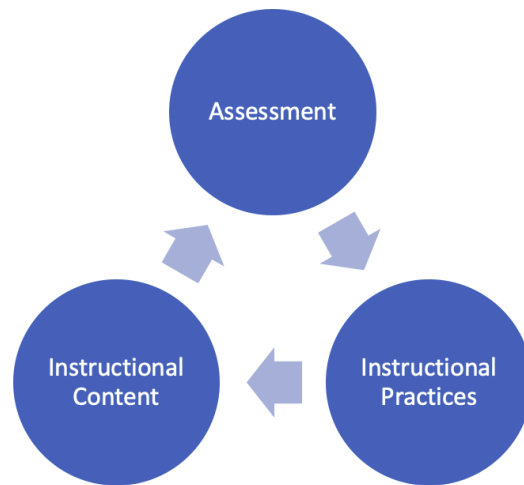
For students who will struggle to meet academic expectations, Multi-Layered Levels of Support (MLSS) will be provided to ensure appropriate accommodations, re-teaching,



pre-teaching, tutoring, and skill-gap interventions are made available. Support will fall into seven categories: 1) Data Driven Decision Making, 2) High Quality Core Instruction and Interventions 3) Positive School Culture and Climate 4) Informed and Effective School Leadership, 5) Student Health and Wellness 6) Family Engagement 7) Collaboration and Processes for Providing a Continuum of Services. For more information on MLSS, see section G1.

### **Quarterly Content-Area Assessments**

The fundamental design of the year-round school calendar allows for the use of a quarterly assessment schedule. Each course will be expected to assess for progress toward mastery of the NM Adopted Standards at the end of each quarter. It is important to determine students are on track to ensure they are ready and prepared for the end-of-course exam at the end of the school year. Teachers will write these assessments to capture the instructional scope and sequence within each content area and course. These scope and sequence and formative assessments will be developed in relationship to each other. By using this method, teachers can then assess the quarterly exams with “test-in-hand” to determine the next series of instructional specificity and alignment. Below is a representation on how the quarterly assessments, and all formative and summative assessments will be used as part of an instructional cycle (See Figure 3). See more information about Content-Area Assessments in Part H1.



*Figure 3 Instructional Cycle*

### **Scholastic Aptitude Test (SAT)**

By using the New Mexico Public Education Department Standards Alignment for the SAT, coursework will be designed to ensure mastery in the identified areas of focus. For instance, the SAT focuses on the assessment of students' math skills with analyzing, manipulating, and rewriting expressions, interpreting and building functions, as well as reasoning with more complex equations. Also, the SAT focuses on the assessment of students' comprehension and reasoning skills in relation to appropriately challenging prose passages (sometimes paired or associated with one or more informational graphics) across a range of content areas. By strategically using the NMPED “SAT School Day Resources,” we can support alignment within the SSES Educational Framework and Model.

### **New Mexico Assessment of Science Readiness (NMASR)**

As with the SAT, students will take the NMASR in 11th grade. Our goal is for students to achieve Scaled Scores between 1160-1190 (proficient and advanced) on this assessment. In an effort to align instructional scope and sequence to high yield test performance, the NM ASR Test Blueprint will be used in the development of summative and formative assessments

for the science instructional content. For instance, the following are the weights of the reporting categories for the 11th grad ASR:

- Practices and Crosscutting Concepts in Physical Sciences: 35%
- Practices and Crosscutting Concepts in Life Sciences: 35%
- Practices and Crosscutting Concepts in Earth and Space Sciences: 30%

In addition, practices within the daily instructional setting will offer students many opportunities to work with assessment item types such as: stimulus-based item blocks, open-ended items, and stand-alone items, as described by the NM ASR Test Blueprint.

### **Advanced Placement (AP)**

By providing AP courses, SSES students will have the opportunity to receive a rigorous and meaningful learning experience. According to a publication by the [National Society of High School Scholars](#), AP courses are beneficial to high school students because these courses provide college credit if students score well on the assessments. Also, AP courses lead to college preparedness and improve critical thinking skills. AP courses in ELA, Science and Math will be provided starting in 10th grade. All students will be required to take the AP exam upon completion of the course. By utilizing the [NM AP Canvas Resource Center](#), both students and teachers will have support to ensure high performance on AP exams.

**Goal 2:** Students will develop Transportable Skills which will help them become College and/or Career Ready as evidenced by College enrollment or employment upon graduation. 100% of students at SSES will achieve college/training school acceptance or job placement after graduation.

According to the [NM Higher Education Department](#), the statewide total remediation rate is 31.4% for recent NM high school graduates (graduated in school year 2021-2022) and

enrolled in Summer 2022 or Fall 2022 as first-time freshmen at a New Mexico public higher education institution. This would indicate that approximately  $\frac{1}{3}$  of our NM graduates are prepared for college. SSES will support efforts to decrease the need for remediation at the higher education level.

According to [NM Pathways to Careers](#), by 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To orient toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. New Mexico's attainment rate is 45 percent, and the state is working toward its attainment goal of 66 percent by 2030. SSES will support this effort by providing a solid integrated curriculum and instructional program and transportable skills. Through the interwoven instructional elements called transportable skills, students will gain the following skills (which will improve their college and career readiness): Communication, Problem Solving, Critical Thinking, Creativity, Leadership, Teamwork, Time Management, Interpersonal Skills, and Digital Literacy. These skills will be delivered as part of the integrated course work on a daily basis.

### **Monitoring Mission Success**

The primary mission of SSES is to provide students with career-ready transportable skills, knowledge, and traits so they will contribute positively to society. The Governing Council, in coordination with school administration and staff, will be charged with monitoring **equitable** mission success. This would include monitoring student achievement with consideration regarding equitable access to high quality instruction for **all** students attending SSES. When studying the academic achievement, specifically within underrepresented demographic groups, the Governing Council will ensure every student at SSES is receiving Free

Appropriate Public Education (FAPE) to cultivate critical thinking, creativity, collaboration, and a passion for lifelong learning in our students, preparing them to excel in a career field and/or higher education. See Figure 4 below in regards to the philosophy of equitable educational practices and achievement monitoring at SSES.

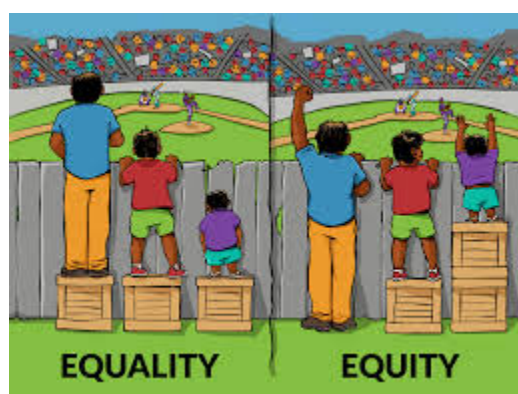


Figure 4: *Equality vs. Equity*

### 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))

*“A Scientist is not a person who gives the right answers, he is the one who asks the right questions.”  
Claude Levi-Strauss*

#### **Integrated Curriculum and Instruction**

Heidi Hayes Jacobs, a well-known advocate for curriculum integration and 21st-century learning states in her book, Interdisciplinary Curriculum: Design and Implementation, "An interdisciplinary approach encourages students to make connections between subjects, fostering a deeper understanding and enabling them to apply their knowledge in real-world contexts." Students learn best when the instructional content is integrated and relevant to other

instructional content. This integrated instructional approach is reflective of the philosophical and pedagogical foundations at SSES.

### **Humanities**

One of the four sessions students at SSES will take is called Humanities. Humanities will provide course content for English Language Arts as well as social studies within a 2 hour session each day. The instructor for this course will be certified in both ELA and Social Studies appropriate to the high school content dependent on the grade level (i.e. World History or Economics). For instance, while the Humanities teacher provides instruction regarding NM Reading Information Content Standards such as “*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain,*” the teacher can also provide parallel and integrated instruction regarding NM Social Studies Content Standard, “*Analyze the impact and changes that reconstruction had on the historical, political and social development of the United States.*”

### **Math**

Another of the four sessions students SSES will take will be Integrated Mathematics. This session will also consist of two parts, an hour each per day. By using Integrated Pathways Math Courses (Course Codes 2080, 2081, 2082, and 2083), students will be provided advanced math instruction that relates to science and engineering. Each of these courses are paired with another course such as Applied Math (Course Code 2024) or Financial Literacy (Course Code 2797). By providing this pairing structure, students have adequate class time and an integrated learning opportunity to master mathematics standards and apply all the mathematical principles every day. For example, Math Practice 3 requires students to

*construct viable arguments and critique the reasoning of others.* This can be accomplished with integrating Math Practice 2: *Reason abstractly and quantitatively.* By deliberately integrating two hours of mathematics, especially during the freshman and sophomore years, our students will be prepared to take advanced courses such as Physics and Calculus during their junior and senior years.

In 2023, 16% of Alamogordo High School students were proficient in math. 10% of Hispanic students at AHS were proficient in math, and 9% of students who are economically disadvantaged were proficient in math. Finally, only 5% of students with disabilities were proficient in math. We believe the content area of math is in need of the strongest and most resourced instruction and curriculum.

## **Science**

When choosing between the discipline-specific science course map and the integrated course map, SSES will choose the Integrated Course Map. (See Figure 5 below.) The course map and the specific standards associated with each “Disciplinary Core Idea” was created and published by The National Research Council in its publication, [A Framework for K12 Science Education](#). According to the authors, there are three dimensions that convey the core ideas and practices around which science and engineering education should be built. These three dimensions are:

1. Crosscutting concepts that unify the study of science through their common application across science and engineering
2. Scientific and engineering practices
3. Disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science.

The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice.

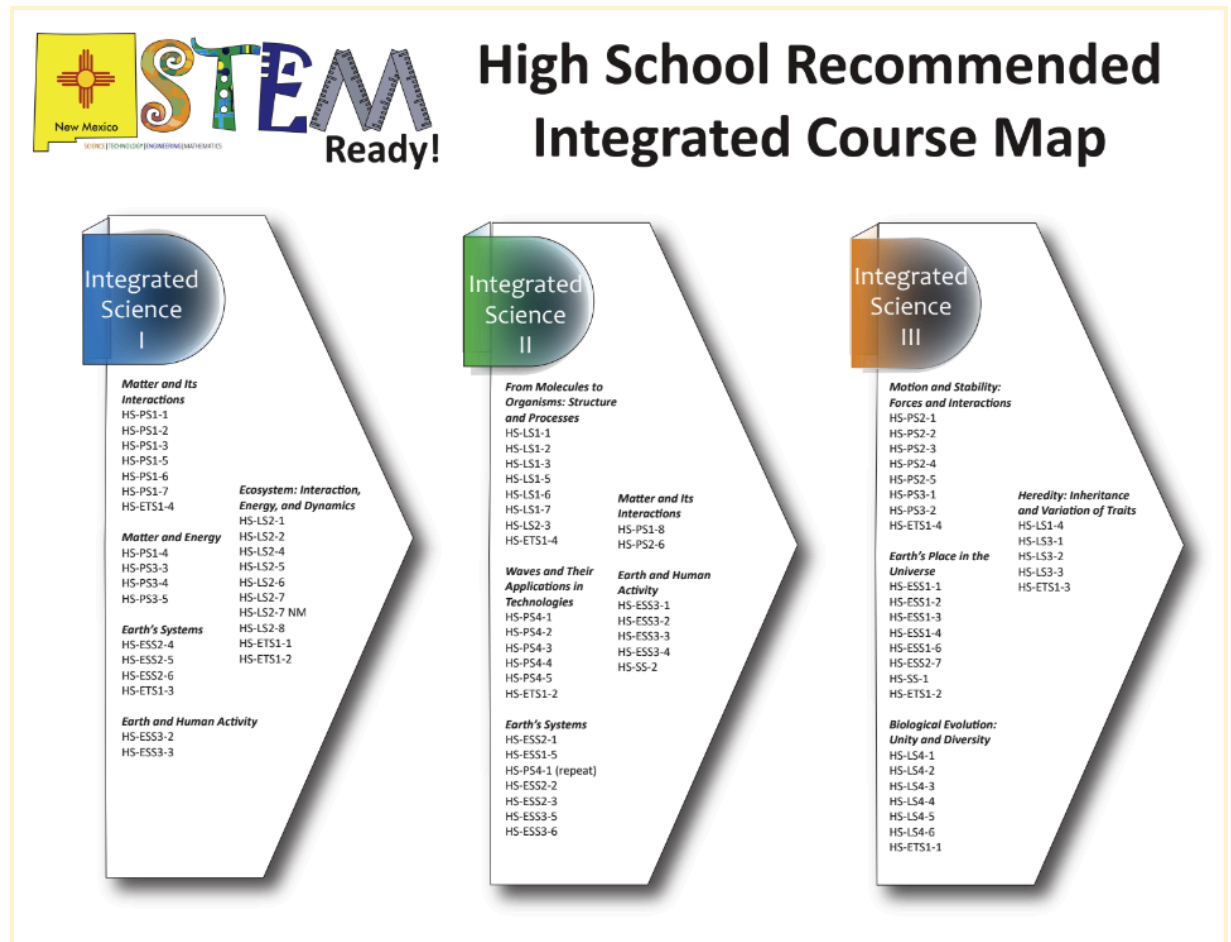


Figure 5: Science Integrated Course Map

### College Board Advanced Placement

Advanced Placement (AP) curriculum is used currently in many New Mexico high schools.

[NMPED](#) promotes AP as a program of the College Board. “Students in AP courses do college-level work in high school classes. At the end of the year, students can take the corresponding AP exam. When students earn a score of 3 or higher (on a 5-point scale), they may qualify for college credit.” With advice from the local AP Regional Coach, it was determined that AP would be beneficial as it aligns with NM Content Standards and with the



PSAT and SAT. As the SAT is the required graduation competency assessment, AP is a curriculum resource that not only provides high quality content, but also professional development and ample instructional resources.

### **Equitable Access to AP**

The College Board conducts research to identify equity gaps in AP course enrollment and performance. This data helps to inform policies and practices aimed at closing these gaps and ensuring all students have the opportunity to succeed in AP courses. AP courses provide resources and support for English Language Learners (ELLs). This includes offering AP exams in various languages where applicable and providing language support tools to help ELL students succeed.

Teachers are encouraged and trained to use instructional strategies that support linguistically diverse students. This includes differentiating instruction and using culturally relevant teaching practices to make the content accessible to all students. AP courses are continuously updated to include diverse perspectives and authors, ensuring that the curriculum reflects a wide range of cultural experiences. For example, AP English Literature includes works from authors of various backgrounds and AP U.S. History incorporates a broader range of historical narratives.

With the use of PSAT/NMSQT, SSES can identify students who have the potential to succeed in AP courses, even if they have not previously considered or had access to these classes. This helps in identifying and encouraging students from diverse backgrounds to take AP courses.

## Why AP?

AP Curriculum Resources will be used in many courses including the following: AP ELA and Comp 1012, AP Lit and Comp (1013), AP World History (2755), AP Physics (Mechanics) (1736), AP Physics Electricity and Magnetism (1738). Following are some benefits of using AP Curriculum Resources:

- **College-Level Rigor:** AP courses are designed to provide high school students with college-level coursework, challenging them to think critically, analyze complex problems, and engage with advanced concepts. By participating in AP classes, students experience the rigor of college-level academics, preparing them for the challenges they will encounter in higher education.
- **College Credit and Placement:** One of the primary benefits of AP courses is the opportunity for students to earn college credit and/or advanced placement in college courses. Many colleges and universities offer credit or advanced standing to students who earn high scores on AP exams, allowing them to bypass introductory-level courses and potentially graduate early or pursue more advanced coursework.
- **Demonstrated Academic Achievement:** Successfully completing AP courses and earning high scores on AP exams demonstrates academic achievement and proficiency in specific subject areas. This can enhance students' college applications, showcasing their readiness for rigorous academic programs and signaling to admissions officers their ability to excel in college-level coursework.
- **Broadened Academic Horizons:** AP courses offer students the opportunity to explore a wide range of subjects in greater depth than traditional high school courses. By exposing students to advanced content and challenging them to grapple with complex

ideas, AP curriculum can broaden students' academic horizons and spark intellectual curiosity across various disciplines.

- **Improved Critical Thinking and Study Skills:** Engaging with the rigorous coursework and challenging assessments in AP courses can help students develop essential skills such as critical thinking, problem-solving, time management, and effective study habits. These skills are invaluable for success in college and beyond, contributing to students' overall academic and professional development.
- **Increased Access to Advanced Curriculum:** AP courses provide access to advanced curriculum and educational opportunities for motivated and academically talented students. By offering a diverse array of AP courses in subjects ranging from mathematics and science to humanities and the arts, schools can cater to the diverse interests and aspirations of their student body, fostering a culture of academic excellence and achievement.

### **Project Lead the Way**

Project Lead the Way (PLTW) is also a curriculum resource used in many NM School Districts. PLTW's activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems. In 2021, APS reported using Title IV funds to implement PLTW (and pre-AP) with reported success.

### **Equitable Access to PLTW**

PLTW conducts equity audits and uses data to identify gaps in participation and performance among different student groups. This information is used to make informed decisions and improvements to ensure greater equity in PLTW programs. PLTW aims to provide all students with access to high-quality STEM (Science, Technology, Engineering, and Mathematics)

education. This includes efforts to ensure that underrepresented groups, including girls and minority students, have opportunities to participate in PLTW programs.

PLTW provides resources and strategies for teachers to support ELL students. This includes language scaffolding techniques, visual aids, and differentiated instruction to ensure ELLs can fully participate in and benefit from the curriculum. PLTW offers professional development for teachers that includes training on culturally and linguistically responsive teaching practices. This helps educators develop the skills needed to effectively teach diverse student populations. PLTW collaborates with community organizations and industries to create opportunities for students in underrepresented areas. These partnerships often include mentorships, internships, and real-world project experiences.

### **WHY PLTW?**

PLTW will be used as a curriculum resource for many of the pairing classes for the Integrated Science Courses. The following are examples: Intro to Engineering Design (1615), Principles of Engineering (1617), Capstone Engineering Design and Development (1620). There are many benefits to using PLTW:

- **Hands-On Learning:** PLTW curriculum emphasizes hands-on, project-based learning experiences that engage students in real-world challenges. This approach allows students to apply theoretical concepts to practical situations, fostering deeper understanding and retention of STEM principles.
- **Interdisciplinary Approach:** PLTW courses integrate science, technology, engineering, and mathematics (STEM) disciplines, reflecting the interconnected nature of these

fields in real-world contexts. This interdisciplinary approach helps students develop holistic problem-solving skills and prepares them for STEM-related careers.

- Career Exploration: PLTW curriculum exposes students to a wide range of STEM careers and industries, helping them explore their interests and passions. Through authentic projects and industry partnerships, students gain insight into potential career pathways and develop essential workplace skills.
- Alignment with Educational Standards: PLTW curriculum is aligned with national and state educational standards, ensuring that instruction is rigorous and relevant. By meeting these standards, PLTW courses provide students with a solid foundation for success in college and career.
- College and Career Readiness: By engaging in authentic, project-based learning experiences, PLTW students develop critical thinking, problem-solving, and collaboration skills that are essential for success in college and the workforce. PLTW courses also offer opportunities for students to earn college credit or industry certifications, further enhancing their readiness for postsecondary education and career pathways.
- Equity and Access: PLTW is committed to promoting equity and access in STEM education by providing opportunities for all students, regardless of background or ability. Through inclusive curriculum design and support for underrepresented populations, PLTW strives to ensure that all students have the opportunity to pursue their interests and achieve their potential in STEM fields.

### **Curriculum Development Plan for SSES**

The yearly, quarterly, monthly, weekly, and daily scope and sequence for each academic content area will be developed by the instructional staff at SSES with the support and facilitation of experts in Curriculum and Instruction and course design. All teachers will be provided the following books for reference during this process:

- Assignments Matter by Eleanor Doughtry
- Teach Like a Champion 3.0 by Doug Lemov
- A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas by the National Research Council

These books will provide the standard pedagogical underpinnings for the work in developing the scope and sequences. Other instruments will include the EQuIP Rubric for Lessons and Units. This particular Rubric requires careful delineation of the unit/lesson's goal of making sense of phenomena and designing solutions. This particular goal will drive all content areas' unit/lesson design, as all other content areas are to be integrated among science, humanities, and math. (See Figure 6 below) This is further explained in Part F - Instruction. All lessons within units will be written according to the following wire framework: 1) Assignment 2) Activity 3) Assessment. This is a standard cycle that Doughtry discusses in her book mentioned above. Instructionally, regular and frequent formative assessment will be a necessary component in every lesson to ensure mastery of content standards. NM Academic Content standards will be **THE** anchor curriculum for all content areas. Units and lessons will demonstrate which standards are being taught and to what level of mastery. Using the Depth of Knowledge framework as a guide, teachers will strive to ensure instructional activities

reach the rigor of Level 4. See Section H: Assessment and Accountability below (Figure 10).

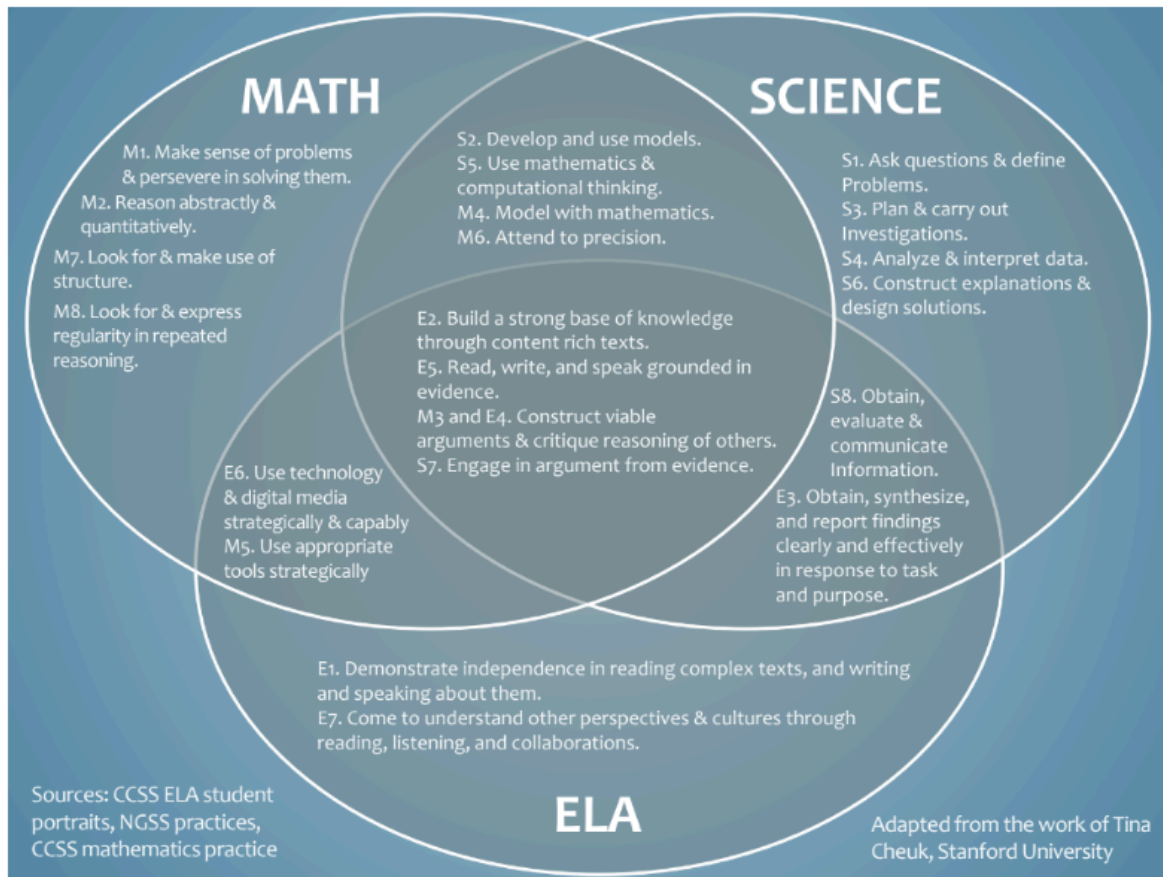


Figure 6 Comprehensive Approach Graphic Organizer

**Timeline for Curriculum Development**

Time Frame	Deliverable	Responsible Party
February - April 2025	Highly Qualified and Diverse Teachers are Contracted	School Director and Governing Council
May 2025	Professional Development regarding integrated Scope and Sequence and Instructional Design	School Director and Governing Council
June-July 2025	Development of grade level (horizontal) integrated Scope and Sequence for	Teachers and School Director

	Humanities, Math and Science (Vertical alignment will happen the following school year.)	
August 1, 4, 5, 2025	Assessments aligned explicitly with lesson activities.	Teachers and School Director
September 25, 2025	Test-in-hand Data Driven Decisions regarding upcoming scope and sequence	Teachers and School Director
November 14, 2025	Student Case-Study for students under-performing	Teachers and School Director
January 15, 2026	Test-in-hand Data Driven Decisions regarding upcoming scope and sequence	Teachers and School Director
March 13, 2026	Student Case-Study for students under-performing	Teachers and School Director
April 30, 2026	Refine Scope and Sequence based on results from 1-3 quarters	Teachers and School Director
June 5, 2026	Student Case-Study for students under-performing	Teachers and School Director
July 29-31, 2026	Vertical Alignment 9-12	Teachers and School Director

**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)

*"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."*

*Paulo Freire in Pedagogy of the Oppressed*

SSES will provide an educational experience that embraces all forms of diversity such as race, nationality, language, and culture. With a culturally sensitive instructional environment, students will develop a stronger connection to the learning process and to the world around them both near and far, leading to greater academic and social outcomes. To guarantee students and families have a good sense of security and feel heard, the Governing Council, in conjunction with the Equity Council, will show commitment to honoring all students and their families.

SSES will create an Equity Council within the first year of operation to include representation from parents, students, staff, leadership, and Tribal Nations, such as the Mescalero Apache who reside approximately 20 miles away from Alamogordo on the Mescalero Apache Reservation. The Equity Council will focus on equity challenges, building abilities and information, and catalyzing school actions focused on equity.

The SSES Equity Council will cooperate, in advisement to the Governing Council, to assess potential imbalances presently occurring impacting student subgroups and ensure all Black, Native American, Hispanic multicultural and English Language Learning students are receiving equitable opportunities. If opportunities to address disproportionality arise, the SSES Equity Council will provide guidance to the Governing Board and SSES leadership for recommended professional development and/or curriculum adjustments or revisions.

To support equity-focused learning initiatives, data collection and analysis methods are designed to monitor trends across all subgroups including Black, Native American, Hispanic students, various student races, English Learners (ELs), and socio-economic groups. This incorporates following failure and pass rates, performance assessment scores, truancy, and high rates of Individualized Education Plans (IEPs) and other special programs within certain subgroups. The school will also use surveys, community and parent input, and school meeting remarks and information, to better meet the needs of all students while also promoting positive, inclusive language and cultural learning opportunities.

SSES will regularly review data to detect and track equity across various indicators, including but not limited to social-emotional, behavior, discipline and academic skills. The school will implement interventions to address all concerns in light of the information gathered to give consistent exertion in gathering all students' mental and emotional requirements. To that end, professional development for staff will model inclusive practices, cultural awareness, varying curriculum practices, and other strategies that assist teachers in the development of the educational program and school practices which promote and support New Mexico's culturally and linguistically diverse students.

The SSES learning model is designed to carry significance and engagement for all students. Each student will forge a high school experience that is personalized to their needs, interests, and passions in engineering and science. To achieve this, and in direct help of the school's main goal and vision, the educational plan is customized to coordinate the necessities, interests, and interests of the understudies, as well as the educators, of SSES.

Teachers will be hired who represent a cultural and linguistic diversity. Teachers will also be provided ample professional development to ensure they are using instructional strategies that

honor and represent all their students' cultures and languages. Resources to learn and apply these important strategies can be found with NMPED: [Trainings and Webinars](#) and the [Culturally and Linguistically Responsive Framework](#).

The SSES instructional framework and structure enables the curriculum to be comprehensive of, appropriate to, and aligned to the way of life, foundations, and interests of the students and their local area. This allows for increased student engagement and a deep level of student buy in while still adhering to all required New Mexico Adopted Standards. Through high quality standards-based instruction, teachers also have ample opportunity to integrate the linguistic and cultural backgrounds of other areas, regions, states, and countries, expanding and enriching the schema of SSES students. This openness to others and their exceptional qualities permits students to see the magnificence, worth, and interconnectedness of different dialects and cultures.

The objective connected to ensuring equal education opportunities is to design an educational experience that is not only aligned to the required standards, but also integrates the cultural and linguistic backgrounds of the students. This permits students to build on their conceptual and linguistic abilities ceaselessly inside the broadness of the more extensive educational program. To accomplish this, teachers will use the culturally and linguistically sensitive curriculum resources provided and adopted by the SSES curriculum adoption committee.

School instructional leaders will ensure that curriculum recognizes and teaches Black, Native American, and Hispanic culture and history, and provides students space and time to reflect on their own identities and pathways.

Although SSES does not currently intend to create a full Bilingual or Dual Language model or program, the school esteems the inclusion of and enthusiasm for all cultures and linguistic

backgrounds. The educators will advance the protection and appreciation of all home languages, both of students and teachers. SSES will energize clubs and different associations to students in order to promote social appreciation and language use and enrichment.

Additionally, as part of the course delivery plan, students will have the opportunity to learn any foreign language available to them through online and immersive virtual reality instructional tools. This permits all students to encounter not only language education, yet additionally, content that carries culture and custom to the front of the learning experience. students' syntactic and phonetic capacities as they find out about design, formation, and use in another language, will also fortify their foreign language acquisition. This advantage is seen in all other contents, especially English grammar and composition classes.

The consideration given to guaranteeing equal instruction for all students, as they develop their cognitive and social capacities, goes beyond the individualized instructional program that is created and executed in the learning environment. SSES intends to advance cultural and etymological embracement in programs internally and beyond the "four walls," such as social-emotional and behavior education frameworks like Positive Behavior Strategies, discussion circles (daily), whole school meetings (weekly), and the transportable skills referenced and explained in Sections A and F of this application.

Using the innovative four-session daily schedule, students are grouped with fellow students and teachers consistently, allowing for deeper relationships and true caring and insight into the individual students' many cultural and linguistic viewpoints and perspectives. All teachers will prioritize a safe and inclusive classroom environment, to allow students to develop trust

and confidence in the adults and peers they interact with as they integrate their home culture and school experience.

### **English Language Learners**

SSES will develop policy for identifying English Language Learners or students not yet English Language Proficient for the purpose of supporting the student with English Language Development until proficiency is reached. Identification or continuing identification of EL students will be modeled after the NM PED Language and Culture Bureau's standardized process and will depend on these criteria:

1. The enrolling student already holds an English Learner classification in the state of New Mexico.
2. The enrolling student from outside the state or country meets the identifying criteria on the NMPED required Language Usage form for first time students.
3. The student does not demonstrate English Proficiency on the English Language Screener
4. The student does not demonstrate English Proficiency on the utilized annual assessment for English Language Learners.

Upon identification and every continuing year of English Learner designation, SSES will send home a parent letter in the Household language, notifying the family of the identification and of the opportunity for targeted instruction for the student. Parents will be informed of the benefits of the program and also be given to opt out of the instruction if they desire not to participate.

Identified English Language Learners will be supported with 45 minutes daily of pull-out sheltered instruction. The instruction will be based on assessment results that place English Learner's current levels of English Language Development and aligns with learning objectives for best next instructional steps to grow the student's language development. Each Spring

every identified English Learner will participate in the state WIDA ACCESS assessment. Students scoring proficient with a score of 4.8 or higher will be “exited” from the EL designation and program as they have demonstrated the ability to fully access the curriculum.

#### 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.

SSES will deliver effective and equitable supports and feedback loops to our students. These efforts will be equitable in approach and impartial in results, targeted on manageability and collaborations. SSES will follow the guidance published by the NMPED in its response to the Yazzie-Martinez court verdict in support of Native American, economically disadvantaged, English language, and learning disabled students. SSES will shine a spotlight on the equitable education and support of black students, as required with the Black Education Act of 2020.

SSES will work with all tribal nations whose students are representatively enrolled to participate in tribal meetings and work collaboratively in a joint effort.

SSES will demonstrate that grasping and confronting bigotry, predisposition, and bias isn't something that can be "finished." Rather, it is a growing experience by welcoming and cultivating relationships with families, community members, and tribal organizations, in continuous training and talk on equity, anti-racism, and culturally and linguistically responsive practices.

The NM PED published the Equity Council (EC) requirement for all charter schools in the state to guarantee that the significant work of the Yazzie-Martinez Lawsuit was carried out by

the specialists at the community level. SSES will strive for meeting all prerequisites set out by the state and will operate with the lens of responsibility.

Upon endorsement, the Governing Council, in joint effort with the school principal, will publicize for and select local members for the Equity Council (EC), creating a representative group reflecting the school and greater community, including enrolled students identified in the Martinez-Yazzie lawsuit of diverse students labeled as furthest from opportunity. Once created and prepared by a recognized developer, the EC will establish equity values and start the needs assessment to better evaluate SSES' specific school population and demographics. Educators, guardians, and community members will carry essential focal points to the talk around observed and hard data, main driver examination, as well as make a natural connection to fabricate further networks and associations locally. Students will also be members on the EC from its inception, in order center the representation from those who are the recipients of SSES' instructive mission and program.

Once all needs have been assessed to distinguish resources and holes in frameworks and designs to support all students, school leadership will work in collaboration to connect results from the needs assessment with work to plan and carry out the proper MLSS layers, socio-emotional and behavioral supports, EL program, and more to guarantee coordination and leveraging of funding, systems, and supports.

The Equity Council (EC) will then engage broad groups of stakeholders in completing the Culturally and Linguistically Responsive Instruction (CLR) *Inventory* to reflect on and evaluate the efficacy of CLR at SSES. Assets and gaps in practices will be researched and addressed by the EC and school administration, with regular communication loops to the rest of the school community. Based on research and historical information, these gaps may

include data disparities between identified student groups, inequitable discipline data, etc. SSES, with the oversight of the Governing Council, will address any gaps and leverage strengths to continually support students' unique personal cultures and identities. Efforts may include professional development and training for staff members in evidence-based and responsive practices.

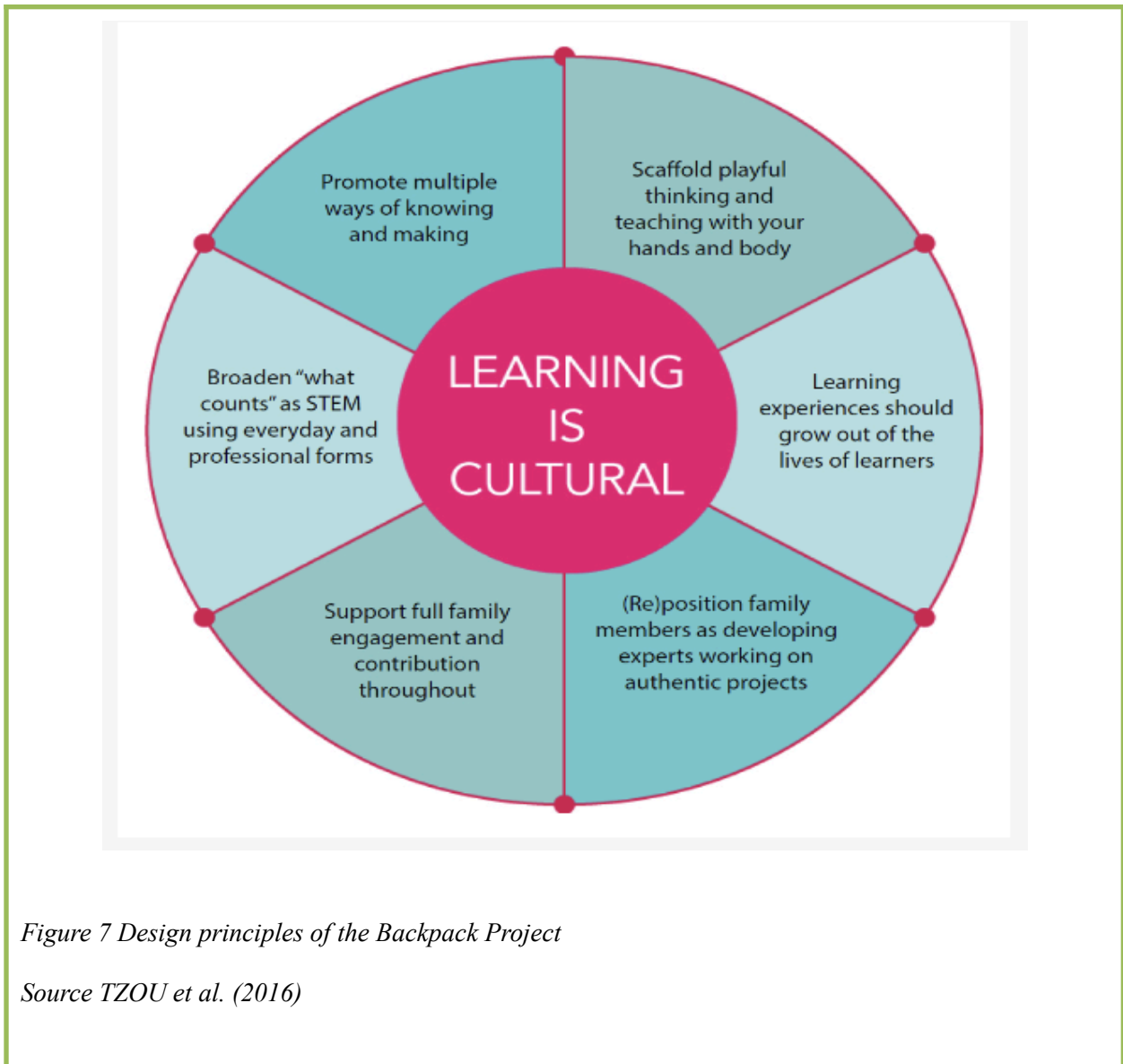
The advice and guidance the EC provides the Governing Council will serve as input toward an equity-focused strategic planning process for curriculum and instruction at SSES. The Governing Council will unify and articulate the vision for CLR and equitable instruction, (as the "advisement package") for all students, particularly those furthest from opportunity. SSES will ensure all elements of the instructional environment are balanced and focused on remedying historical gaps in performance while creating an inclusive environment where every student feels seen, heard, safe to reflect on, develop and address their identities, and has established relational trust with adults. Ongoing data-driven root cause analysis and equity-focused leadership will seek to create a culture of belonging for all students and staff members. To accomplish this, there will be substantial collaboration between content experts, such as the ELL Coordinator/Teacher, Special Educators, and other designated leaders at the school.

Based on the established processes at the state level involving the Indian Education Advisory Council (IEAC), Hispanic Education Advisory Council (HEAC) and Bilingual Multicultural Education Advisory Council (BMEAC), the SSES Equity Plan will allow the SSES EC to participate in ongoing data analysis and review, program and budget development and evaluation, and ensuring a safe and equitable learning environment inclusive of students from



diverse cultural and linguistic backgrounds. Advisements will be provided to the Governing Council members to have a meaningful voice in affecting school policies and decisions.

As mentioned in Section D1 above, teachers will be the conduit through which our awareness and support for equitability will travel. Below is a model of what inclusive instructional practices (through this conduit) would look like. (See Figure 7) This model served as the design principles for “The Backpack Project” which was an NSF funded project to bring family robotics workshops and robotics backpacks to Seattle public libraries for families to check out for an interactive educational experience. Tzou stated, “This partnership is unique in that it leverages the unique strengths of all involved: a university, science center, library system, and a Native American community organization to bring engineering/robotics education to a broad range of communities.”



**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.

The table below demonstrates how the graduation requirements set forth in NM HB171 will be monitored and achieved at each grade level as students progress through their four high school years. Each course is provided with a NM Course Code (CC). Course descriptions are located at the end of this section. SSES will provide more total credits than the minimal requirement set by NM HB171. This is purposeful in design. With the age of technology and multiple available avenues for students to obtain course credit, such as Dual Credit and online AP courses, we aim to raise the bar on the minimal qualifications to graduate in NM. This also serves students who may transfer to our school and might be already short credits and in need of credit recovery. Our four session day with thematic integration would allow us to create a unique pathway for each student to obtain the required credit. The course requirements below are an initial starting ground and are meant to be adjusted and accommodated for students' needs. In any situation however, the modification to the minimal graduate credit requirements will meet the mission of SSES as the instructional model will still operate anchored to NM Adopted Core Standards and will be integrated within science and engineering.

	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>Total Credits</b>
Humanities	ELA (CC 1001)  1 Credit	ELA (CC 1002)  1 Credit	AP ELA & Comp (CC 1012)  1 Credit	AP Lit & Comp (CC 1013)  1 Credit	<b>4 ELA</b> ( <i>with major emphasis on grammar, nonfiction writing, and literature</i> )
	NM History (CC 2117) .5 Credit  Southwest Enrichment (CC 2718) .5 Credit	AP World History (CC 2755)	US History/ Geography (CC 2729)	Topics in US Government (CC 2732) .5 Credit  Economics (CC 2741) .5 Credit	<b>4 Social Studies</b> ( <i>to include U.S. history and geography, world history and geography, government</i> )

	1 Credit	1 Credit	1 Credit	1 Credit	<i>and economics, and 0.5 credit of N.M. history)</i>
Math	Integrated Pathway: Math 1 (CC 2080)  1 Credit	Integrated Pathway: Math 2 (CC 2081)  1 Credit	Integrated Pathway Math 3 (CC 2082)  1 Credit	Calculus (CC 2055)  1 Credit	<b>4 Math</b> ( <i>one of which shall be the equivalent to or higher than the level of Algebra II</i> )
Science	Integrated Science 1 (CC 1747)  1 Credit	Integrated Science 2 (CC 1748)  1 Credit	Integrated Science 3 (CC 1749)  1 Credit	AP Physics (Mechanics) (CC 1736)  1 Credit	<b>4 Science</b> ( <i>2 credits must include a laboratory component</i> )
Electives	Part of Math Session: Integrated Mathematics 1 Intervention (CC 2084)  1 Credit	Part of Math Session: Applied Math (CC 2024)  1 Credit	Part of Math Session: Financial Literacy (CC 2797)  1 Credit	Part of Math Session: Mathematical Modeling (CC 2078)  1 Credit	<b>12.5 Electives</b> ( <i>7 elective units that meet department content and performance standards</i> )
	Part of Science Session: PLTW Intro to Engineering Design (CC 1615)  1 Credit	Part of Science Session: PLTW Principles of Engineering (CC 1617)  1 Credit	Part of Science Session: PLTW Capstone Engineering Design/Development (CC 1520)  1 Credit	Part of Science Session: AP Physics C Electricity and Magnetism (CC 1738)  1 Credit	
	Session 4  Health (CC 1401)	Session 4  Foreign Language 1 (CC 1284)	Session 4  Foreign Language 2 (CC 1285)	Session 4  Work Experience (CC 1606)	

	.5 Credit	OR	OR		
	Session 4	Principles of Technology (CC 1732)	Computer Information Science OJT (CC 0397)		
	PE (CC 2305)	1 Credit	1 Credit	1 Credit	
	1 Credit				

**Credit Recovery**

As elective credits can be interchanged without affecting the minimal requirements to graduate, the fourth session of the day will be used to support students with online support, credit recovery and tutoring. Of the teacher pool, certain teachers will be assigned the fourth session to deliver important tutoring to close skill gaps or perhaps teach an elective such as Principles of Technology or Computer Information Science. In addition, a teacher may be assigned to support a student in an online course meant to recover a required credit such as English or Math. Session Four is meant to serve as the elective hour, but can also be a flexible and accommodating opportunity for students to use in order to have their unique and individual needs met.

In addition, students will have the supports provided by the MLSS Program described in Section G1. Support will fall into seven categories: 1) Data Driven Decision Making, 2) High Quality Core Instruction and Interventions 3) Positive School Culture and Climate 4) Informed and Effective School Leadership, 5) Student Health and Wellness 6) Family Engagement 7) Collaboration and Processes for Providing a Continuum of Services. All efforts to support students will be carefully monitored within the regularly scheduled Student

Case Study process. Assessment, Instruction and Instructional Delivery are inter-connected at every level to ensure students are provided every opportunity to demonstrate proficiency in their course work and standardized assessments and graduate.

Course Descriptions:

**1001 English/Language Arts I - Required for Graduation (Grade 9):** Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often.

**1002 English/Language Arts II - Required for Graduation (Grade 10):** Course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal.

**1012 AP English Language and Composition (Grades 11 - 12):** Course is designed to parallel college level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. Emphasis is placed on the interaction of authorial purpose, intended audience, and the subject at hand; students learn to develop stylistic flexibility as they write compositions covering a variety of subjects and intended for various purposes. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

**1013 AP English Literature and Composition (Grades 11 - 12):** Course is designed to parallel college level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

**2080 Integrated Pathway: Mathematics I (Grades 9-10):** The fundamental purpose of Mathematics I is to formalize and extend the mathematical concepts and to deepen and extend understanding of linear relationships by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Mathematics uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades and ties together the algebraic and geometric ideas studied. The Six Critical Areas include: (1) relationships between quantities; (2) linear and exponential relationships; (3) reasoning with equations; (4) descriptive statistics; (5) congruence, proof,

and constructions; and (6) connecting algebra and geometry through coordinates. The Standards for Mathematical Practice Apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

**2081 Integrated Pathway: Mathematics II (Grades 9 - 11):** The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles are included with their quadratic algebraic representations. The six critical areas include: (1) extending the number system; (2) quadratic functions and modeling; (3) expressions and equations; (4) applications of probability; (5) similarity, right triangle trigonometry, and proof; and (6) circles with and without coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

**2082 Integrated Pathway: Mathematics III (Grades 11-12):** This course integrates and applies the accumulation of learning including: drawing inferences and conclusions from data; using polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles; and creating models and solving contextual problems. The four critical areas include: (1) inferences and conclusions from data; (2) polynomial, rational, and radical relationships; (3) trigonometry of general triangles and trigonometric functions; and (4) mathematical modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

**Integrated Pathway: Mathematics I, Intervention (Grades 9-10 For Elective Credit Only Cannot count as one of the four math credits required for High School Graduation.)** This class will be offered in conjunction with a regular Integrated Pathway: Mathematics I course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

**2797 Financial Literacy - Social Studies - Offered for Students in Grades 9 - 12 - Course** provides an understanding of the concepts and principles involved in managing one's personal finances. Topics may include saving and investing, credit and debt, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. An overview of the American economy may be provided. This course would fulfill the requirement as the required elective for Financial Literacy passed in the 2007 legislative session.

**2717 New Mexico History - Required for Graduation (Grades 9-12):** This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students

will analyze the role that New Mexico plays in national and international arenas. The 9-12 Social Studies Content Standards, Benchmarks, and Performance Standards should be included as appropriate to the course.

**2718 Southwest Enrichment (Grades 6 - 12):** Course involves exposure to different projects that will enhance student's knowledge of the Southwest through the use of projects that allow students to do research on different cultures that have impacted the Southwest.

**1615 PLTW Introduction to Engineering Design - Recommended for Students Grades 9 - 12:** Students deeply explore the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. (A Project Lead the Way course).

**1617 PLTW Principles of Engineering Production Systems - Recommended for Students Grades 9 - 12 -** Course introduces students to the concepts of manufacturing technologies, from conception through production. Although courses vary, students typically analyze markets, design and develop prototypes.

**1620 PLTW Capstone Class - Engineering Design and Development - Recommended for Students Grade 11 - 12 -** The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, and complete the EDD ready to take on any post-secondary program or career. (A Project Lead the Way course).

**0397 Computer and Information Sciences Work Site Experiences - Cooperative Education -OJT - Recommended for Students Grades 9-12 -** Through these courses, work experience is gained within either the computer or information sciences fields. Goals will be set cooperatively by the student, teacher, and employer: classroom attendance, related classroom training experience, and related course work are an integral part of the Computer and Information Sciences.

**1606 Work Experience - Recommended for Students Grades 11 - 12 -** Course provides general work experience, and emphasizes career guidance, job search, application, and employability skills (including refining academic and job skills and developing positive work attitudes). Students are employed, but their employment is not necessarily related to a particular vocational program or course of study.

**2741 Economics - Required for Graduation (or course 2739) - Grades 9 - 12 -** Course provides for an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civic and Government, Economics and Geography) should be included as appropriate to the course.

**2732 Topics in U.S. Government - Grades 9 - 12 -** Course examines a specific topic pertaining to U.S. government and political institutions, rather than providing a general



overview. The courses concentrate on one of many possible topics related to governmental structure, function, and purposes, such as the Constitution, the Supreme Court, Congress, or the Office of the Presidency.

**2729 U.S. History/Geography** - Required for Graduation- Grades 9 - 12 - Course examines the history and impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the United States. In addition 9-12 Social Studies Benchmarks and Performance Standards (History, Civics, and Government, Economics and Geography) should be included as appropriate to the course.

**1284 Foreign Language I** - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of foreign language taught within the cultural context. Emphasis will be placed on oral communication skills. A career awareness component is included which emphasizes the importance of the foreign language in the world. The language of the class will be reported in Course Instructor Snapshot in field 20 - PRIMARY INSTRUCTION LANGUAGE CODE.

**1285 Foreign Language II** - Course continues to develop communicative skills. There is wider use of foreign language taught not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of foreign language speaking countries is enhanced. The language of the class will be reported in Course Instructor Snapshot in field 20 - PRIMARY INSTRUCTION LANGUAGE CODE.

**1732 Principles of Technology** - Grades 10 - 12 (Prerequisite: Physics or Concurrently enrolled in Integrated Science III) Course designed by CORD and AIT, focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy conversion, electromagnetism, and optical phenomenon are presented in the context of current, real world applications. Demonstrations, math labs, and applied laboratory experiments are an integral part of the Principles of Technology curriculum. These courses enable students to gain a solid foundation for careers in electronics, robotics, telecommunications, and other technological fields. NM STEM Ready! Science Standards: HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS3-5, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-5, HS-ESS1-6, HS-ESS2-1, HS-ESS2-2, HS-ESS2-3, HS-SS-2, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4.

## F. Instruction

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

**"Integrated instructional practices that connect content-specific standards with real-world applications encourage deeper understanding and retention. By linking what students learn in one subject to another, educators can create more meaningful and relevant learning experiences."**

*Janet L. Kolodner from How People Learn II: Learners, Contexts, and Cultures*

Integrated content instruction, also known as interdisciplinary or cross-curricular instruction, involves teaching multiple subjects or disciplines in a coordinated and interconnected manner.

Here are several reasons why integrated content instruction is beneficial to students:

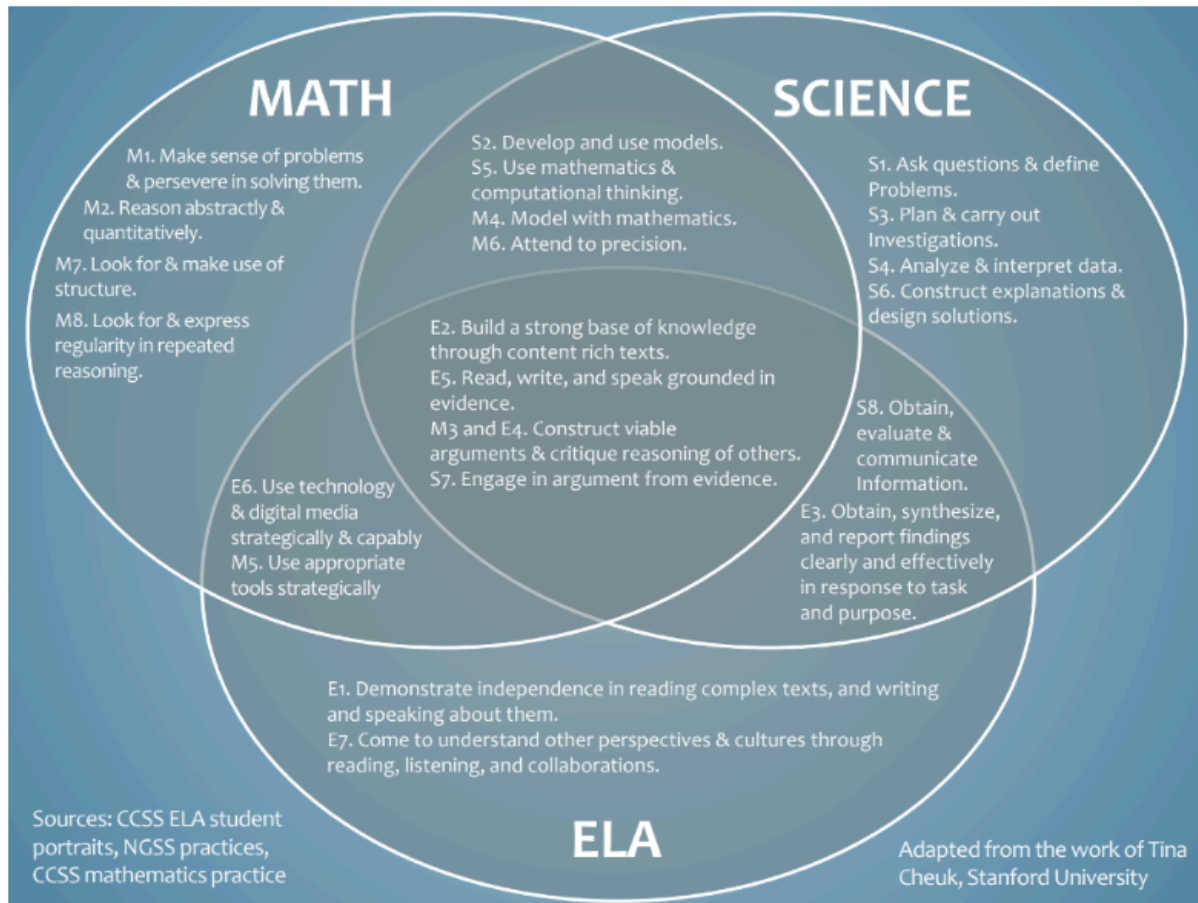
- **Real-world relevance:** Integrated instruction reflects the interconnectedness of knowledge and skills in real-world contexts. By exploring topics from multiple perspectives, students can better understand how different subjects relate to each other and how they apply to everyday life and future careers.
- **Holistic learning:** Integrated instruction allows students to see the "big picture" and understand how various concepts and ideas are interconnected across different disciplines. This holistic approach promotes deeper learning and helps students develop a more comprehensive understanding of complex topics.
- **Critical thinking:** Integrated instruction encourages students to make connections, analyze information from different sources, and synthesize ideas from multiple disciplines. This fosters critical thinking skills as students learn to evaluate evidence, draw conclusions, and solve problems using a multidisciplinary approach.
- **Transfer of learning:** Integrated instruction helps students transfer knowledge and skills across different contexts and subjects. When students see connections between

what they learn in one subject area and how it applies to another, they are more likely to retain information and apply it in new and unfamiliar situations.

- Engagement and motivation: Integrated instruction often involves hands-on, project-based learning activities that engage students and make learning more meaningful and relevant. By exploring topics in depth and addressing real-world challenges, students become more motivated to learn and actively participate in their education.
- Cross-cultural understanding: Integrated instruction provides opportunities for students to explore diverse perspectives and cultural experiences within the context of different subjects. This promotes empathy, appreciation for diversity, and a deeper understanding of global issues and interconnectedness.
- Efficiency: Integrated instruction allows teachers to cover multiple learning objectives and standards simultaneously, making teaching more efficient and maximizing instructional time. Instead of teaching subjects in isolation, teachers can integrate related concepts and skills into cohesive units of study. Teachers can cross-reference their standards into correlated lessons and units with the support of a curriculum specialist and facilitator.
- Collaboration: Integrated instruction encourages collaboration among teachers from different subject areas, as well as collaboration among students who work together on interdisciplinary projects and activities. This promotes teamwork, communication skills, and the ability to work effectively in diverse groups.

Tina Chuek, from Stanford University, proposes the following model to demonstrate the cross-relatedness of the three content areas of math, science and ELA. By providing teachers

with the tools, time, and support to teach integrated curriculum, our students will reap the benefit of learning large amounts of knowledge, skills, and content in a fluid, relative, and meaningful fashion.



When instructing, it is imperative that teachers have essential practices to engrain into the instructional content. We consider eight practices to be essential elements of the 9-12 science and engineering curriculum:

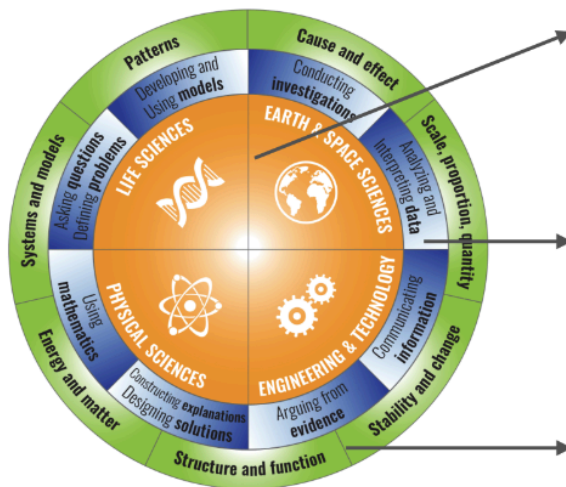
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking

6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

According to the National Research Council Committee on a Conceptual Framework for New K-12 Science Education Standards, a Framework for K-12 Science Education would include **Practices, Crosscutting Concepts, and Core Ideas**. Below is a figure that captures this concept by the American Modeling Teachers Association:

## Modeling Instruction and the Next Generation Science Standards (NGSS)

AMERICAN MODELING TEACHERS ASSOCIATION



### Disciplinary Core Ideas:

Modeling instructional resources cover the DCIs identified by the NGSS and teachers can easily adjust to add additional content as needed

### Science & Engineering Practices:

The 8 SEPs perfectly align with the Modeling pedagogy, where students gain valuable experiences 'acting' like scientists

### Crosscutting Concepts:

Teachers should be explicit with the 7 CCCs as they progress through the Modeling storyline. The various CCCs appear in each discipline, although *energy* and *models* are the primary focus of Modeling Instruction

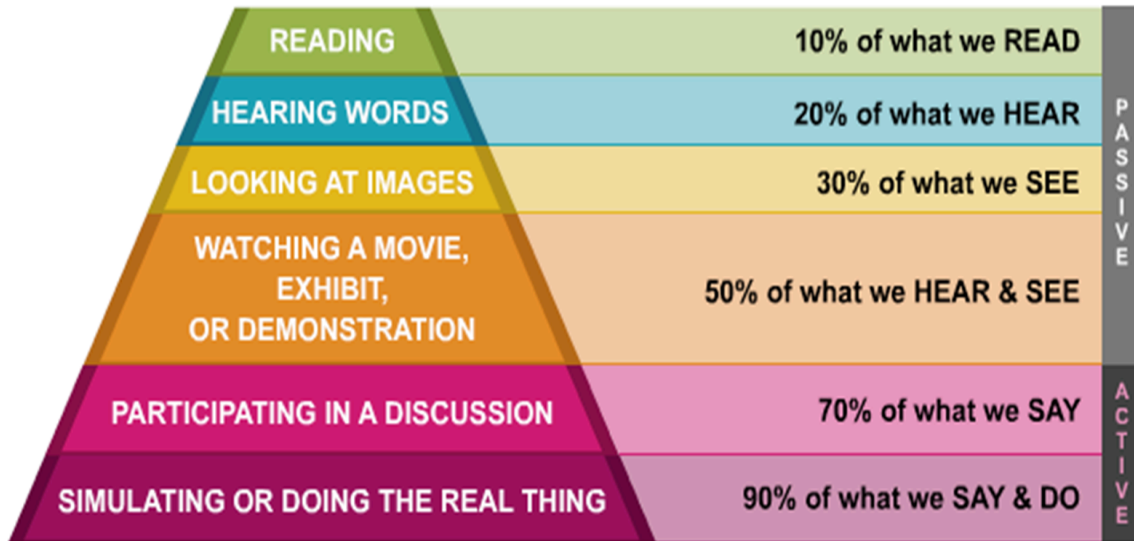
Here is a sample of how science and engineering practices can cross-walk so that other content-specific instructional practices can be integrated:

<b>Science &amp; Engineering Practices</b>	<b>Math</b>	<b>Language Arts</b>
Asking questions / Defining problems	Formulating mathematical questions and problem-solving	Formulating and analyzing research questions; writing essays or reports to address questions or problems
Developing and using models	Creating mathematical models to represent real-world phenomena	Creating literary or artistic models to represent concepts or themes
Planning and carrying out investigations	Conducting mathematical experiments or simulations	Conducting research projects; planning and executing literary analyses
Analyzing and interpreting data	Analyzing mathematical data sets; drawing conclusions from data	Analyzing and interpreting texts; drawing conclusions from evidence in literature
Using mathematics and computational thinking	Applying mathematical concepts and algorithms to solve problems	Using language to convey logical arguments and reasoning; employing computational thinking in writing code or analyzing texts
Constructing explanations / Designing solutions	Formulating mathematical proofs or explanations; designing mathematical solutions	Writing explanations or arguments to support claims; designing solutions to literary or rhetorical problems
Engaging in argument from evidence	Presenting mathematical arguments supported by evidence; critiquing arguments based on mathematical reasoning	Engaging in debates or discussions using evidence from texts; evaluating and critiquing arguments
Obtaining, evaluating, and communicating information	Researching and evaluating mathematical information and sources; communicating mathematical ideas	Conducting research, evaluating sources, and synthesizing information in writing; effectively communicating ideas and arguments

When teaching instructional content, teachers will be using important instructional strategies that promote transportable skills as well. Transportable skills include: Communication, Problem Solving, Critical Thinking, Creativity, Leadership, Teamwork, Time Management, Interpersonal Skills, and Digital Literacy. Transportable Skills is taught within the context of providing integrated curriculum and college and career readiness skills, as each part is anchored to the NM Adopted Content Standards (See Figure 2 in section A2).

In addition, Doug Lemov provides a wealth of techniques teachers can use to promote engaging and effective instructional practices. Teachers will be provided Teach Like a Champion 3.0 as a guidance tool to support high impact instruction. Such strategies include: targeted questioning, no opt out, and exit tickets. By leaning on the instructional practices that have been proven effective, our teachers will see engagement and motivation from their learners. Our students will be supported to not only excel academically, but also socially for the benefit of their future and their community. Community involvement, such as our partnership with the 846th Test Squadron at Holloman Air Force Base, demonstrates our firm instructional philosophies around relative and rigorous instructional content. In reflecting our vision of creating a dynamic learning environment where students are inspired to explore the frontiers of science and engineering, teachers will provide the learning environment which includes hands-on projects, real-world applications, and cutting-edge technology. Educational pedagogy will aim to foster curiosity and ingenuity in our students, equipping them with the skills and knowledge necessary to tackle the complex challenges of the 21st century.

Finally, the following model demonstrates the intrinsic philosophical approach to lesson delivery modality which will be used at SSES (See Figure 8). Teachers will use active participation as a standard of practice to ensure students are engaged and retaining knowledge and skills.



Source: Edgar Dale

Figure 8: *Learning Retention*

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.

### Yearly Calendar:

SSES will host a year-round school calendar. See Figure 9 below. The schedule exceeds minimum time requirements identified in NMSA 22-2-8.1. The following are detail about the SSES Yearly Calendar:

- 180 instructional days
- 8 Professional Development Days
- 11 Early Release Half-Days to allow for Professional Development, Staff Meetings, Data Analysis, Student Case Study Meetings (Students will depart at 1:00.)
- Interspersed breaks consisting of 1 to 2 ½ weeks
- Four distinct Quarters
  - Quarter 1: August 1 - Oct 31
  - Quarter 2: November 1 - January 31
  - Quarter 3: February 1 - April 31



○ Quarter 4: May 1 - July 31

	August	September	October	November	December	January	February	March	April	May	June	July	LEGEND
1	PD	Labor Day	38		66	NYD		110	126	137	156	175	BREAK
2		17	39		67		97	111	127		157	176	WEEKEND
3		18		46	68		98	112	128		158	obs Fourth	EARLY RELEASE/PD
4	PD	19		47	69		99	113		138	159		PD
5	PD	20	40	48	70	79	100	114		139	1/2		PT CONF
6		1	41	49		80	101	115	129	140		177	
7		2	42	50		81			130	141		179	
8		3	21	43		71	82		131	142	PT Conf	180	
9			22	PT Conf		72	83	102	116	132		160	
10			23	1/2	51	73		103	117	133		161	
11	4	24		52	74		104	118		143		162	
12	5	25		53	1/2	84	105	119		144		163	
13	6		Columbus Day	54		85	106	1/2	134	145			
14	7		1/2			86			135	146			
15	1/2	26			PT Conf	87			1/2	147		164	
16		27			75	1/2	107	PT Conf				165	
17		28		55	76		108	120				166	
18	PT Conf	29		56	77		109	121		148		167	
19	8	30		57	78	MLK	1/2	122		149		168	
20		9		58		88		123		150			
21		10		59		89				151			
22		11				90				1/2		169	
23						91						170	
24												171	
25	12	34		61	Christmas Day					Memorial Day	1/2		
26	13	1/2		62		92				152			
27	14			63		93				153			
28	15			64		94				154			
29	16	35				95				155	172	PD	
30		36	44			96		124	PD		173	PD	
31		37	45	65	NYE		PD	125	136		174	PD	

Figure 9: 2025 Yearly Calendar

**Daily Schedules**

Each grade band will be provided a sequential schedule each day in which they are provided four sessions. The hours of school will be from 8:00 am to 4:00 pm, five days a week. Below are daily schedules for each grade band.

9th Grade Daily Sessions

Grade 9	Session 1 8:00-10:00 <i>Part A</i> 8:00-9:00 <i>Part B</i> 9:00-10:00	Session 2 10:10-12:10 <i>Part A</i> 10:10-11:10 <i>Part B</i> 11:10--12:10	Lunch 12:10-1:00	Session 3 1:00-3:00 <i>Part A</i> 1:00-2:00 <i>Part B</i> 2:00-3:00	Session 4 3:00-4:00
	<b>MATH</b>	<b>HUMANITIES</b>		<b>SCIENCE</b>	Health T/TH (CC 1401) PE M/W/F (CC 2305)
	<b>Part A: Integrated Pathway: Math I (CC 2080)</b>	<b>Part A: ELA (CC 1001)</b>		<b>Part A: Integrated Science 1 (CC 1747)</b>	
	<b>Part B: Integrated Pathway: Mathematics I, Intervention (CC 2084)</b>	<b>Part B: 1st sem: NM History (CC 2117) 2nd sem: Southwest Enrichment (CC 2718)</b>		<b>Part B: PLTW Intro to Engineering Design (CC 1615)</b>	

10th Grade Daily Sessions

Grade 10	Session 1 8:00-10:00 <i>Part A</i> 8:00-9:00 <i>Part B</i> 9:00-10:00	Session 2 10:10-12:10 <i>Part A</i> 10:10-11:10 <i>Part B</i> 11:10--12:10	Lunch 12:10-1:00	Session 3 1:00-3:00 <i>Part A</i> 1:00-2:00 <i>Part B</i> 2:00-3:00	Session 4 3:00-4:00
	<b>HUMANITIES</b>	<b>SCIENCE</b>		<b>MATH</b>	Foreign Language 1 ONLINE (CC 1284)  OR  Principles of Technology (CC 1732)
	<b>Part A: ELA (CC 1002)</b>	<b>Part A: Integrated Science 2 (CC 1748)</b>		<b>Part A: Integrated Pathway Math 2 (CC 2081)</b>	
	<b>Part B: AP World History (CC 2755)</b>	<b>Part B: PLTW Principles of Engineering (CC 1617)</b>		<b>Part B: Applied Math (CC 2024)</b>	

Grade 11 Daily Sessions:

Grade 11	<b>Session 1</b> 8:00-10:00 <i>Part A</i> 8:00-9:00 <i>Part B</i> 9:00-10:00	<b>Session 2</b> 10:10-12:10 <i>Part A</i> 10:10-11:10 <i>Part B</i> 11:10--12:10	<b>Lunch</b> 12:10-1:00	<b>Session 3</b> 1:00-3:00 <i>Part A</i> 1:00-2:00 <i>Part B</i> 2:00-3:00	<b>Session 4</b> 3:00-4:00
	<b>SCIENCE</b>	<b>MATH</b>		<b>HUMANITIES</b>	Foreign Language 2 ONLINE (CC 1285)  OR  Computer/ Info Science-QJT (CC 0397)
	<b>Part A:</b> Integrated Science 3 (CC 1749)	<b>Part A:</b> Integrated Pathway Math 3 (CC 2082)		<b>Part A:</b> AP ELA & Comp (CC 1012)	
	<b>Part B:</b> PLTW Capstone Engineering Design/Development (CC 1620)	<b>Part B:</b> Financial Literacy (CC 2797)		<b>Part B:</b> US History/ Geography (CC 2729)	

Grade 12 Daily Sessions:

Grade 12	<b>Session 1</b> 8:00-10:00 <i>Part A</i> 8:00-9:00 <i>Part B</i> 9:00-10:00	<b>Session 2</b> 10:10-12:10 <i>Part A</i> 10:10-11:10 <i>Part B</i> 11:10--12:10	<b>Lunch</b> 12:10-1:00	<b>Session 3</b> 1:00-3:00 <i>Part A</i> 1:00-2:00 <i>Part B</i> 2:00-3:00	<b>Session 4</b> 3:00-4:00
	<b>SCIENCE</b>	<b>MATH</b>		<b>HUMANITIES</b>	Work Experience (CC 1606)
	<b>Part A:</b> AP Physics (Mechanics) (CC 1736)	<b>Part A:</b> Calculus (CC 2055)		<b>Part A:</b> AP Lit and Comp (CC 1013)	
	<b>Part B:</b> AP Physics C Electricity and Magnetism (CC 1738)	<b>Part B:</b> Mathematical Modeling (CC 2078)		<b>Part B:</b> 1st sem: Topics in US Government (CC 2732)  2nd sem: Economics (CC 2741)	

## Target Population and Student Support

The calendar and daily schedule are optimal for reaching students who are interested in careers in science and engineering. Students at SSES will be supported with high quality instruction, effective instructional practices, and innovative curriculum. Each student will be expected to reach their own highest potential. In order to achieve optimal results, SSES will offer a year-round school year. A year-round school year was chosen for many reasons:

1. AHS is a standard 9 month school year; so SSES give students choice based upon their preference. This is an example of the innovation and uniqueness SSES brings to Alamogordo.
2. To Prevent Summer Slide: Research indicates that multiple months of school absence results in loss of learning and retention. For instance, a meta-analysis by Cooper et al. found that students lose approximately one month of learning over the summer, with more pronounced losses in mathematics skills compared to reading. This study also highlighted that students from low-income families tend to lose more ground than their peers from higher-income families, potentially exacerbating achievement gaps. See this article for recent publication on the topic of Summer Slide: [Is summer learning loss real, and does it widen test score gaps by family income?](#) As math scores at AHS are low, there will be a need among the incoming students to have remediation for this subject especially. The Year-Round School year provides not only time within each day, but could also provide time within the numerous breaks throughout the school year for students to close achievement gaps in math.
3. Improved Academic Achievement: Some research indicates that year-round schooling can lead to modest improvements in academic performance. For example, a review by the University of Minnesota found that while many studies showed no significant

impact, a notable number demonstrated positive effects on student achievement.

Similarly, the California Department of Education and other studies have highlighted gains in student performance, particularly when the schools also provide remediation and enrichment programs during breaks. See this article for more information about how Academic Achievement can be supported with the flexibility and support a Year Round Calendar Can Provide. [Benefits and Drawbacks of the K-12 Year-Round Calendar System](#)

The Alamogordo Schools have a significant number of military-related students due to the proximity of HAFB. With these students' continual displacement in mind, a student could enroll (as space is available) at any point during the year and receive a high quality education. Whereas summer programs are often meant to be a place to recover credits or a place to enjoy hobbies, SSES offers a well-designed cohesive curriculum year round.

#### **Four Session Day**

Similarly to the year-round school decision, the purpose of a four-session day is to provide students flexibility and ample time to learn content as integrated and not separated from reality and applicability. Learning which is confined to content-specific lessons is limiting and does not provide the necessary skills for our modern world. The traditional 19th-century school model was characterized by a rigid, subject-based curriculum focusing on rote memorization and isolated knowledge. This model was aimed at preparing students for specific roles in an industrial society, often neglecting the development of critical thinking and problem-solving skills. As our modern world requires more critical and creative thinking to navigate among technological advances, such as Artificial Intelligence (AI) and its role and impact on daily

life, we will take this opportunity to provide a unique daily schedule which allows students to draw conclusions and learn beyond the confines of content-exclusive instruction.

A four-session day at SSES provides multiple avenues to pursue Alternative Demonstration of Competency (ADC) if necessary. Within our four-session day, our 11th and 12th grade students, we will allow internships and work experience to be used for ADC. In addition, there is allowance for a capstone project through PLTW in the 11th grade year. At SSES, we would allow alternative certificates, such as badges to be used as measures of competency as well.

As teachers work in unison through the development and delivery of integrated curriculum, students will be able to work with their teachers to develop approved ADC measures if needed.

### **School Mission Alignment**

The mission at SSES is to provide students with career-ready transportable skills, knowledge, and traits so they will contribute positively to society. By offering an innovative and unique calendar and daily schedule, we will provide a high quality education that promotes continuous, relevant and life-long learning. As our society is changing, our students must meet tomorrow's problems with new solutions. The solutions found often through engineering and science are paramount to the future of our world. We must instill within our students a way to look at the world and learn new information that transcends the past.

### **Professional Development**

Teachers are provided ample time in the year-round schedule to participate in professional development. There are eight full days Dedicated to Professional Development and 12 ½-days (early release) also dedicated to staff for various purposes including professional development and student case study. In addition, there are five parent-teacher conference days; well above

the standard number in a typical school setting. The purpose of these parent-teacher conference days is to ensure families are involved with students' education and endeavors.

### **Budget Alignment**

Teachers are budgeted at an average rate of \$63,000. This would allow for 180 days at a daily rate of \$350. The unique year-round school calendar at SSES requires that our staff be compensated for an additional 25 days. These days are budgeted at the daily rate, separate from their salaries (See Appendix G). If this cannot be accomplished due to budget constraints, the year-round calendar will be readjusted to account for fewer days and lower teacher compensation. However, the mission and vision at SSES demands uniquely different and advanced mindsets regarding public school budgeting. The Governing Council will seek grant funds which could accommodate the budgetary need for our teachers to deliver the high quality education necessary for our students.

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.

### **Anticipated Student Population**

SSES will likely draw students from the local high school, AHS. We would also anticipate a portion of our students coming from the local private schools and homeschool. At maximum enrollment, we estimate 160 students: 50 9th graders, 40 10th graders, 40 11th graders, and 30 12th graders. However, for the first year, we will only accept 60 students: 20 9th graders, 20 10th graders, 10 11th graders, and 10 12th graders. We expect retention to be 100% from 9th - 12th grade. Below is the enrollment growth projection chart. All students who attend SSES

must have a passion and drive to learn engineering and science. As all the curriculum designs are reflective of integrated instruction, science and engineering will inhabit all learning spaces.

### Enrollment Growth

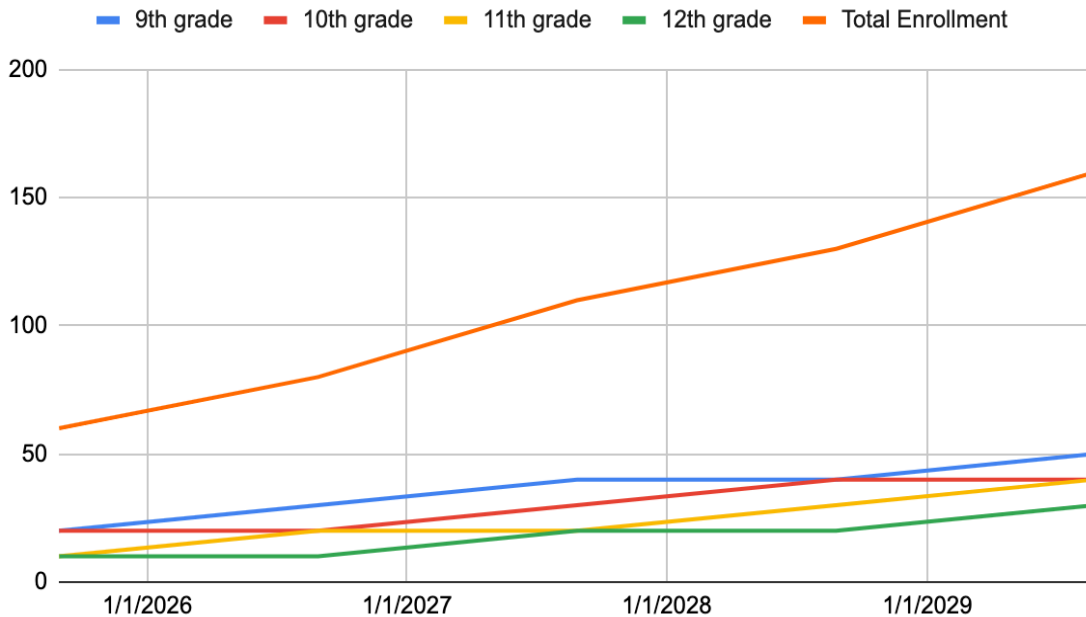


Chart 1: Enrollment Growth Projection at SSES

### Demographic Information

SSES will ideally reflect the same demographic percentages per ethnicity, poverty, and disabilities. Through a lottery system, however, we cannot be completely certain all demographic categories will be exact. SSES will deliberately use recruiting methods to reach the most under-represented demographics. For instance, we will recruit at events around the community which will reach all demographics.

### Ethnicity at AHS

Hispanic	Black	Caucasian	Asian	Native American
n659 (43.2%)	n119 (7.8%)	n656 (43%)	n49 (3.2%)	N30 (2%)



The average percent of Students at AHS who are living below the poverty line is: 50%. The poverty rate in Otero County is 19.6%. The unemployment rate in Otero County is 4.1%. As economic impact is an important factor in our instructional framework, students at SSES will be taught skills which allow them the opportunities to secure high need/high wage employment.

### **Educational Proficiency**

Students at AHS who are Hispanic, Economically Disadvantaged and disabled typically score lower than the overall student body. This is noteworthy as the instructional practices at SSES must meet the needs of all students. With a year-round schedule, a four-session day, and use of the MLSS Programs, students who are academically struggling will be supported.

<b>All Tested Students</b>	<b>All</b>	<b>SWD</b>	<b>Hispanic</b>	<b>Econ. Disadv.</b>
ELAR 2023	44%	14%	36%	31%
ELAR 2022	34%	18%	23%	34%
ELAR 2021	Pandemic	Pandemic	Pandemic	Pandemic
ELAR 2020	Pandemic	Pandemic	Pandemic	Pandemic
ELAR 2019	39%	10%	34%	31%
Math 2023	16%	5%	10%	9%
Math 2022	15%	10%	7%	15%
Math 2021	Pandemic	Pandemic	Pandemic	Pandemic
Math 2020	Pandemic	Pandemic	Pandemic	Pandemic
Math 2019	17%	5%	13%	12%
Science 2023	55%	19%	45%	37%
Science 2022	47%	23%	38%	47%

Science 2021	Pandemic	Pandemic	Pandemic	Pandemic
Science 2020	Pandemic	Pandemic	Pandemic	Pandemic
Science 2019	34%	7%	23%	27%

**Attendance and Truancy**

The chronic absenteeism rate at AHS is 46.137% as compared to the NM rate of 39.22% This is an indication that absenteeism will need to be addressed regularly with proactive measures. SSES will develop the MLSS components of Positive School Culture and Climate, Student Health and Wellness, and Family Engagement to create practices and strategies which will encourage regular attendance.

**English Language Proficiency**

3.6% of students at AHS are English Language Learners. Typically, at the High School level, students are needing minimal support for academic language acquisition. For those students who are ELL, all regular assessment and delivery of services will occur at SSES. See Section G2 for more explicit information regarding English Language Learners.

**Special Education**

The percent of Students at AHS who are Student With a Disability (SWD) is 17.4%. Typically, at the High School level, students have varying needs for support with a variety of IEP goals. For Students With Disabilities, all regular assessment and delivery of services will occur at SSES. See Section G1 for more explicit information regarding SWD.

Some data for this section was from:  
<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/attendance-for-success/annual-state-districts-and-schools-attendance-report/>

## **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.

*"Equal access to quality education is not just a right, it is a fundamental pillar of our democracy. For students with disabilities, this means having the same opportunities to learn and achieve as their peers."*

*-United States Senator Tom Harkin, a key figure in the creation of the Americans with Disabilities Act*

At SSES, staff will collaborate and communicate efficiently regarding student progress and academic needs, both of which specifically benefit the support of the school's students with special needs and gifted students. A 504 Plan and an Individualized Education Plan (IEP) are both intended to protect a student with a disability to ensure that they are learning in the least restrictive environment. The integration of progress monitoring and data analysis systems as part of the instructional model also supports students with IEPs and 504s. SSES will systematically provide several strategies toward integrating our NM Multi-Layered System of Supports (MLSS).

When creating our MLSS plan as SSES, we will ensure the following systems are developed at all three tiers:

1. Layer 1: Universal Approaches to Instruction
2. Layer 2: Targeted Approaches to Instruction
3. Layer 3: Intensive Approaches to Instruction

The following are the Seven Core Components we will ensure provide three layers of instructional approaches:

1. **Data Driven Decision Making:** SSES teacher-teams establish a system of assessments that yield data to inform decision-making about students' progress toward end-of-quarter and end-of-grade knowledge, skills, and abilities. This includes decision rules for how the school will use universal screening data. Universal screening helps teachers to identify those students with learning needs (e.g., small group instruction, interventions). Student data is analyzed (by the teachers on the Student Case Study Team) to monitor the effectiveness of academic and behavioral interventions, and interventions are adjusted as needed based on these data. Students with disabilities participate in all assessments appropriately Except as stated in Individualized Education Programs (IEPs).
2. **High Quality Core Instruction and Interventions:** Each grade level has a high-quality core curriculum and materials in all content areas that is aligned with New Mexico Content Standards and meets students' needs. The core curriculum and supplementary materials are culturally and linguistically appropriate and are delivered via culturally and linguistically responsive instruction. Implementation of the core curriculum is monitored by SSES leadership. To ensure high-quality core curriculum is used, SSES leadership must monitor selection and implementation. The high-quality curriculum for layers 2 and 3 should be aligned to the layer 1 core curriculum. The system of assessments is aligned to core instruction and includes universal screeners, formative assessment practices, interim assessments and progress monitoring tools, and summative assessments that measure instruction at the end of the unit or conclusion of a course.
3. **Positive School Culture and Climate:** School-wide behavioral norms and expectations are taught to all students, practiced until they become routine, and are

regularly reinforced to maintain them over time. Core behavioral norms and Expectations are consistent across classrooms and school environments (cafeteria, hallways, labs restrooms, etc.). Also, teaching of core norms is location-specific. The entire staff participates in teaching and supporting behavioral norms. Supports are in place for all students. These supports are non-punitive and focus on teaching appropriate behaviors and skills to students displaying behaviors that impair learning, destroy property, or which could harm other students or educational staff. In an MLSS, when inappropriate student behaviors occur, changes in adult behavior should follow to provide positive support for desired student behavior.

**4. Informed and Effective School Leadership Systems:** Distributed leadership structures and practices among school staff facilitate a collaborative approach to identifying, organizing, and providing data-driven and data-informed interventions with fidelity to achieve optimal student outcomes. Instructional leaders will use observation and feedback cycles to monitor and support teachers in identifying and using the most effective evidence-based interventions. To support high fidelity implementation of interventions, educators receive ongoing job-embedded professional learning follow-up support (coaching, mentoring, etc.). The School Director will have systems in place to monitor implementation of strategies obtained in professional learning sessions. Programs and practices align to effectively leverage school, and State resources to benefit students.

**5. Student Health and Wellness:** Student health and wellness is considered for all students through MLSS. SSES will implement a Wellness Policy addressing the elements of the coordinated school health model in accordance with New Mexico

Administrative Code (NMAC) 6.12.6. Staff will acknowledge the significant impact holistic student success. SSES will also have a safe schools plan.

**6. Family Engagement:** Family participation in the MLSS process is essential for interventions to achieve their intended impact on student learning. SSES will provide support to families through the MLSS, so parents and families understand the process for moving up and down increasingly intensive layered interventions and can support the interventions. In addition, SSES will provide multiple parent-teacher conferences and opportunities for family engagement at the school beyond the regular school hours.

**7. Collaboration and Processes for Providing a Layered Continuum of Supports:**

Teachers and health and wellness staff will be provided scheduled time during the week to collaborate and identify interventions to promote student success. Each week, teachers will work together to analyze data, share strategies, plan collaboratively, and assess the impacts of instruction and interventions on student achievement. SSES will support collaboration and hold teacher teams accountable for positive impact on student achievement and wellness.

Students with disabilities will remain in a continual “Student Case-Study” Flow. The Student Case-Study Flow will slightly resemble the NMPED Student Assistance Team once used to implement RTI processes. As we shift our paradigm away from an RTI model to more inclusive practices with less leveling restraints, the MLSS Core components will be analyzed pertaining to each students’ IEP and goals. Typically, by 9th grade, students who present learning disabilities and gifted abilities have already been identified. Our instructional services for students with disabilities will be guided by the students’ individual needs at each tier:

universal, targeted, or intensive. Targeted and Intensive Interventions will be guided by the students' goals and IEP modifications/accommodations necessary for them to achieve academic proficiency.

Discipline procedures for Students with Disabilities (SWD) will follow the same school-wide procedures unless specified within the IEP. Discipline procedures and other protocols to guide implementation of the school's 7 MLSS components will be developed by a teacher committee no later than August 1, 2025. This effort will be done in conjunction with the Scope and Sequence development for the instructional programs.

Students with severe disabilities will be serviced according to the IEP with the necessary accommodations and interventions in place. The proposed budget allows for IDEA funds to be used for the purposes of implementing a well-designed Special Education Program at SSES.

### **Special Education Program**

SSES will utilize a least-restrictive spectrum-of-services model, with all students provided access to a free and appropriate public education (FAPE), all the while sharing the same opportunities for standard curricular exposure. Within this framework, the school will provide support staff for special education students, both gifted and with disabilities, to provide direct and supplemental instructional support and services, both in and out of class. This support will be extended by the network of ancillary service providers with which the school will contract in order to provide the necessary support services. Classroom supports are offered to accommodate and modify the learning environment of each student based on their IEP or 504. These include, but are not limited to: individual exit exam test environments, text-to-speech programs installed on student Chromebooks, large print texts, audiobooks, copies of notes or class materials, peer mentor assignments, flexible seating, headphones, color overlays both

physically and digitally, accommodations for any needs regarding food or medication, extended time on class assignments, extended time on testing, and use of manipulatives or other learning aids. The primary work that supports students with special needs, however, begins with the classroom teachers. In addition to implementing the SSES instructional framework, SSES provides smaller class sizes (average of 20 or less in any class) so teachers may work closely with each student. The integrated style of instruction will ensure students are doing at least 50% of the communicating in class, so the environment becomes one where discourse is two-way. By knowing their students and their students' specific learning needs, teachers will effectively intervene and provide individualized support in areas specific to address student deficiencies. Teachers can also customize instruction to challenge gifted students and deepen their level of interaction with the integrated curriculum. The smaller class sizes also creates a small-group environment which is conducive to special education accommodations and modifications as well as enrichment activities for gifted students thanks to the individual attention that the teachers will be able to provide each student.

All support efforts will operate across a multitude of dimensions depending on the level of intervention required and based on the needs of the individual student. One such effort involves scheduling services to keep students in class as much as possible. For students that require services in the areas of social work, speech language pathology, etc. SSES will provide necessary time during Session Four so the special education case manager can work individually on areas of deficiency, learning gaps, or social skills and students may remain in their Core Course Sessions One-Three with accommodations and modifications as necessary. The Case manager will also provide communication between content area teachers and parents in order to maintain open lines of communication. Gifted students will be able to use this



period to meet with a teacher who specializes in gifted education and receive services to challenge them in their area of giftedness and other areas where they are curious and ready to explore. Session Four, meeting on a daily basis, will allow for dedicated tutoring time, extended test-taking, and digital/technology skill building. As a component built into the day, this time will help ensure that students will be able to receive all the support services they may require, including ancillary services such as physical therapy, speech therapy, gifted seminars, social work, occupational therapy, as well as receive academic interventions to allow them to be successful in their course for each term.

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

All students, including those identified as receiving special education services, will be assessed academically no less than quarterly with summative assessments and no less than weekly with formative assessment. Should any IEP or 504 plan indicate a need for deviation from SSES assessment plan, accommodations and modifications will be made according to the IEP (See Section H for full assessment plan). Progress and success of students receiving special education services will be driven by the student's IEP goals within the IEP. Careful observation and monitoring by a licensed Special Education teacher will be provided to progress monitor the overall student's achievement and the progression toward IEP goal achievement.

### **Identification of Students With Special Needs**

SSES will prioritize the identification of students with special needs prior to enrollment or at the time of demonstrated academic need while enrolled. There are a variety of avenues through which students with special needs can and will be identified. For those students with

previous documentation of program eligibility and/or participation, SSES will request all pertinent educational records at the time of enrollment to ensure that any services provided prior to enrollment will remain consistent and continue without disruption.

For those students for which an academic concern is noticed and/or suspected, whether due to academic struggle or exceptionally high levels of performance, staff, teachers, and parents may recommend the student for Layered Support and possible special education testing. (See Section G1 of this application for the MLSS plan.)

### **Formative and Summative Assessment**

The SSES instructional model relies heavily on the collection and use of student and school data. To that end, students with IEPs and 504s have many data points that are used to tailor the educational experience to each of them individually including their exit exam scores, formative assessment scores, teacher feedback on assignments, and standardized test scores. Students are tested on standards-based exit exams every quarter, resulting in multiple scores per student, per course. Additionally, the frequent formative assessments, used in all courses, creates a multitude of data points from which the staff can form the best plan for each individual student. For students with 504s and IEPs, this level of academic progress monitoring is crucial to their success because it allows for frequent, adaptive actions that address needs specifically and quickly.

### **Progress Towards Goals (PTG)**

As a component of each student's IEP, PTG becomes a specific benchmark on measuring student growth. While the common practice is to measure PTG once per year, SSES teachers will review and provide feedback on special education goals each quarter, thus creating a more

precise and workable data set from which the special education teachers can operate in supporting students for the quarter ahead. These data are compiled and added into an existing case study report which is shared with parents for review on an ongoing basis.

### **Open Communication**

As students' daily courses are blocked in a four-session days for thematic content integration, a longer span of time creates a system where staff can communicate about student progress and academic needs with great detail. At the beginning of each new term, modifications and accommodations are shared with all teachers for students with modified curriculum, assessment, and educational setting. This open line of communication allows teachers to share best practices and experiences with each other continually, providing open dialogue about what works best for each student. The data collected each term from all courses also allows administration and special education case managers to monitor each student and respond quickly to any issues that may arise. This monitoring and intervention will guide necessary layered interventions. Consistent monitoring and communication related to student progress ensures that students have their needs met in all classes consistently, creating a safe and stable educational environment.

### **Student Performance Monitoring Schedule**

Below is a table illustrating how students' achievement, including students receiving special education services, will be monitored with regular frequency. All the assessment measures listed below will also provide the content of the multiple parent-teacher conferences throughout the school year.

Assessment Measure	Time Period	Purpose	Responsible Party
Formative Assessment	Weekly	Inform instructional practices and student performance	Teachers
Quarterly & End of Course Assessment	Quarterly and at the end of each course	Inform instructional practices and student performance	Teachers
Case-Study	Monthly	Ensure MLSS alignment for students' needs	Teachers, administration, and parents (if needed)
IEP Progress Toward Goals (PTG)	Quarterly	Inform instructional practices and student performance	Teachers, Special Education Caseload Manager
Standardized Assessments (NMASR, PSAT & SAT)	Yearly	Inform instructional practices and student performance	Teachers, Special Education Caseload Manager, Administration
Program Evaluation for SWD and ELL	Annually	To inform action steps for improvement	Administration, Special Education Caseload Manager, Governing Council, stakeholders, students, and teachers

**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 ELLs.

*"Empowering English Language Learners involves not only enabling them to develop proficiency in English but also affirming their cultural and linguistic identities. By doing so, we foster a more inclusive and equitable educational environment where all students can thrive."*

*Jim Cummins in Negotiating Identities: Education for Empowerment in a Diverse Society*

## **EL Identification**

SSES will model the identification of English Learners after the NM PED's established 3 Step Process. The first step for new students to a New Mexico school is to administer the Language Usage Survey (LUS) provided by the Language and Culture Bureau. If the parent answers "yes" to any of the first 6 questions or identifies a language other than English on question 7 for the student, SSES will administer the WIDA ESL screener. If the student fails the screener, the student will be identified as an English Language Learner (ELL) and reported as so to the state. If the student passes the screener, the student will be identified as English Language Proficient and reported as so to the state. If a student is new to SSES, but has been enrolled in another school in the state of New Mexico, the student's prior LUS and WIDA Screener scores as well as any WIDA ACCESS scores will be obtained from the transferring school.

## **EL Program Implementation**

All newly identified ELL students and transferring ELL students will be provided curriculum and instruction for the purpose of accessing all learning. It will be the goal of SSES for every ELL to develop proficiency with the English Language within 5 years of being identified as needing support services.

SSES will provide a pull-out English Language Development (ELD) course and sheltered instruction in other content areas for English Learners (ELs). This will result in 45 minutes a day or 90 minutes every other day of targeted English as a Second Language (ESL) instruction.

The ESL instructor will utilize information from either the WIDA English Language Proficiency Screener, the WIDA ACCESS Proficiency Assessment, or the WIDA Alternative ACCESS Assessment to determine the current level of proficiency and instructional level of each EL student. The WIDA website resources for interpreting levels into daily learning objectives will be utilized to leverage ESL instructional lessons from SSES adopted ELD curriculum materials.

### **Professional Learning**

ESL curriculum materials and instructional strategies will support ELs in the areas of reading, writing, speaking and listening. The ESL instructor will be trained and receive annual professional learning for how to interpret each EL's diverse proficiency among each of these skill areas and which engaging strategies will most optimally grow students from "Beginning" levels to "Expanding" and "Bridging" levels in each, as well as overall. NM PED provided and WIDA approved professional learning opportunities in the southern part of the state will be part of SSES's comprehensive professional learning plan.

Professional learning for the EL instructor and all teachers working with EL students will be taken advantage of from NMPED through WIDA. English as a Second Language instructional strategies such as SIOP and other evidence-based practices are provided and help teachers to not only develop meaningful instruction enhancements for ELLs, but these methods also increase success with daily lesson objectives for all students.

### **EL Supports and Accommodations**

EL plan supports and accommodations will be created by each student's teacher team which are specific to the needs of the individual learner in understanding and accessing the

curriculum for all grade-level content courses. These accommodations may include, for example, a one to one word dictionary from the home language to English or images whenever possible to accompany vocabulary in verbal instruction. Knowing some students read English better than hearing it, Text to Speech may also be a needed accommodation throughout instruction and increase the timeliness of English language acquisition for the learner.

SSES recognizes that using the English Language with school peers in relaxed classroom and social settings is an effective practice for English language development. SSES will provide activities for all students to experience team building, friendships, mentorships and peer collaboration within instruction. Special care and focus will be given to these types of opportunities provided to ELs for the purpose of achieving the most successful outcome.

Giving ELs a sense of belonging at SSES is a top priority. SSES realizes that ELs are more likely to be successful in their ELD and learning if their parents and families also have opportunities to grow relationships in the school with instructional staff and leadership. SSES will hold meetings just for EL families to build rapport and make them feel comfortable in asking questions and expressing any concerns. To aid in verbal and print communication, SSES will arrange interpretation of English into the home language of the family.

Communication regarding all regular school information and events as well as ESL program eligibility, program information, parent involvement invitations and student English proficiency levels and progress will be interpreted into the home language for families ESL students.

### **ESL Proficiency**

Once EL students obtain a proficient score of 4.7 or higher on the annual WIDA ACCESS or P1 on the annual WIDA ALT ACCESS assessment, SSES will consider the student proficient in English and will receive Reclassified Fluent English Proficient (RFEP) status. The student will no longer participate in ACCESS testing or EL services. SSES will, however, continue to monitor RFEP students for the following two years to ensure the student is being successful in their learning. If the student should begin to struggle after exiting ESL services and supports, the Multi-Layered System of Supports (MLSS) will be enacted to provide additional layers of help until students are demonstrating success with Layer 1 curriculum and instruction in all core areas.

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

English Learner progress will be regularly monitored and evaluated at SSES with the goal of informing instructional decisions and proficient student acquisition of the English language. The program as a whole will be annually evaluated for effectiveness by looking at trends in growth for all students using the WIDA ACCESS and WIDA ALT ACCESS assessment information. Overall growth will be evaluated for adequate progress toward the 5 year goal of English proficiency and each individual skill area of reading, writing, listening and speaking will also be evaluated for strengths in instruction and curriculum resources.

EL growth throughout the year will also be monitored by using student's individual formative curriculum-based assessments and adaptive digital English Language Arts instructional programs such as the evidence-based program, Lexia. Regular observations, lesson exit tickets, and monthly formal formative assessments will be used to assess sub skills students are being successful with or maybe struggling with. Digital programs such as Lexia will also be helpful by effectively assessing the EL's present skill level and introducing next



instructional steps to students. The SSES ESL instructor will then use this information to identify areas of need for students and target instruction for those skills with intervention lessons in a timely manner.

Short-cycle Khan Academy Reading pre-SAT assessment results will also be used to measure if EL students are making progress with comprehension and writing skills in their current grade level. These assessments will be administered 3 times per year at beginning, middle and end of year, as the overall SSES high school goal for ELs is preparedness for college and career.

Using these weekly, monthly, interim, and annual tools to assess, monitor and evaluate EL progress will ensure a well-rounded and responsive approach to ESL instruction. As EL students exit their program, there will be efforts to continue their case study monitoring to determine the most efficient layered level of support. (See Section G1 for specific MLSS Plan implementation.)

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.

*"Culturally relevant teaching uses student culture in order to maintain it and to transcend the negative effects of the dominant culture. It is essential that students see themselves and their experiences reflected in the curriculum and pedagogy; this affirmation of identity is critical for academic success."*

*Gloria Ladson-Billings in The Dreamkeepers: Successful Teachers of African American Children*

SSES will create an equitable and representative learning environment and prioritize the needs of all students as individuals by maintaining an educational setting where students of all cultures, including Black, Native American, Hispanic, Multicultural, and Bilingual students,

are not only included, but are an integral part of the educational process, satisfying the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1.1), the Indian Education Act (NMSA §22-23A-2), the Hispanic Education Act (NMSA §22-23B-2), and the Black Education Act (HB43 and NMSA Article 23C). To this end, SSES will address the needs of Native American, Hispanic and Black students and maintain a bilingual and multicultural educational framework through teacher and staff training, a customized curriculum, student-driven practices, and an organizational focus on inclusivity. In response to the above statutes, and in the fairness of serving each student as an individual, the school will develop, with stakeholder input and guidance, and abide by policies that are culturally and linguistically responsive. The SSES campus is projected to have over 70% of its students belong to the Native American, Hispanic, Multicultural, and Bilingual subgroups, so the need to ensure equal and quality education for these students is tantamount to the success of the school overall.

The school programs and policies will be evaluated regularly, aligning to our mission of data-driven operations, to improve educational outcomes. These efforts will facilitate the cognitive and affective development of the students through the use of cultural and linguistic student backgrounds in the formation of curriculum and school programs, the offering of student opportunities for expansion of linguistic abilities and concepts, and the focus on appreciation and value of all cultures and languages of the area and world.

More information about SSES's programs and plans for culturally responsive practices for all students, including Native American, Hispanic, Black, Bilingual and Multicultural students, are described in Section I.D - Education Acts. In a target population where most students are Hispanic, multicultural, and bilingual, SSES feels that the needs of the whole school represent

this subgroup, thus, much of the student support services, student-driven curriculum and instruction practices, and school policies and procedures discussed throughout this entire charter application are also directly applicable to this section and to all students at SSES.

### **Teacher and Staff Training**

SSES prioritizes providing quality training to all staff regarding best practices to serve students who are at-risk of marginalization, especially Black, Native American, Hispanic, Multicultural, and Bilingual students attending SSES. An English Language Learner (ELL) coordinator/instructor will be on staff to serve students and with the principal will organize and implement training and programs on campus. To assist teachers and staff in serving these students, who will comprise the majority of the population at SSES, training will be provided to teachers and other staff, such as tutors and counselors, both prior to the start of school as well as continually throughout the year. Training topics will ensure that the best practices are used in teaching, mentoring, counseling, and administration, and are culturally and linguistically responsive to students including:

- Sheltered instruction practices
- Socio-emotional learning
- Cultural inclusivity practices
- Language acquisition research and benefits of multilingualism
- Use of home/native language to enrich academic outcomes
- Integration of culture in classroom instruction authentically
- Team-building initiatives and school culture training

- Sensitivity and bias in assignments and assessments training
- Cultural stereotyping and racial issues common to southern NM

### **Customized Curriculum**

Through rigorous, relative and project-based learning opportunities, students at SSES will have an unprecedented amount of choice in their education. Within classroom discussion and assignments, a student's choices will reflect their personal beliefs, preferences, and background. SSES' curriculum is designed to be meaningful specifically for the students of Alamogordo and surrounding areas and their unique educational, personal, cultural, and linguistic perspectives. Higher student engagement combined with rigorous coursework and a standards based assessment and credit system will lead to improved educational outcomes, with a decrease in learning gaps and an increase in student confidence and personal validation.

### **Student-Driven Practices**

As students progress through their courses each school year, the instructional practices and policies implemented by the SSES teachers will be highly grounded in student driven learning, including project based-style instruction and inquiry design models. This level of student involvement will lead to a rich classroom environment where diverse perspectives, cultures, and linguistic backgrounds will form a mosaic that benefits all students both personally and academically. Teachers will adjust instruction, materials, and classroom structure to meet the needs of students every day in all class periods. The small class sizes will allow more individualized class adjustment that fluctuates as student needs fluctuate organically. Students will drive their learning as they reach cognitive and affective educational milestones, while teachers will operate as facilitators and guides through the customized curriculum they have

created specifically for SSES. Stakeholders from all subgroups, especially parents of Black, Hispanic, and Native American students, will have input in the creation and updating of school policies and handbooks to remediate cultural biases and improve sensitivity.

### **Organizational Focus on Inclusivity**

SSES will have an unwavering focus on inclusivity and acceptance for all students, staff, and community members. The school will incorporate cultural and traditional holidays and practices that are reflected in the community, into the school through curriculum, activities, school holidays, extracurricular activities, newsletter highlights, and community partnerships. Teachers and staff will promote traditional dress and regalia, the presentation of traditional performances and skills, and the teaching of diverse cultures and peoples, both local and from around the world. The diversity in the curriculum will serve as a reflection of the diversity of the school family; the educational focus is in turn a reflection of the cultural focus of the school. While students learn to take responsibility for their learning by becoming active members of the classroom dynamic, they will also learn to take an active role in their community by becoming inclusive thinkers with diverse world views and a deep appreciation for all cultures, linguistic backgrounds, and perspectives.

### **Program, Policy, and Plan Evaluation**

Aligning with the SSES learning model which is based on constant feedback and improvement, the bilingual and multicultural policies, programs and plans used at SSES will be communicated at parent and community involvement and feedback events. Tailored communication and reporting procedures will be provided to the SSES stakeholders, Alamogordo, and the neighboring communities served.

### **Feedback Surveys - Quarterly & Annually**

Each quarter, students will be provided surveys that allow them to provide anonymous feedback about their experience that term at SSES. Through these surveys, which provide valuable curricular and instructional data as well, administration will evaluate the feedback surrounding Black, Native American, Hispanic, Multicultural, and Bilingual students and their experience at school. This will allow for the adjustment of aspects of the school that are not properly serving its students. Additionally, parents are given feedback surveys annually that elicit comments and input regarding the school's programs, policies, and plans in serving the Black, Native American, Hispanic, Multicultural, and Bilingual students. These surveys, also anonymous, give voice to all families and allow comments, both positive and negative, to be heard and recorded.

### **Input Meetings - Quarterly**

The community information nights hosted by SSES in addition to its parent meetings, and Governing Council meetings all provide a platform through which parents and community members can provide input to the school to improve the educational environment for Black, Native American, Hispanic, Multicultural, and Bilingual students. These meetings will be advertised well in advance and held regularly throughout the school year in order to make the school and its administration as accessible to families as possible. Specific agenda items will be added to these meetings, especially parent meetings, to elicit feedback to guide programmatic evaluation and adjustment to improve student outcomes.

## **H. Assessment and Accountability**

A charter school application should include a clear plan for evaluating student performance across the curriculum. (NMSA 22-8B-8(E)). This plan should align with state performance

standards, as well as with the proposed school’s student performance goals, and should be presented, along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting thoughtfulness given to tracking student progress. A plan for the use and dissemination of data gathered through assessments should include procedures for how the board will initiate 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**

*“Insanity is doing the same thing over and over and expecting different results.”*

*- Albert Einstein*

SSES will provide an assessment plan that uses formative and summative assessment measures. These assessments will range from daily formative assessments such as exit tickets, to annual state-mandated assessments such as the SAT and NMASR.

Assessments will align to New Mexico standards for all content areas including the common core standards for English language arts and mathematics, the NM STEM Ready! Standards for science, the American Council on the Teaching of Foreign Languages (ACTFL)

World-Readiness Standards for foreign language, the NM Social Studies standards, and the common core standards for literacy in science, social studies, and technical subjects. The scope and sequence of all contents at all levels is anchored in and developed from the standards for each of those contents. Rather than approach a broad set of standards across a

semester or year, the integrated curriculum and instruction at SSES will each focus on a small subset of intersecting standards, allowing the teacher to assess student progress and proficiency with more accuracy and at much more frequent intervals than what is achievable in a traditional classroom setting.

### **Assessment Overview**

The continuous cycle of formative and summative assessment at SSES will allow for constant progress monitoring and a feedback mechanism to inform instruction, provide specific remediation, and to continuously improve the school's instructional practice. The system of monitoring, data collection, and data analysis will consist of several components: formative classroom assessments, exit exams, and state test performance, all of which invite their own in-depth data analysis. As required, the school will make available any assessment report to meet state assessment and data reporting requirements. Because SSES will be standards-driven, each evaluation of student learning, be it formative or summative, is tethered to a measure of student learning for a specific state standard. As such, the school's academic model focuses on measuring the learning of standards rather than the completion of work or tasks specific to standards.

In considering the target population in Alamogordo, students have consistently underperformed on many assessments, including state-mandated assessments as well as college readiness measures when compared to the state average (See Section I.F3 - Anticipated Student Population for more information). The goal of formative and summative assessments, when utilized purposefully in tandem, is to facilitate student growth and then allow students to demonstrate their academic progress. The Instructional Framework and Model comprehensive system of formative and summative assessment, in conjunction with its



curricular and instructional methods, will specifically address the lower proficiency rates witnessed within the target population. (See sections A1 and A2 for the framework and model.)

### **Formative Assessment**

The instructional model at SSES will utilize formative assessment and continuous student feedback as the mechanism through which learning and improved learning practices will take place. Students in the target population demonstrate very high graduation rates but extremely low proficiency rates in ELA and math annually. The assessment plan for SSES is designed to eliminate the learning gaps that grow over time in the traditional model of direct instruction and traditional grading practices. In her book Assignments Matter, Eleanor Dougherty explains how every assignment must have an activity and assessment component. According to Dougherty the assessment is the most beneficial aspect of the every-day assignment.

Formative assessments will be embedded as an integral part of every assignment at SSES. By structuring the assessments to be formative in nature throughout each course and session, students learn to work toward mastery rather than working toward an arbitrary grade. In each seminar, student progress will be monitored constantly to provide them with feedback for improvement and facilitation of learning. Doug Lemov, in his book Teach Like a Champion 3.0, provides ample examples of how formative assessment can become a natural part of the instructional delivery process. Consistent monitoring of formative assessment results will also serve to track each student's progress on the required standards for that session throughout the academic term so that interventions can be implemented at any point the teacher deems appropriate. These formative assessment measures, paired with strong lesson delivery will

close learning gaps and achieve higher levels of proficiency in core academic areas which in turn leads to greater academic success.

Each daily instructional session will be assigned specific required state standards to which the teacher and students are bound. The assessment and monitoring that will occur on a daily basis will provide the students, parents, and teachers with a continually updated measure of how each student is performing in each standard. This information is used to identify students who are at-risk and in need of MLSS Layers 2 or 3 of support, and students who are on track to demonstrate proficiency course and session standards. In the target population, which struggles with proficiency in core content areas, the benefit of an academic model which promotes formative evaluation and student growth, coupled with a system of constant assessment-based feedback, will provide vital insight into areas of strength and weakness in each student individually and will thus result in an increase in student achievement.

The specific types of formative assessment used by each teacher may differ, but may include general practice, practice assessments, projects, presentations, oral reporting, debate, and written work in a variety of formats. The teacher will have the discretion to utilize the formats of assessments they feel is most appropriate to the student and the seminar in general, although it is stipulated that the students will be provided short formal practice exams on a weekly basis to provide practice and exposure to what the exit exam will require of them at the conclusion of the term.

## **Grades**

Within the school's gradebook, which is shared with parents and students through a parent/student portal such as PowerSchool SSIS, the most recent measure of each student's

progress relative to the NM Adopted Standards will be indicated. While daily work and assignment grades will be provided within the instructional platform (Canvas or Google Classroom), the teacher gradebook will simply illustrate the most recent, comprehensive measure taken of each standard, thus providing parents and students with the most recent data available on their student's learning progress for each standard within the class. These standard grades will change on a weekly basis so as parents and students review grades as they see fit, they will see new grades for each standard based on the most recent measure taken by the teacher.

### **Interim Assessments**

Interim assessments are an essential part of the learning process because they provide valuable standards-based data that is aligned with summative assessments and comparable across years, student groups, state averages, and students. Yet while aligned, unlike summative assessments, data from interim assessments may be utilized to make adjustments in instruction before the student progresses to the next year of schooling. The PSAT will be given at least two times annually (SAT will replace PSAT for grade 11 each spring) to provide interim data that is tailored to college and career readiness. The results of the Interim Assessments in the Fall and in the Spring will provide insight and guidance to how the instructional content and practices may need to be adjusted in the future coursework design.

### **Exit Exams**

There is a demonstrated need for student academic growth in the Alamogordo area students. In order to improve instructional outcomes, it is necessary to hold students as well as teachers accountable for each standard that is required by the state of New Mexico in order for a student to graduate with a diploma. SSES exit exams will serve as the summative,

credit-determining measure of proficiency for each session. Upon passing the exit exam for each course, students will receive a micro credential badge through the Canvas portal. Click [here](#) for more information about [Canvas Badges](#). The exit exam component and number of awarded badges of the school's educational program will be specifically tied to its evaluation from its authorizer through the charter contract via its mission-specific goal.

Exit exams measure proficiency (and mastery) for each academic standard, and thus align specifically NM Adopted Standards. Students must demonstrate proficiency (80% or above) on each course exit exam in order to earn a Badge for that seminar. Proficiency on standards is measured on the exit exams with all other evaluations (see above) functioning as formative for the purposes of feedback. Students who graduate from SSES will have been deemed proficient in every academic standard. Questions developed for the purposes of the exit exam will reflect four Depth of Knowledge Levels (See Figure 10 below).

# Webb's Depth of Knowledge

## DOK Level 1

(Recall)

**Verbs:** arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

**Focus:** on specific facts, definitions, details, or procedures

**Note:** there's one correct answer, and a combination of Level 1s does not make it a Level 2

## DOK Level 2

(Skill / Concept)

**Verbs:** categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

**Focus:** on applying skills and concepts • explaining how or why

**Note:** there's one correct answer

## DOK Level 3

(Strategic Thinking)

**Verbs:** assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

**Focus:** on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions

**Note:** multiple answers or approaches

## DOK Level 4

(Extended Thinking)

**Verbs:** apply concepts, analyze, connect, create, critique, design, prove, ...

**Focus:** on complex reasoning, planning, and thinking • make real-world applications in new situations

**Note:** has multiple answers or approaches • often requires extended periods of time with multiple steps



Webb's DOK Graphic by Tracy Watanabe is licensed under a Creative Commons Attribution 3.0 Unported License.

Figure 10: *Webb's Depth of Knowledge*

## State Assessments

State assessments will be administered annually during the state assessment administration windows to students in 11th grade; this includes the SAT and NMASR. In addition, screening assessments such as the Gifted Screener and the WIDA Screener for potential ELs as determined by the Language Usage Survey (LUS) will be utilized as necessary. Alternative Assessments and ACCESS Assessments will also be used per NMPED guidance as necessary.

## Assessment Plan and Schedule

Below is a sample assessment plan and schedule for SSES:

Assessment	Grade Level	Date	Purpose
PSAT	9-11	FALL (before October each school year) & SPRING (before April each school year)	This test is designed to allow students to practice the concepts that are tested on the SAT and receive insight into their predicted performance on the SAT and other aptitude tests. It also allows them experience with the PSAT that can assist them as 11th graders in order to retake the exam and qualify for the National Merit Scholarship. PSAT score reports are returned along with the actual test booklet. This allows students to see their overall scores as well as the question breakdown indicating right and wrong selections. Counselors and teachers use these reports at SSES to help guide students on their path to college or career. The staff can assist students in recognizing areas of weakness where they must improve their academic performance. They can also identify areas where the student may have rushed or second-guessed themselves. These conversations based on PSAT data lead to higher PSAT and SAT scores, more confident test takers for college entrance exams, and more inquisitive students who are able to analyze their own performance data with the intention of learning from it in order to improve rather than remaining passive and accepting a score without analyzing its meaning and implications.
SAT	11	SPRING	ELA and math assessment and college entrance exam for students to demonstrate college readiness. The test also allows for comparisons across all NM schools which provide SSES insight into its student achievement levels. Scores from the annual state assessments allow for: school performance from year-to-year, subgroup performance, comparison to NM averages, ELA and math proficiency levels and areas of strength/weakness. Teachers are provided with this data when it becomes available in order to adjust the instruction in math and ELA

			to meet student needs and address learning gaps that are apparent in the standardized testing. Data are also compared to exit exam performance to better align the exit exams to the standards and accurately reflect student proficiency.
NMASR	11	SPRING	The NMASR is aligned to the NM STEMReady! +6 standards for science instruction and allows all students to demonstrate proficiency in science for grades 11. It also allows for SSES science achievement to be compared to NM state performance levels. The test also allows for comparisons across all NM schools which provide SSES insight into its student achievement levels. Scores from the annual state assessments allow for: school performance from year-to-year, subgroup performance, comparison to NM averages, science proficiency levels and areas of strength/weakness. Teachers are provided with this data when it becomes available in order to adjust the instruction in science to meet student needs and address learning gaps that are apparent in the standardized testing. Data are also compared to exit exam performance to better align the exit exams to the standards and accurately reflect student proficiency.
Exit Exam	9-12	May	Common exit exams are for culminating core content courses that are standards-based, peer reviewed, and based on Webb's DOK. These exams will be administered at the end of each course. Students must pass each exit exam with at least an 80% in order to earn a micro credential badge (students will be considered passing the exam to receive course credit with a score of 75%). Thus, the exit exams serve as the credit-awarding factor for each course. This allows the SSES to certify that its students have mastered all required standards in all contents without learning gaps or areas where they may have unnoticed academic weaknesses.
WIDA, Gifted, ACCESS	9-12	As needed and within first 30 calendar days	Identification of service and MLSS needs

Formative Assessments	9-12	Weekly minimally	<p>Every course instructional design includes formative assessments at regular intervals in order to monitor student progress, inform instruction, and facilitate student learning and progress. These assessments take various forms to meet the needs of the student, content, and level, but can include: multiple choice quizzes and tests, essays, long and short answer prompts, presentations, outlines, experiments, lab notebook entries, lab reports, debates, posters, pamphlets, extended project checkpoints, narratives, oral exams, demonstrations, etc. Each of these tasks is viewed as an assessment and students are given “grades” in the form of scores, feedback, assistance, and edits. This will allow teachers to keep an active measure of student performance for NM Adopted Standards while simultaneously providing students with the support and instruction needed to make progress in each standard as they work toward mastery. Data analysis resulting from all formative assessments are teacher-driven and highly integrated into all course development and refinement. The teachers use this constant stream of student checkpoints in order to customize the instruction that is being provided to each student in each course/session. Small class sizes, 20 or less even at their largest, allow teachers to take data from a plethora of formative assessments and tailor the instructional approach to best meet student needs. When formative data shows an area of strength or weakness, teachers can make “test-in hand” adjustments to meet the student needs.</p>
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**Data Driven Instruction**

The elements and process of Data Driven Instruction (DDI) are spelled out in Paul Bambrick-Santoyo’s book, Driven By Data 2.0. SSES will use this valuable resource to facilitate extensive and ongoing, job-embedded professional development for teachers in the area of use of data to drive instruction. Due to the standards-based nature of the SSES



Instructional Model (See Section 2), data-driven instruction is an important element of our curriculum and instructional approach and is provisioned through our comprehensive assessment plan.

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

### **Data Driven Instruction**

Paul Bambric Santoyo describes data-driven instruction as a philosophy which focuses on two simple questions:

1. How do you know if your students are learning?
2. And when they are not, what do you do about it?

In a paper entitled, *A Theoretical Framework for Data-Driven Decision Making*, written by Mandinach et. al. in 2005, the concept of Data Driven Decision Making was thoroughly described. Below is a model adapted from this work (See Figure 11).

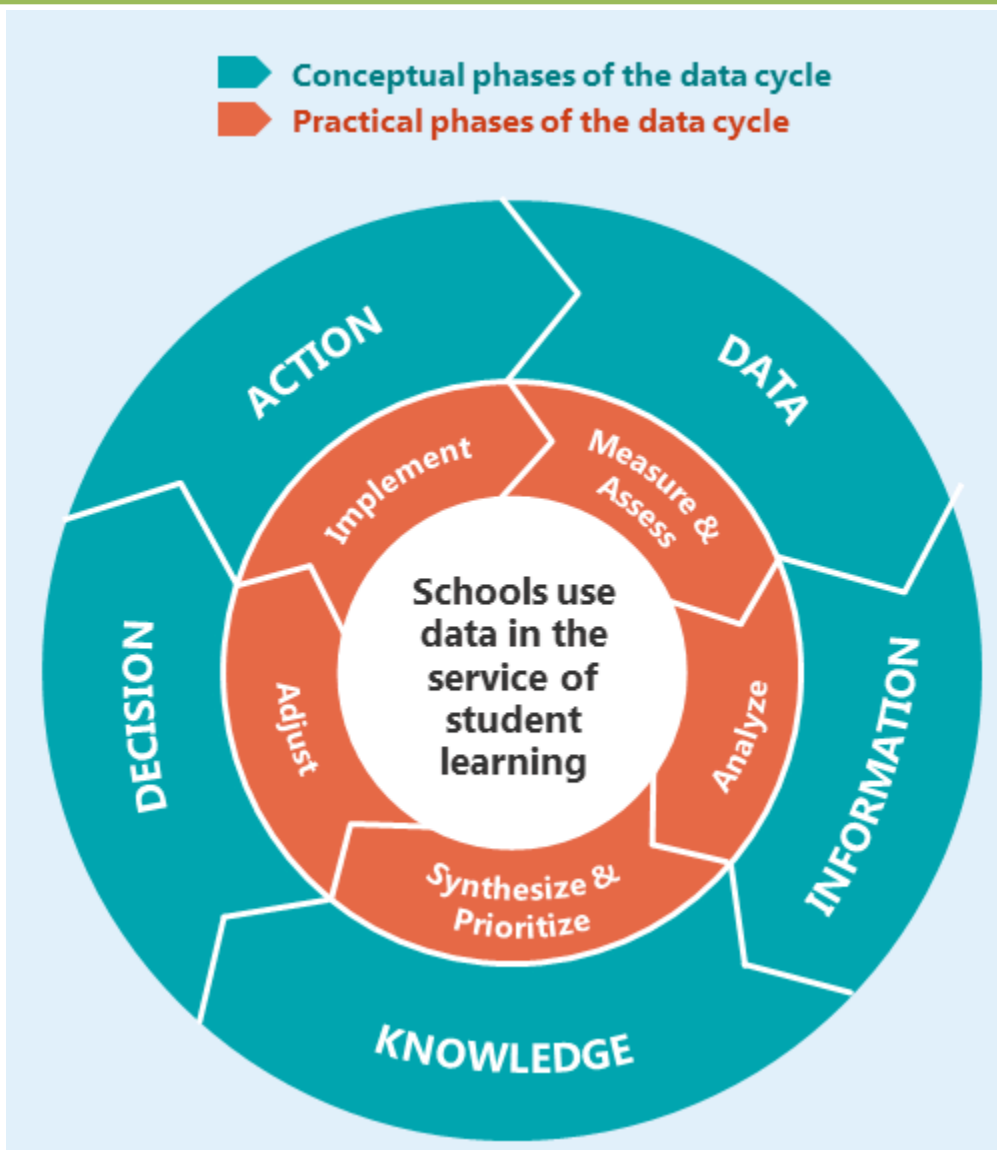


Figure 11: *Data Driven Decision Making Model*

By drawing on the work of Bambrick-Santoyo and Mandinach, our teachers and staff at SSES will be provided guidance and resources to implement Data Driven Instruction (DDI). By carefully studying outcomes of formative and summative assessment, teachers will make accommodations, revisions, and modifications to the instructional delivery and content to close a feedback loop that these assessment tools will provide. The feedback loop cycle is as follows:

1. Implement
2. Measure and Assess
3. Analyze
4. Synthesize and Prioritize
5. Adjust
6. Return to Step 1 in the cycle.

### **Protected Time for Data Analysis**

Our school calendar provides teachers time to meet with one another to complete student “case studies” (See Section G) as well as participate in Professional Development and Planning and Data Analysis. During these protected times, teachers will use data-driven processes to ensure that we are using student-centered evidence to drive instructional decision-making, rather than a prescriptive curriculum or the status quo as in so many traditional schools. In collaborative content-specific teams and with the support of school instructional leaders and specialists, teachers will engage in regular cycles of instructional continuous improvement. During these collaboration cycles, teachers will identify and celebrate the greatest successes apparent in data: prioritize emergent and persisting learning gaps, identify outliers (specific students significantly under or overperforming the rest of the group), and finally, considering the whole child, determine any students for who there are urgent and important concerns regarding, for example, their physical health or social and emotional state.

### **Useable Achievement Data**

Student achievement data will be collected throughout each course/session on a continual basis, providing frequent reports to students, parents, and administration on each student’s progress in each standard. The generation of this data will lie with each teacher as they evaluate their students’ learning and report it through the Student Information System (SIS), and Learning Management System (LMS). Teachers will use this data within their protected

Planning and Data Analysis time to adjust instruction and materials to meet each student's individual needs along with providing students with feedback and remediation that facilitates their learning. The teachers will be in direct communication with parents, keeping families informed regarding student progress or lack thereof.

At the end of each course, achievement will be evaluated through the students' scores on the exit exams. Since exit exams are standards-based, the student performance results allow for data analysis related to specific standards. This data will initially be collected by teachers as they administer and grade the exit exams.

### **Accountability**

As schoolwide data becomes available, the School Director will evaluate the data and provide reports to the Governing Council that outline areas of strength and weakness. These reports also contain the list of students who failed a course and require a credit recovery intervention. Students who struggle with academic performance will be presented at Case Study meetings to determine necessary levels from our MLSS plan. Interventions and layered support must be monitored and/or adjusted for success on a biweekly basis. At the end of each school year, these reports will be viewed by every teacher so that instructional practices and/or exit exams are improved to better capture student performance and proficiency toward NM Adopted Standards.

Student data will be analyzed to assess student progress and will also be collected in reports that are focused on curricular and instructional improvement and reflection. This will include the analysis and reporting of student survey data at the end of each course. The survey data are used to create reports for each teacher as well as for the School Director to consider

instruction from a global perspective and this data connects to assessment results. This will include the break-down of data that showed uncharacteristic success or struggles in relation to other courses. In addition student feedback on the efficacy and quality of courses will also be collected and studied. These reports will allow the School Director to lead the staff in reflective discussion about what is working and what is not in each of their courses. These surveys will then be compiled at the end of each school year so that teachers can reflect and make necessary adjustments to their curricula based on student data and engagement. This in-depth data analysis each month will allow administration and staff to intervene with students who are showing a lack of progress, to adjust courses or exit exams that are ineffective or otherwise not successful, and to collaborate and share best practices that have resulted in student success. The collaboration and content-specific data analysis will ensure that the focus of all instruction is student-centered and data-driven across the entire curriculum and teaching staff. The last area of data analysis that is vital for determining whether there is significant student achievement is student performance on the annual state testing. For assessment in science, SSES will administer the New Mexico Assessment of Science Readiness (NMASR) each spring to students in grade 11. This data will be used to analyze the quality of the science instruction as well to track trends across multiple years. Students in grade 11 will also participate in the SAT, the state-adopted standards-based assessment for ELA and math. The data from these assessments will be used to measure student growth from year to year, to track trends for particular grade levels, cohorts, or subgroups, and to identify schoolwide areas of strength and weakness in performance and achievement. This data, analyzed in the same way as the The administration, teachers, and Governing Council, will use the assessment data to discuss next steps and interventions that are necessary for better student achievement. The entire school staff will then decide on

implementation timelines and tasks to ensure that the student achievement gaps or shortcomings will be addressed going into the next academic school year. Since the courses at SSES are completely standards-based and credit is earned through demonstration of proficiency on a standards-based exam for each seminar, the data from the school's assessments will be compared to and partnered with, the state assessment data annually, thus the two assessments can be used in tandem to drive academic improvement initiatives.

### **Community Awareness**

In order to report school data and progress to the school community, the school will publish a newsletter that outlines school activities, lunch menu, course work, projects, achievement data, and upcoming test administrations, etc. This newsletter will be delivered via email to all members of the SSES distribution list as well as kept in pdf format for printing or viewing by the general public. The SSES website will also be used for posting of special announcements related not only to events and school business, but also to student highlights, academic successes, and achievement data. Social media platforms are also vehicles through which achievement data and school progress will be shared with the community.

### **Corrective Action**

Corrective action will be data-driven and will be assessed at the conclusion of each quarter. As assessment scores from formative and summative data are compiled at the end of each quarter, data analysis will occur to determine the need for corrective action. There will be three components for corrective action plan:

1. Remediation
2. Credit Recovery

### 3. Course Evaluation

#### **Remediation**

SSES will promote a “Growth Mindset” theory and that learning and comprehension can always be improved as a continuous process, rather than finite objectives. Every student likely has areas in which they may be challenged, and thus remediation emerges through a continuous, personal reflection of learning rather than a consequence of failure. This facet is central to SSES philosophical underpinnings. Through the use of Session Four each day, students may receive specialized tutoring or support instead of the general scheduled curriculum. This opportunity for flexible scheduling allows for remediation time, resources and strategies. This remediation mechanism will be implemented immediately, as it will be part of the school day, so as to allow students to use the time as needed for any academic purpose, including but not limited to tutoring, homework/frontloading, enrichment, study sessions, make-up work, extended teaching time, extended work time (projects, labs), and parents-teacher conferences. Remediation will also be part of the daily instructional process within each course, as teachers work to ensure aspects of the curriculum and instruction is differentiated for the needs of the students. Additionally, this time during Session Four can help fulfill any additional need or modification for special education or ESL/ELL students, including extra instructional explanation, time in the school’s resource room, extra work time, student-teacher review, etc. With support from specialists, tutors, and their classroom teachers, students will have necessary support to close achievement and/or performance gaps. Tutoring can be assigned at any point within the scope of an academic term by a student’s current teacher. Assignments and objectives during the Session Four Tutoring will be specific, with

the teacher and administration utilizing constant communication with the staff to inform all parties as to the precise area(s) in which the student shall receive additional assistance.

For those students overseen by a case manager, either those under a 504/IEP or those identified as ESL/ELL, tutoring or structured Session Four may be assigned on an individual basis based on the recommendation of the case manager. At SSES, there will be a targeted focus on students' academic performance, so these corrective measures will occur in a timely and thus more effective manner. Such preliminary corrective actions could additionally include consideration for students' individual learning styles and needs. The specific mechanism of remediation, if required, will be considered on an individual basis for each student and will be implemented at the discretion of the teachers and administration.

### **Credit Recovery**

Based on the data analysis that will be performed at the conclusion of each quarter, those students who fail a course will be identified by the administration. This trigger indicates that the student needs more support and monitoring in order to prevent further academic struggles.

Within the first week at the beginning of the new academic term, counselors, teachers, or administrators will meet with each student during the initial parent-teacher conference to reflect on the previous term and determine a plan in rectifying the issue(s) at hand and resolving the issue of lost credit. This process is in addition to assigning the student Session Four Tutoring to assist them with the next term's coursework.

SSES' schedule will provide a convenient path toward credit recovery for high school credits, having minimal negative impact on the student. The SSES graduation requirements build in over twenty-eight credits which can be used for credit recovery. In addition, use of online



courses and tutoring services such as Khan Academy may be useful in helping students recover their credits.

### **Course Evaluation**

At the conclusion of each quarter, courses will be analyzed for instructional patterns that raise concern, specifically low exit exam scores within a particular course. The seminar evaluation will result in a trigger if there is an abnormally low pass rate. Such an instance will dictate a required corrective action for the teacher or content in question. Low exit exam scores or high failure rate within a given course would be indicative of a concern which should be explored. Some concerns may be about the academic approach, instructional content, or other general academic practices. The ineffectiveness may also have instructor-related causation, relating to the instructor him/herself or a specific component of that instructor's educational approach, be over use of direct instruction, classroom management, etc. Low scores on exit exams may also indicate an issue with the overall instruction of the course, perhaps including the exit exam itself. If such patterns come to exist, the instructional leader will work with the instructors to help identify and evaluate in what area(s) the instructional process has become ineffective. Student evaluation surveys, performed at the conclusion of each course, will provide additional insight into this process. If such a problem persists in subsequent academic sessions, administrative corrective action will be taken to change the course in question. This process may include staff, student, and parent feedback.

### **Preventive Measures**

SSSES' year-round, and quarterly assessment model of instruction and standards-based grading has an inherent safeguard against long-term failure. With shorter, more precise measurements

inherently built into and at the end of each quarter and course, teachers and parents will receive immediate feedback on where students are failing to meet proficiency. This will allow for more efficient corrective action against student failure, since the areas of student failure can be more specifically determined and thus more accurately remedied. In addition the Session Four of each day can be preserved to allow for students to make up credit, and thus deter the high risk of student drop-out that is associated with failed classes. The Session Four period additionally aids in the prevention of student failure as it provides a time specifically devoted to remediation.

### **Effectiveness**

To monitor the success of the programs described, the Governing Council will work with the School Director to monitor students currently in some phase of remediation. It is essential to the SSES mission to ensure that all students make continuous academic progress in all content areas, thus the assessment, monitoring, and remediation efforts described above will continuously work toward that end. SSES' assessment and accountability efforts will be considered effective if they meet this goal.

By using specific processes and procedures during the Student Case-Study sessions, as described in Section G, careful records will be kept on each student who is in need of intervention and layered support. These records will reflect the intervention, the length of time the intervention was applied, and the results at two-week intervals. If intervention is proving ineffective at the two-week mark, parents will be invited, along with the student, to meet with the teachers to plan a better intervention plan. These efforts will be documented and referred

to as an effort towards continuous improvement for not only the student needing intervention, but also for the instructional scope and sequence, delivery and content.

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

SSES will solicit involvement, communication, and transparency in all its practices.

Assessment and progress data will be shared with stakeholders consistently through regular communication and announcements. The type of data and reporting that is shared varies between stakeholders, as outlined below.

**Students**

Students at SSES will be included in the educational process as active participants at all levels.

Students will be expected to use a hands-on role in their assessment and progress data and response to the data. Each student will be provided with a Canvas Learning Management System account and a school-specific Google account that will allow them access to the instructional platforms used in all classes for materials, guidance, feedback, calendars, etc.

Google Drive will house all school material for them on a secure server that is accessible to them through their Chromebook or smart phone at any time, anywhere. The Canvas and Google for Education accounts (these two systems, as well as the SIS, will have integration capabilities) will allow the administration and teachers to send documents to the student to keep them informed regarding their academic progress such as unofficial transcripts, Next Step Plan, credit analyses, badges, graded assignments, test scores, score reports, teacher emails, etc. Through the availability of these online tools, students can ask questions at any time through email or in the internal assignment location, creating a constant open dialogue

for their educational progress and assessment results. Additionally, students will have their own account to access the SIS, PowerSchool, portal to view their grades, both for the current term as well as all previous terms. This will allow students to see real time grades as they are updated by teachers, at minimum once a week in each course. Students will be encouraged to track their standard grades regularly. Using the PowerSchool App in conjunction with the Google Apps will provide students with ample opportunity to receive information relating to their academic performance and assessments, as well as any corrective measures that they may require.

### **Parents and Guardians**

Parents and guardians will be encouraged to be active partners in each student's education at SSES. Parents and guardians are considered to be the students' most important advocate therefore should receive frequent and reliable student data in order to maintain an active role in the education of their child. Parents and guardians will receive parental access to their child's Google, Canvas, and Powerschool accounts so they will be able to view each course-grade, all assignments, all feedback, and all instructional expectations and developments. Through the use of online and synchronous communication, parents can see assessments and progress in real time. In addition, SSES will provide a weekly newsletter to its parent and community lists in order to update all stakeholders on progress, assessments, events, and student affairs. This newsletter, along with many other announcements and communications, will be distributed to parent emails and will be available on the website, and social media. Information will include information about upcoming test dates (state tests, exit exams, etc.) as well as other school matters such as due dates, events, updates, etc. Social media platforms such as Facebook, Instagram, and Remind will keep many students and

families in constant contact with the school and serve as quick and efficient methods of information dissemination. Additionally, the student information system, social media, and Google for Education Apps are all optimized for smartphone access. Many parents access to their smartphone is a part of everyday life, so SSES will prioritize the use of school technology that is accessible and user friendly on cell phones and not only on computers.

### **Staff**

Teachers at SSES will embrace a system of open communication and authentic data-driven instructional practices. Course exam results, survey results, standardized test results, and other assessment and performance data will be distributed to staff regularly through staff email or shared on closed-loop Google Drives. This will allow staff to preview assessment data, prior to attending any meetings or conferences concerning the data and its implications. The School Director will share performance data with the staff at all levels and it is expected that staff will use this data to drive their instruction from that point forward. Data that will be shared includes: exit exam pass rates (for that individual teacher, department average, school average), standardized test history for all students enrolled, and trending grade/assessment alignment. This data will be housed on and disseminated from a secure staff Drive that allows all staff access from their computer or other device through their school user credentials. Staff will have protected time for planning and grading, so it will be required that they use assessment data to inform their planning and instruction. Specific ways to accomplish this will be discussed in professional development, staff meetings, content meetings, and administrative meetings so that staff are supported and informed throughout the data-driven process.

## **Governing Council**

The SSES School Director will update its Governing Council on all assessment and performance data regularly. This will include reports containing the exit exam pass rate as well as the exit exam breakdown by subgroups as needed, the assessment data for state assessments as it is released along with longitudinal data to show school trends as that comes available, and progress data such as attendance, other assessment scores, and student survey results. SSES leadership will also report its annual assessment compliance percentage to demonstrate the percentage of students who were adequately assessed on state-mandated assessments when that data is released by PED. SSES leadership will also promote an active governing body, so reporting to the Governing Council will expand and adjust to meet the needs of the group. Thus, the members will be encouraged to request additional information or analysis at any time and SSES leadership will provide this information at the next Council meeting.

## **Public Education Department (PED) / Public Education Commission (PEC)**

SSES will be dedicated to the maintenance of its relationship with the Public Education Department (PED) as well as the Public Education Commission (PEC). In order to promote this partnership, SSES will report accurate and timely assessment and performance data, including local and state assessment scores, attendance, survey results, and other achievement data. SSES will maintain accurate records and files and will make those available to the PEC and PED at any time.

## **Community**

SSES will develop a model that involves students, families, and the communities not only in daily school routines, but much deeper into the curriculum itself as it is designed specifically for the students, teachers, and the community of Alamogordo and surrounding areas. The founding team is excited for the school to open and will be just as excited to share the school's success and progress with the broader community throughout the year. As mentioned above, transparency is something that SSES will be proud to promote, so non-student-specific assessment and achievement data will be made available to the community through the website, social media, and postings at the schools. SSES plans to be a community presence at events and gatherings so that the students and families can showcase the unique school and its benefit to the community. This will often include announcements about school performance, competitions, projects, and student achievement. The school will also create an annual report that will be shared with the community to provide a snapshot of the school's performance throughout the school year and inform the community about the academic performance of all SSES students and subgroups.

### **Communication Plan for Assessment and Achievement Data**

The data collected throughout the school year will be shared with parents, students, teachers, and the Governing Council in order to facilitate student growth and school accountability. The methods through which information is shared is multi-modal and highly accessible, allowing parents and students to access information in person, through email, through phone calls, through texts, and through websites and portals. This information is also accessible on mobile devices and tablets, allowing for greater accessibility. The comprehensive nature of the data dissemination allows for effective sharing of assessment and achievement data to the

stakeholders to which it pertains. See the table below for the assessment-specific communication plans:

Assessment	Communication Plan
PSAT	Scores provided to: Governing Council, student, parent, cumulative file, counselor/administration for college planning and further derivation of the Next Steps Plan. Annual school performance reported to PEC/PED/CSD.
SAT	
NMASR	
Quarterly Assessments	Performance levels disseminated continually to parents and student through Google Classroom, SIS, Parent/Teacher Conferences/Communication.
End of Course Assessments	Score disseminated through SIS to parents and student School-wide performance submitted to Governing Council monthly Annual school performance reported to PEC/PED/CSD.
Formative Assessments	Performance levels disseminated continually to parents and student through Google Classroom, SIS, Parent/Teacher Conferences/Communication.



## 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

**"Good governance requires effective oversight. It is the board's duty to ensure that the company's actions align with its objectives, values, and stakeholder expectations. Without diligent oversight, governance structures can become mere formalities rather than instruments of accountability and performance improvement."**

**Robert I. Tricker in Corporate Governance: Principles, Policies, and Practices**

#### **Transparency**

At the Sacramento School of Engineering in Science, transparency and accessibility are fundamental principles guiding governance and communication practices.

The school's website serves as the primary platform for disseminating information to the public, including news, upcoming dates, policy changes, and details regarding the school's governance structure. Governing Council meeting dates are prominently displayed on the website, ensuring transparency and inviting community engagement.

Academic data, essential for parents and prospective families to assess the school's academic standing, is published semi-annually on the website. Additionally, detailed academic reports are presented by the principal to the Governing Council during monthly meetings, providing in-depth insights into academic progress and challenges.

Financial transparency is upheld through the Finance Committee, composed of experienced Governing Council members and the school's business manager. Monthly financial summaries

are presented to the Governing Council and published on the website. These reports are also accessible to any individual attending Governing Council meetings or through the state's Sunshine Portal.

Collaborative decision-making practices ensure community involvement and transparency at the school level. The Leadership Council, comprising department heads and administration, meets regularly and welcomes input from community members, parents, and students.

Information requests made during Leadership Council meetings are promptly addressed within five business days.

To further transparency, minutes from Governing Council meetings are recorded and posted on the school's website, both in draft and approved forms.

SSES encourages public engagement by opening its daily operations to community members and parents. Visits to the school are welcomed with prior notice, allowing interested individuals to witness the school's environment and activities firsthand.

### **Governing Council**

The authority of the Sacramento School of Engineering and Science's Governing Council is derived from several sources, including the school's charter, state laws governing public schools, and regulations established by the New Mexico Department of Education. It adheres to relevant federal statutes and complies with local and statewide rules and approvals.

Responsibilities of the Governing Council include ensuring the fair and consistent application of all federal, state, and local laws, as well as adhering to the policies outlined in the school's charter. The council proposes, reviews, and approves policies that align with the school's

philosophy, setting annual objectives aimed at enhancing academic excellence within the school system.

All proceedings of the Governing Council are conducted in public, in accordance with an open access policy for local community members and stakeholders. The council seeks members with diverse backgrounds and experiences, including legal and financial expertise, strong community connections, involvement as parents of prospective students, and experience in education. The intent is to form a well-rounded council knowledgeable in both academic and business operations, enthusiastic about the school's success, and committed to its impact on the community.

Members of the Governing Council are dedicated to advancing the school's learning model and serving families and students within Alamogordo, embodying professional skill sets in education, business acumen, community activism, and accountability to the school community. The council actively engages with community leaders, families, students, and stakeholders to identify and recruit prospective candidates, ensuring a diverse and qualified membership.

Through ongoing engagement and recruitment efforts, the Sacramento School of Engineering and Science seeks individuals who demonstrate the skills, activism, commitment, and enthusiasm necessary to contribute effectively to the Governing Council. This engagement process fosters relationships and allows the school to assess candidates based on their potential value and dedication to the council's responsibilities and objectives.

The Sacramento School of Engineering and Science's Governing Council assumes the pivotal responsibility for the school's success, guided by our mission and dedicated to upholding the

objectives outlined in our charter application. Tasked with governance and oversight, the Governing Council holds both school management and the School Director accountable to our collective goals.

### **Responsibilities of the Governing Council**

Upon approval from the Public Education Commission, the initial actions of the Sacramento School of Engineering and Science's Governing Council will include electing officers, adopting Bylaws and a Conflict of Interest policy, and ensuring compliance with all provisions of the New Mexico Open Meetings Act (NMSA 10-15-1). As stewards of the charter, the Governing Council bears the responsibility for the school's organizational, academic, and financial well-being, maintaining a commitment to legal and ethical governance.

The core responsibilities of the Governing Council encompass:

- **Alignment to the Mission:** Ensuring that all strategic plans and decisions resonate with the school's mission, vision, and educational philosophy, guiding our evaluation of progress and goals.
- **Financial Oversight:** Conducting monthly reviews to safeguard the school's fiscal health, approving the annual budget, and overseeing financial management practices.
- **Academic Oversight:** Regularly evaluating student academic performance to uphold the mission of the Sacramento School of Engineering and Science and ensure progress towards educational objectives.
- **Legal Compliance:** Monitoring adherence to federal, state, and local laws and regulations to maintain the school's compliance with statutory requirements.

- Evaluation of the School Director: Establishing job descriptions, selecting qualified candidates, determining compensation, and conducting annual performance evaluations to support effective leadership and management of daily school operations.
- Public Accountability: Engaging with community stakeholders, addressing concerns, and promoting transparency by publishing academic results aligned with our educational goals.
- Strategic Planning: Developing long-term strategic goals encompassing financial planning, facility acquisition, and other initiatives to advance the school's mission and objectives over time.

Through these responsibilities, the Sacramento School of Engineering and Science's Governing Council is dedicated to fostering a culture of excellence, integrity, and accountability, ensuring the success and sustainability of our educational community.

### **Governing Council Founding Membership**

The Founding Governing Council of the Sacramento School of Engineering and Science will assume responsibility and authority for the management and governance of SSES. Initial recruitment efforts aim to fill a minimum of five (5) Council seats. To prevent voting deadlocks, the Council will consist of an odd number of members. Terms of service on the Governing Council will be set at 2-year intervals from the date of appointment, with the possibility of extension by the Council if a successor is not identified. Further details regarding Council operations and terms can be found in the SSES Bylaws provided in Appendix A.

The Governing Council's primary duties include overseeing adherence to and protection of the SSES. They are tasked with ensuring accountability of the school's founders to the institution's mission, financial sustainability, and fiduciary responsibilities outlined in the charter. The Council will also monitor compliance with charter provisions.

### **Governing Council Officer Structure**

The Sacramento School of Engineering and Science's Governing Council will organize its officers into three key positions: Chairperson, Vice Chairperson, and Secretary. These officers will be appointed by the Governing Council.

The election process entails the founding Governing Council presenting a list of candidate officers, drawn from the current Council membership, to all Council members for voting. Annual appointments will be effective from July 1st through June 30th of the following year. Elections for officer positions, including Chairperson, Vice Chairperson, and Secretary, will occur at the Governing Council's annual meeting. Incumbent officers will remain in office until their successor is elected or until they are unable to fulfill their duties (refer to Appendix A - Bylaws for details).

Chair of the Governing Council: The Chair of the Governing Council will provide leadership and direction for the Council's functions at the Sacramento School of Engineering and Science. This role involves ensuring the Council has approved policies for effective and compliant governance, overseeing Council member recruitment and development, and coordinating the annual performance review of the school's School Director. Additionally, the Chair will preside over Council meetings and fulfill duties and responsibilities as assigned by the Governing Council.

Vice Chair of the Governing Council: The Vice Chair of the Governing Council will step in to perform the Chair's duties in their absence or in case of vacancy. This role also involves assisting the Chair in agenda creation and prioritizing upcoming Board and Committee Meetings. The Vice Chair will organize other Board-related functions and fulfill additional duties assigned by the Board of Directors.

Secretary of the Governing Council: The Secretary of the Governing Council will manage communication, scheduling, materials, minutes, and record maintenance for the Council. This includes serving as the primary point of contact between the Council and the school's School Director. The Secretary will ensure timely distribution of meeting notices, agendas, and materials, as well as maintain accurate records of meeting discussions and agenda items. Additionally, the Secretary will be responsible for organizing and maintaining organizational records and member contact information, while also performing other duties as assigned by the Governing Council.

### **Governing Council Committee Structure**

The Sacramento School of Engineering and Science's Governing Council will establish a comprehensive committee structure, including both legally mandated committees and school-specific committees. This framework will encompass, at a minimum, the Finance Committee and the Audit Committee.

Finance Committee: The Sacramento School of Engineering and Science will establish a standing Finance Committee composed of Council members possessing relevant financial management and charter school finance expertise. This committee will convene monthly to assess the school's financial health, reviewing financial statements and analyses provided by

the school's business manager (contracted potentially). Depending on the size of the Governing Council, members may opt for the entire Council assembly to convene as a "committee of the whole," which would be open to the public. The Finance Committee will request any necessary supplemental information from the school's business manager or administration to facilitate thorough analysis and decision-making. Additionally, it will evaluate the adequacy and appropriateness of existing financial policies and procedures, make financial recommendations to the Council, and propose the annual budget for Council approval. While all formal decisions, such as annual budget adoption and contract approvals, are made by the Governing Council, the Finance Committee will ensure compliance with financial requirements associated with funding sources. Furthermore, it will oversee actions to mitigate conflicts of interest, ensuring transparency and disclosure as mandated by state regulations.

Audit Committee: The Sacramento School of Engineering and Science will establish an annual Audit Committee tasked with overseeing the audit process. Comprising a subset of Council members, including at least two individuals with relevant audit expertise, the committee will ensure majority representation from members not serving on the Finance Committee to prevent conflicts of interest. This committee will also include two Governing Council members, the School Director, a business office representative, a parent of a currently enrolled student, and a community member, preferably with accounting or financial experience. In cases where additional expertise is required, the Audit Committee may seek external volunteers and advisors. The projected budget allocates funds for contracting with a state-selected audit firm beginning in the school's second year of operation.



Both the Finance Committee and the Audit Committee will collaborate closely with the school's administration, respecting the broader prerogatives of the Governing Council. While these committees will not unilaterally make decisions reserved for the Council, they will enhance decision-making by leveraging their expertise and providing oversight in their respective areas. Ultimately, the School Director will report to the Governing Council, with committees permitted to request relevant information to fulfill their oversight responsibilities.

### **Governing Council Member Discipline and Removal Process**

In accordance with the Governing Council By-Laws (refer to Appendix A), a Governing Council member holds the right to resign at any juncture by submitting a written resignation to the Chair of the Council or Secretary. The acceptance of such resignation by the Council renders it effective from the date of acceptance. On rare occasions, the necessity to remove a Council member may arise. Instances such as conflicts of interest or unethical conduct may warrant the removal of an individual from the Council. Additionally, if a Council member's behavior becomes consistently disruptive to the point of impeding the effective functioning of the Council, consideration for removal may be warranted. While healthy debates and disagreements are integral to Council operations, persistent disruption or demoralizing behavior may necessitate removal. Notably, challenging group consensus or advocating unpopular viewpoints does not constitute grounds for removal.

Several avenues exist for the removal of Governing Council members:

- **Personal Intervention:** Informal one-on-one intervention by the Council Chair or other leadership figures serves as a less formal approach to managing problematic Council members. Should a Council member exhibit a pattern of absenteeism or become an

obstacle to Council proceedings, the Chair may engage in a private discussion, either in person or via telephone, and may specifically request resignation.

- Term Limits: Governing Council members are subject to term limits as outlined in the Governing Council By-Laws.
- Impeachment: Should the need arise, a Council member can be removed via a vote in accordance with the Governing Council By-Laws. Individual members of the Council serve at the pleasure of the full Council, thus granting the Council the authority to remove and replace any member, including the Chair, by a majority vote of all Council members during a regular or special meeting. No avenue for appeal or recourse is available for the removal of a Council member.

### **Instructional Leadership**

The primary objective of the SSES Instructional Framework is to establish the groundwork for long-term academic and community success. With this goal in mind, it places great importance on granting autonomy to the Principal and Governing Council of SSES to cultivate a culture conducive to sustained achievement. In line with this philosophy, the SSES leadership and educators will continuously furnish data, encompassing academic and financial aspects, to the Governing Council. This ongoing provision of up-to-date and comprehensive data empowers the Governing Council to make well-informed decisions regarding the future and sustainability of SSES.

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

The Sacramento School of Engineering and Science (SSES) Governing Council is currently in its developmental phase. SSES is committed to establishing a robust governance framework, ensuring effective oversight, and fostering organizational excellence to support both the academic achievement and overall success of the school and its students.

In forming the Governing Council, the founding team has carefully considered best practices outlined by the National Charter School Resource Center for Charter School Governing Councils. The objective is to recruit Council members with diverse skill sets, backgrounds, and experiences. We are seeking individuals with expertise in accounting or finance, law, education, governance, senior management, strategic planning, community engagement, fundraising, charter school management, as well as facilities and property management. The selection criteria for potential Council members include:

- Alignment with the mission of charter schools and the specific mission of SSES.
- Availability, enthusiasm, and willingness to actively participate in the Governing Council's activities.
- Demonstrated track record of successful service on nonprofit Councils.
- Willingness to leverage personal networks for the benefit of SSES.
- Contribution to the diversity of the Council in terms of age, race/ethnicity, socioeconomic background, gender, skill set, nationality, etc.

By adhering to these criteria, we aim to ensure that the SSES Governing Council comprises individuals with diverse personal and professional backgrounds. This diversity will enable the Council to effectively oversee all aspects of school operations and ensure its long-term viability.

In addition to individual skill sets, the proposed initial Governing Council members will be assessed based on their potential to complement one another, creating a cohesive and capable Council that can drive the success of SSES and its students.

Financial oversight is a critical aspect of the Governing Council's responsibilities, and as such, we have selected individuals with business and financial expertise. This expertise will guide the work of the Finance Committee and provide support to the Council in understanding and ensuring the financial health of SSES.

Another key responsibility of the Governing Council is the hiring, evaluation, and oversight of the School Director along with ensuring the academic and financial well-being of the school. Experience serving on nonprofit Governing Councils was a sought-after attribute during the recruitment process. This ensures that the Council will hold high expectations and maintain accountability for the School Director, aligning with our mission.

Strategic planning is vital for the success of SSES, particularly during the implementation phase. Therefore, the proposed initial Governing Council includes individuals with experience in strategic planning, start-up management, and business ownership. Their expertise will be invaluable in translating the charter application plan into actionable strategies during the Implementation Year.

As of the date of this application, confirmed Founding Governing Council Members are:

- Cynthia Stong
- Lorrie Black
- Vickie Marquardt
- James (Jim) Klump

- Jerrett Perry
- Michelle Perry

### **Personal and Professional Skills Alignment**

In prioritizing student achievement, the SSES Governing Council will dedicate significant effort to carefully selecting and guiding the school's School Director, laying a strong foundation for success from the outset. Additionally, by regularly monitoring student progress on a monthly basis, the Council will maintain vigilant oversight of academic performance, making necessary adjustments based on insights provided by the School Director. With members possessing relevant professional and personal skill sets, the Council will effectively steer school leadership to ensure a steadfast focus on continuous improvement.

Regarding prudent financial management, several Council members bring expertise in managing finances for their own businesses, thus ensuring they are well-equipped to responsibly oversee the school's funding in alignment with its mission and vision. Supported by monthly reports from the school's business manager and their own financial acumen, Council members will have the necessary tools to make informed decisions regarding the school's budget.

The selected Council members hold positions and possess experience where adherence to local or state laws is integral to their professional roles. They are regarded as ethical and law-abiding members of their communities and will apply the same ethical standards to their oversight of the school's operations. Additionally, the Council will have access to legal counsel contracted by the school to supplement their understanding of charter school governance, education laws, and state/federal regulations.

As committed supporters of the SSES mission and vision, the Governing Council members outlined in this application will continue to collaborate closely with the founding team and School Director to bring the proposed plan to fruition upon approval. Leveraging their collective experience, the Governing Council will provide invaluable guidance during the planning phase and the initial stages of school operations, crucial for ensuring its long-term success.

Furthermore, in alignment with state requirements and the objectives outlined in this application, Governing Council members will undergo mandatory training in areas relevant to charter school governance. This training will enhance their proficiency in key areas essential for effective school leadership and governance.

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

#### **Identification and Recruitment of Governing Council Members**

The SSES Governing Council will engage in an ongoing process of identifying and recruiting individuals who are aligned with the mission of SSES. The following steps will be followed for the recruitment, evaluation, and selection of new Council members:

1. Review: The SSES Governing Council will start by assessing the current skill sets of existing members and identifying areas where the Council may need additional expertise. A list of desired skill sets will be compiled, and the terms of current Council members will be tracked to anticipate future recruitment needs. This process will adhere to the SSES Bylaws to ensure compliance with state requirements.

2. Working List: Once areas of need are identified, the Council will seek out potential candidates from the community. Recommendations, referrals, and online advertisements will be utilized to identify suitable candidates. Council members will leverage personal and professional connections, as well as the school's network, to identify individuals aligned with the school's mission. Additionally, the Council will utilize various online resources and community organizations to expand the pool of potential candidates.
3. Initial Contact: Selected board or staff members will reach out to prospective candidates to gauge their interest in Council membership. Prospective members will be asked to provide their resume, and a meeting will be scheduled to discuss their potential fit with the SSES mission and the expectations of Council membership.
4. Attend a Council Meeting: Prospective members who demonstrate alignment with the school's mission will be invited to attend a Governing Council meeting. During the meeting, candidates will introduce themselves, share their experiences, and respond to prepared questions from Council members.
5. Evaluation and Selection: The Council will evaluate candidates based on their qualifications, skill sets, and commitment to the school's mission. Criteria for evaluation will include alignment with the mission, experience in relevant areas, availability, and willingness to contribute to the Council's work. Evaluators will score candidates based on predetermined criteria, and the Council will vote on their selection. References will be contacted, and background checks will be conducted for selected candidates.
6. Notification to the Public Education Commission: Once selected, new Council members will be notified, and they will sign a Council Member Agreement and

Conflict of Interest form. Candidates who are not selected may be considered for future vacancies. The Council will adhere to the Public Education Commission's amendment policy and submit the necessary documentation within the specified timeframe.

7. **Onboarding Process:** New Council members will undergo mandatory training sessions and onboarding activities, facilitated by the school and compliance manager. Training will cover topics such as the Open Meetings Act, board roles and responsibilities, and the school's authorization and renewal processes. This comprehensive onboarding process will ensure that new members are equipped to fulfill their duties effectively.

## **B. Governing Body Training and Evaluation**

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

Continuous learning and professional development are essential components of maintaining an effective school environment, and this principle extends to the Governing Council as well.

The Council will actively engage in ongoing training and development initiatives, encompassing various stages and aspects of their roles.

### **Initial Training for Founding Governing Council**

Upon establishment, the original members of the Governing Council will immediately immerse themselves in the school's operations. A systematic approach will facilitate the integration of new members, ensuring their familiarity with processes and procedures. All incoming members of the SSES Governing Council must undergo 10 hours of training mandated by NMSA 22-8B-5.1 and 6.80.5.8 NMAC. This training, facilitated by the Public Education Department (PED), will cover key areas of school governance, including ethics,



fiscal responsibilities, academic data evaluation, open government laws, and equity and culturally responsive practices.

At the onset of the 2025-2026 fiscal year, the Secretary will review any updated training requirements and provide Council members with a schedule of training events for the summer and fall. The Secretary will monitor each member's participation and completion to ensure compliance with state guidelines. Budget allocations for registration and travel expenses related to mandatory training will be included in the school's annual budget as per the expressed needs of current Council members.

In addition to the mandatory training mandated by statute and administrative code, the SSES Governing Council will offer orientation and supplementary training sessions for new members. These sessions, subject to approval by the PED Charter Schools Division, may count towards the required training hours. Each new Council member will receive comprehensive materials and overviews covering the school's mission, core values, Council expectations, conflict of interest policies, bylaws, and relevant documents such as the charter application and contract. Additionally, they will be provided with a calendar of meetings, professional development opportunities, and a discussion on the Open Meetings Act.

The Council will establish meeting protocols, including scheduling, agenda preparation, record-keeping, and adherence to open meeting laws. These procedures will ensure transparency, efficiency, and effective governance. Through a combination of state-mandated training, supplemental sessions, and robust support materials, the Governing Council members will be equipped to fulfill their responsibilities effectively, contributing to the continued success of SSES.

## **Training and Evaluation of Council Members**

Ensuring the ongoing effectiveness and development of the Governing Council members is a priority for SSES. The Council members, particularly those with a year or more of service, are required to undergo eight hours of annual training approved by the Public Education Department (PED). This training regimen covers specific areas, including ethics, fiscal responsibilities, academic data evaluation, open governance, and equity and culturally responsive (CLR) practices. The training sessions may be conducted by the PED or other approved agencies, such as the New Mexico Coalition of Charter Schools or the New Mexico School Councils Association.

New Council Members: Newly appointed Council members will receive comprehensive training both externally and internally as part of their onboarding process. External training involves a mandatory seven-hour session with the PED before assuming voting rights on the Council. Additionally, new members will complete three additional hours of training during their first year of service, which can be internal or external, subject to PED approval. SSES' Governing Council aims to provide the last three hours of training internally, focusing on governance structures, financial oversight, and other pertinent areas.

Internal Training: Internal training sessions will complement external training requirements, with a focus on governance structures, financial oversight, and other critical topics. These sessions will be designed to meet the specific needs of the Council and will be aligned with PED guidelines. SSES Governing Council will submit an Application for Approval to Provide Governing Body Training to ensure that its internal training sessions meet PED requirements.

Annual Self-Evaluation: The Governing Council will conduct an annual self-assessment to evaluate its effectiveness and identify areas for improvement. This assessment will encompass both a holistic evaluation of the Council’s performance and individual evaluations of Council members. Categories for evaluation include the fulfillment of SSES’ mission and academic achievement, financial oversight, leadership oversight, Council structure, legal compliance, and individual Council member responsibilities. The Council will utilize a Likert scale to rank its performance in each category and discuss areas for improvement.

Monthly Feedback: Monthly surveys will be distributed to assess the effectiveness and satisfaction associated with Governing Council meetings. This continuous feedback loop will enable the Council to identify strengths and weaknesses and address concerns in a timely manner, ensuring that it remains focused on fulfilling its mission effectively.

Overall, the training and evaluation framework outlined above will contribute to the ongoing development and effectiveness of SSES’ Governing Council, ensuring that it remains well-equipped to fulfill its responsibilities and support the school’s mission.

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

Recognizing the vital role of a dynamic and engaged Governing Council, SSES is committed to regular assessment and improvement. The SSES Governing Council conducts a formal annual evaluation of its effectiveness, supplemented by informal reviews at the conclusion of each meeting. These evaluations serve as the foundation for identifying areas of enhancement at the outset of each term. The Council establishes specific objectives and implements a review process to monitor progress on a quarterly basis. Drawing on best practices from

Charter School Council University and resources available at the Center for Nonprofit Excellence, SSES may consider engaging a program evaluator to further refine its assessment process.

Following every Governing Council session, the Council Secretary administers a survey to gauge the effectiveness and satisfaction of each monthly meeting. Emphasizing the value of regular feedback, SSES seeks to identify strengths and weaknesses within the Council promptly. This monthly feedback mechanism ensures that the Governing Council remains focused on fulfilling its mission and promptly addresses any concerns. Survey responses, collated and analyzed, are shared with the Chair of the Governing Council, the School Director, and the entire Council to inform ongoing improvements.

The annual Governing Council self-evaluation, conducted during the April meeting, precedes the July Annual Council Retreat, marking the start of the new fiscal year. Data collected through this assessment informs priority-setting and goal development for the following year. The evaluation examines the Council holistically, assessing various aspects of performance, including:

- Fulfillment of SSES' mission and academic achievement
- Financial oversight
- Leadership effectiveness
- Council structure and function
- Legal and ethical compliance
- Council member responsibilities

Individual Council members also engage in self-assessment, reflecting on their contributions and areas for growth. They are encouraged to offer recommendations for strengthening organizational effectiveness and supporting the Council's development initiatives.

### **External Outreach and Feedback**

Acknowledging its role as overseer of a public institution, the SSES Governing Council places great emphasis on gathering input from students, families, community members, and staff.

This ensures that governance reflects the community served by SSES and maintains transparency. Annually, the SSES Governing Council will conduct a community input survey, available electronically and in paper format in English and Spanish. This survey will be distributed to families, community members, and staff during April via the school website, social media, and paper copies at the school.

The Governance Council will meticulously review and analyze data from both self-assessments and the community input survey. In the May Governing Council meeting, findings from these assessments will be presented along with recommendations for Council improvement. These discussions will shape the goal-setting process during the July Council Retreat. All results, recommendations, and discussions will be documented in meeting minutes accessible to the public.

While SSES aims to resolve conflicts internally, the Governing Council stands ready to intervene should resolution fail through established procedures. If a conflict persists, particularly involving the Principal and unable to be resolved, it will be escalated to the Governing Council. The Council will review the matter and provide a written response within 15 days of receipt. Its decision will be final.

The SSES Governing Council operates with a growth mindset, utilizing monthly surveys, community input, and annual self-assessments to identify areas for professional growth and development. Insights from these assessments guide priorities for the following year, set during the annual Governing Council Retreat. This targeted approach strengthens oversight capabilities, aligning with SSES.

### 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.

The founding team at SSES recognizes the critical importance of effective Governing Council oversight and acknowledges the legal obligations inherent in this role. In addition to adhering to the requirements outlined for charter school governing bodies in New Mexico State Statute (Public School Code 22-1-1 and Local School Boards; Powers; Duties 22-5-4), the SSES Governing Council is committed to full compliance with all regulations detailed in the New Mexico Administrative Code (Procedural Requirements 6.29.1.9). Drawing on insights from the National Charter School Resource Center and the New Mexico Public Education Commission (PEC) Charter School Performance Framework, SSES has developed a comprehensive oversight plan to ensure the school's success.

The oversight plan encompasses both substantive, goal-oriented work by Council Committees and comprehensive analysis and deliberation by the entire Council. The SSES Leadership Team, potentially comprising the Principal, Business Manager, and school administration, will collaborate closely with the Governing Council to provide timely and relevant financial, organizational, and academic data. Recognizing the distinction between governance and management, the Council focuses on oversight, while the Leadership Team handles

implementation. This clear division of roles ensures the most effective functioning of the school as a whole.

Moreover, the Governing Council is entrusted with safeguarding the school's academic mission, vision, and goals, as well as ensuring the ethical and responsible management of public funds in accordance with state regulations and national standards. By diligently monitoring academic performance, organizational effectiveness, and financial viability, the Council aims to fulfill these responsibilities:

- Academic Performance: The Governing Council will closely monitor the school's academic performance, guided by data provided by the Principal. Academic updates will be presented in a summary format during monthly Council meetings, allowing for informed decision-making and ongoing assessment of progress toward the school's mission-specific goals. Quarterly, the School Director will provide the Council with academic performance information.
- Organizational Performance: Organizational performance will be monitored by the full Council, with specific components assigned to relevant task forces. Close collaboration with the Leadership Team ensures a clear understanding of governance and management roles, as outlined in administrative code 6.29.1.9 NMAC.
- Financial Performance: Both the Finance and Audit Committees will oversee the financial performance of SSES, reporting to the full Governing Council at monthly meetings. Detailed financial reports and performance frameworks will be reviewed regularly to ensure transparency and fiscal responsibility.

By diligently overseeing academic, organizational, and financial performance, the Governing Council demonstrates its commitment to the mission of SSES and its responsibility as a public entity dedicated to providing a quality education to all students.

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

Upon the approval of the SSES charter school application, the Governing Council will embark on the recruitment process to appoint a dynamic and highly qualified leader for the role of head administrator, also known as the *School Director*. The Position Description for the SSES School Director is provided in Appendix B. This individual will play a pivotal role in embodying and implementing the SSES Instructional Framework and Model. To be considered for an interview, the School Director must possess the following skill sets and qualities:

- Possession of a valid New Mexico 3B Administrators License
- Demonstrates a well-spoken, confident demeanor and excellent interpersonal communication skills
  - Justification: essential for the establishment of a new school program, specifically one that is innovative and novel to the local educational landscape
- Exhibits prior successful experience in school administration, including oversight of curricular and financial operations
  - Justification: Administrative experience is essential in the starting and maintaining of a new school. As the school leader of a growth school which will function as its own district, the candidate should possess experience in the



management of school operations including student discipline, instructional support, staff/personnel, parent engagement, and dispute resolution.

- Holds a strong belief in and commitment to the school's philosophy, including the SSES Mission and Vision, emphasizing STEM, adherence to standards with goals that provide core and career pathways
  - Justification: Leading a school of choice with a distinctive educational model, the leader must possess steadfast commitment in pursuing academic excellence and rigor.
- Advocates for teacher creativity and flexibility in curriculum delivery
  - Justification: Supporting teacher creativity is a fundamental component of the integrated STEM oriented curriculum.
- Practices openness and transparency in overall operation and conduct, facilitating inclusive decision-making processes
  - Justification: The leader would have to be open to a democratic structure in school operations, and as such, be open to transparency in the operations of the school and the choices made toward that end. Such an individual would be required to operate in openness with members of the school community including students, teachers, and parents.
- Displays a firm commitment to established policies for student conduct and consistently enforces these policies
  - Justification: Higher levels of student accountability are a component of the school's student expectations. A prospective principal would have to align with a higher expectation for student conduct and academic performance.
- Demonstrates a dedicated passion for educational reform

- Justification: As a charter school operating amidst a landscape of student choice, and with the prospect of becoming the School Director at a school whose model is unlike any traditional academic model, an individual who intends to pursue the School Directorship would have to embody an equal belief in the effectiveness of non-traditional education programs
- Provides acclaimed professional and character references
  - Justification: As a candidate, the past performance of any potential candidate would be best described by those who worked with, above, and for the individual at previous places of employment

**School Director Hiring Plan of Action**

Upon charter approval, the school’s founding team will immediately initiate advertised postings for the open administrator position. From the candidates who apply and those who have already submitted interest, the founding team will gather basic information and initiate a first-round pre-screening for candidates through a phone or online conference. Through this process, the founding team will work to create a final candidate pool to present to the Governing Council. At this juncture, the founding team will work with the Governing Council to run the interview process for the candidates in the applicant pool. It is proposed that interviews will begin on or before January 17th, 2025. The following depicts the plan of action (See Table 1).

Action Step	Sept 2024	Dec 2024	Feb 2025	March 2025
The founding team will advertise the School Director position through various online forums, including job posting websites (eg: Indeed.com), national education forums (eg: National Association of Secondary School Principals), and social media (eg: Facebook).	✓			

The founding team will collect materials for interested applicants/candidates including resumes, cover letters, and references.		✓		
The founding team will initiate pre-interview contact with interested candidates via phone or virtual call as a pre-screening measure.		✓		
Candidates will interview before the Governing Council and founding team.			✓	
Discussion will take place over the candidate field, a candidate will receive a recommendation for hire, a candidate will be approved, and an offer letter will be drafted and sent to the selected candidate				✓

Table 1 *School Director Hiring Plan of Action*

**Protocol for Hiring a Successeding School Director**

After the school commences operations, it may be necessary for the Governing Council to hire a new School Director for the start of the subsequent school year. The chart below describes the action steps, timeline, and responsible parties for this process.

An outgoing School Director is expected to notify the Governing Council by February of the year of departure, and it is around this supposition that the below timeline is generated. Within the basis of this anticipated timeline, it will be the goal of the Governing Council to hire a new School Director by May 1st of the school year in question (and prior to the school year required) (See Table 2).

Action Step	Feb	March	April	May
The Governing Council will establish a steering committee to embark on the hiring process for a new school director.	✓			
The steering committee will advertise the Director position through various online forums, including job posting websites (eg: Indeed.com), national education forums (eg: National Association of Secondary School	✓			

Principals), and social media (eg: Facebook)				
The steering committee will collect materials for interested applicants/candidates including resumes, cover letters, and references		✓		
The steering committee will initiate pre-interview contact with interested candidates via phone or virtual call as a pre-screening measure. A final candidate pool will be generated.		✓		
Candidates will interview before the Governing Council			✓	
The General Council will deliberate, and a candidate will receive a recommendation for hire. An offer letter will be drafted and sent to the selected candidate				✓

Table 2 Protocol for Hiring a Successeeing School Director

In the event that a School Director vacates the position within the school year, the Council will advertise for the position immediately upon notification. Within the time required for an outgoing employee to remain on contract prior to departing (30 days notice), the Council will move to gather candidates within the first two weeks, conduct interviews within the third week, and move to select and onboard the newly-selected principal in the fourth week. During such times, the Council will remain open to the possibility of contracting for a temporary principal for an interim period until such time that the position can be filled with a quality, permanent candidate.

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

Following its initial formation, one of the primary responsibilities of the SSES Governing Council will be to outline the expectations for the School Director. These expectations will encompass, but not be limited to, the following:

- Demonstrating a comprehensive understanding of and adherence to SSES' mission, vision, academic philosophy, instructional practices, charter contract, and mission-specific policies and procedures.
- Establishing the specific method and format for financial and academic reporting at each monthly meeting.
- Providing explanations for any areas of academic concern, along with clear strategies for addressing them and preventing their recurrence, with collaboration from the school's academic director.
- Reporting itemized expenditures and conducting ongoing analysis of the school's budget and future expenditure projections, presented at each monthly meeting.
- Reporting on the school's general operations, including facility information.

The School Director's performance will be evaluated based on these criteria set forth by the Governing Council, along with any additional criteria determined by the Council.

Furthermore, the Director's communication of this information to the Governing Council will be assessed, considering the promptness, level of detail in the reports provided, and responsiveness to questions and concerns raised by Council members.

As SSES' operations progress, it will be crucial for the Director to identify, report, and effectively address areas of concern, whether academic, financial, or operational. The Director's ability to document, report, and develop appropriate strategies to rectify these concerns will be a critical aspect of their evaluation. Effective communication among all

stakeholders, including the school's business manager and Governing Council, will be essential for achieving this goal.

The School Director will demonstrate a clear understanding of SSES’ commitment to the Public Education Commission, as outlined in the application. For new hires, candidates' applications will undergo review and evaluation of the SSES charter contract to ensure their awareness of the commitments associated with accepting the position. Candidates will also engage in leadership scenarios and demonstrate their alignment with the SSES vision and mission. The successful candidate will affirm their understanding and acceptance of SSES’ expectations and goals, pledging to ensure the school achieves its academic, cultural, community, and mentoring objectives.

As emphasized previously, it is crucial to establish explicit and well-defined roles and responsibilities for both the SSES Governing Council and the School Director. These roles and responsibilities are outlined in the SSES bylaws for the Governing Council and the School Director, ensuring clarity and differentiation between governance and management as SSES transitions into implementation and operation.

The job description of the School Director position is provided in Appendix B. The table below summarizes and distinguishes the role and responsibilities of the Governing Council and the School Director per activity (See Table 3):

Activity	Governing Council	School Director
<b>Adherence to charter contract</b>	Oversees school performance and operational adherence to the school’s charter contract.	Oversees the school’s day-to-day performance and operational adherence to the school’s charter contract.
<b>Hiring</b>	Hires the School Director	Hires the school’s staff

<b>Financial Responsibility</b>	Oversees the school’s financial standing and budget monitoring, ensuring that all financial policies and transactions are performed in accordance with state and federal law.	Conducts the school’s financial business, adhering to state law and responsible financial practices including the school’s internal controls policies.
<b>Implementation of school mission, educational model, and instructional practices</b>	Ensures that the School Director operates the school in accordance with the school’s charter, charter contract, and educational model as a whole.	Ensures that the staff and instructional systems align with the school’s instructional framework and model and charter contract.
<b>Evaluation</b>	Evaluates the head administrator, the school’s operations overall, and the efficacy of the Governing Council itself	Evaluates all school staff
<b>Progress Monitoring</b>	Monitors the school in its operational efficacy, state evaluation, charter contract including performance framework and mission-specific goals.	Monitors student performance, teacher performance, staff performance, and overall school operational metrics (budget, facility, school initiatives, etc.)
<b>Obligation to Stakeholders</b>	Accountable to the State (PEC/PED), communicates board business with the public in accordance with the OMA, represents the school to parents and community members	Accountable to the Governing Council and, by proxy, the State, communicates the school’s operations with staff, students, and parents, represents the school to community members, continuously interacts with stakeholders in pursuing the school’s mission and vision.

Table 3 *Division of Roles and Responsibilities*

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

The School Director/Principal evaluation process will address requirements of New Mexico Administrative Codes 6.69.7.8 and 6.69.7.9. The process requires incumbent Principals to draft professional development plans within the 40 days of the school year; mid-year and end-of-year evaluations will be included. The School Director/Principal evaluations will be aligned with the following competencies:

- Organizational Leadership
  - Represents SSES with integrity, honesty, sensitivity, and objectivity
  - Maintains compliance with state and federal laws, policies, and initiatives
  - Maintains compliance with authorizer requirements, directives, and initiatives
  - Maintains communication with school authorizer as needed
  - Maintains strong communication and collaboration with district staff
  - Maintains responsibility for organizational decisions among staff and students
  
- Operational Leadership
  - Manages day-to-day school logistics to maintain efficiency in daily operations
  - Manages workflow through efficient multitasking and prioritization
  - Managing school-specific financial oversight (payroll, HR, quotes, invoices)
  - Maintains a school environment that is safe and clean for students and staff
  - Manages timely and consistent enforcement of all school policies among staff and students
  - Communicates consistently with parents and students concerning current school news
  
- Systems Leadership
  - Conveys advanced knowledge of the SSES instructional framework and model
  - Promotes the SSES vision and mission
  - Manages the implementation of the SSES instructional framework and model with fidelity
  - Examination and reflection of data sets regarding trends to establish school priorities
  - Manages adjustments in operational and instructional practices, processes, and procedures



- Promotes a standard of high accountability, with balanced support, for students and staff
  
- Community Leadership
  - Engages in honest and respectful interactions with stakeholders
  - Maintains an active, daily presence among staff and students during the school day
  - Promotes, organizes, and leads community events for students and families
  - Upholds school and SSES Learning values among all school community stakeholders
  - Promotes consistent and transparent communication with students and parents
  - Establishes and maintains cooperative partnerships with community members and entities
  - Functions as the central source of positivity and inspiration among the school community
  - Promotes the school's objectives and larger mission through continuous staff collaboration
  - Maintains effective communication with staff members, promoting staff inclusiveness
  - Fosters and maintains a staff culture based on collaboration and respect
  - Maintains an effective staff work culture focused on advancing the school's mission
  - Proactively addresses the needs of staff for which concerns and issues have been cited
  - Promotes data-driven initiatives to cultivate ongoing growth opportunities for staff
  
- Instructional Leadership
  - Maintains commitment to quality instruction as the primary focus
  - Engaging in frequent teacher classroom observations, provides feedback
  - Identifies areas of improvement based on data collected and adjust through teacher coaching

- Manages the implementation of instructional adjustments in a proactive and timely manner
- Utilizes a formal teacher evaluation tool for measuring teacher performance

The Governing Council of SSES will assess the Director with a formal evaluation process.

The evaluation of the Principal will be adapted, in part, on the High Objective Uniform State Standard of Evaluation (HOUSSE); this system remains the standard of practice (2022 New Charter School Application, Part C 117) in New Mexico. The HOUSSE assessment will be used to assess the core competencies (above). Other considerations will help constitute a fair and holistic scope of accountability for the School Director.

The Director will provide the Governing Council with information summaries to include: students data, instructional observations, and staff, student, and parent feedback minimally once a quarter for the purpose of on-going formative assessment of the Director's achievements. The Director will develop a professional development plan to respond to the data collected for the Q1-Q3 reports. The final, quarterly (Q4) assessment will function as the Director's final end-of-year summative evaluation.

### **Summative Evaluation**

The formal, annual summative evaluation at the conclusion of the Q4 evaluation will begin with the Director completing a self-assessment and reflection of the data collected within the matrix above and professional development plan implemented throughout the year. The self-assessment will be aligned to the competencies described above. Completion of this self-assessment will inform the Principal of their measured strengths and assets and inform them of challenges and limits to that success within the six competencies. This information

will inform the Director in the development of the professional development plan moving into the following year. The plan will include competencies of focus, a developed action plan in response to challenges, a response timeline, and evidence of accomplishments. Each year, this professional development plan will be created following the first Q1 evaluation report.

The Governing Council will take the feedback from the self-assessment, professional development plan, and Q4 evaluation scoring into account before ratifying the final, summative annual evaluation for the Principal. It will be based on this evaluation that decisions for re-hiring will be based. All hiring decisions will be made before the end of February each year.

#### **Training in Evaluation Criteria and Procedure**

New and incumbent Directors will be made aware of the expectations of the Governing Council approved evaluation instruments and processes including changes and metric evaluation data. Formal training will be provided each year for new Directors or as a refresher for returning Directors. New and incumbent Directors contracts will contain all requirements and expectations and notices of changes to metrics.

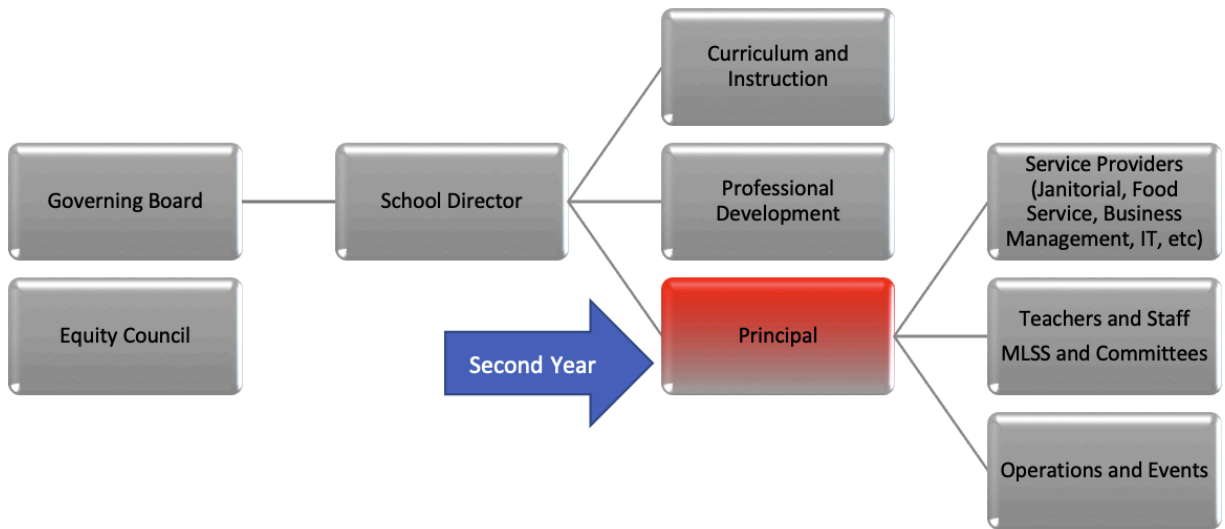
#### **D. Organizational Structure of the Proposed School**

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

*"Organization structure is not an end in itself; it is a means to an end. It must serve the business, enable its objectives to be attained, and make possible its strategies to be accomplished."*

Peter Drucker in *Management: Tasks, Responsibilities, Practices*

SSES' organizational chart is presented here as an initial draft, not a final structure. Once the school obtains full enrollment, additional and necessary positions will be entered into the chart after careful consideration. Early organizational concepts will evolve quickly as the school, staff, and campus will likely mature over the first year of planning into the first year of implementation. Our anticipated growth will create the necessity to re-evaluate and re-define the organizational chart. The organizational chart presented here reflects the ideal graphic for the first and possibly the second year.



As represented in the chart above, the SSES Governing Council will assume the full responsibility and authority over SSES and will be advised by the Equity Council. School Administration/Leadership who will directly report to the Governing Council is the School Director. The Principal who is the central piece of the structure, and will likely be afforded in Year 2, will be responsible to the School Director for the day-to-day operation of the school and its ultimate success, measured by the life and academic successes of the enrolled students.

Despite the centralization of responsibility and authority held by the School Director and Principal, there is significant delegation of authority to members of the Governing Council to fulfill roles (such as Procurement Officer, Legal Council, Operations Director, etc) in the first and possibly second year, until the school can can enough membership to afford these roles.

The School Director will focus on the instructional content, delivery and practices by providing coaching and professional development to the teachers, principal and staff. The Principal, when hired, will direct and monitor school services, teacher committees, Student Case-Studies, MLSS, and operations. Until the Principal is hired, the School Director and members of the Governing Council will oversee these important functions.

Each of the positions outlined in the Organizational Chart is essential to the fulfillment of the SSES mission, in the day-to-day operations and long-term development of the school. As outlined in NMSA 22-10A-18, all hiring, evaluation, and accountability will be the responsibility of the School Director/Principal, NMSA 22-8B-10. The Governing Council will be responsible for hiring, assessment, and accountability for the School Director/Principal position. SSES will follow the delineation of duties between the Head of School and the Governing Board, as outlined in 6.29.1.9 NMAC.

By Year 5, SSES will serve grades 9-10 with a full enrollment of 160 students. Staffing will be requisite of the student-teacher ratio of 20:1. A more granular staffing description through the five-year timeline is presented in Section II-D3 - Staffing Needs and Plans below.

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).

See Appendix 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 at SSES will grow and accommodate the needs of the students enrolled each year. There will be 6 (possibly 7) teachers in the first year to accommodate grades 9-12 in all required content areas toward graduation requirements. Special education, ELL, and other support services will be contracted until the enrollment can grow enough to sustain these positions. All educators at SSES will be trained in MLSS, SES, Shared Leadership strategies, Collaborative Decision Making, and Community Engagement practices.

#### **Academic Support - Multi-layered Support System**

Next Steps Plan: Each student will have a Next Step Plan developed with input from teachers, counselors, and parents, focusing on their academic strengths, areas for improvement, and career interests.

Tutoring and Mentoring Programs: Implement peer tutoring and mentoring programs where older students or high-achieving peers support younger or struggling students.

Professional Development: Continuous professional development for teachers to stay updated on best practices in STEM education, differentiated instruction, and student engagement strategies.

#### **Social and Emotional Support**

**Counseling Services:** Provide robust counseling services addressing academic, emotional, and social needs. Counselors will work closely with teachers to identify students needing additional support.

**Advisory Periods:** Regular advisory periods where teachers mentor a small group of students, fostering strong relationships and providing guidance on academic and personal issues.

**Health and Wellness Programs:** Integrate health and wellness programs, including physical fitness, mental health awareness, and nutrition education, into the school curriculum.

### **Shared Leadership**

**Teacher Leadership Teams:** Establish teacher leadership teams responsible for various aspects of school operations, such as curriculum development, professional development, and student support services.

**Collaborative Decision-Making:** Involve teachers and staff in the decision-making process through regular staff meetings, committees, and feedback mechanisms. Encourage open dialogue and collaborative problem-solving.

### **Building Trust**

**Transparent Communication:** Maintain transparent and consistent communication channels between administration, teachers, staff, students, and parents. Utilize newsletters, meetings, and digital platforms to share important information.

**Recognition and Appreciation:** Regularly recognize and appreciate the contributions of teachers and staff through awards, shout-outs, and professional growth opportunities.

### **Community Engagement**

Parent and Community Involvement: Actively engage parents and community members in school activities, volunteer opportunities, and decision-making processes. Establish a Parent-Teacher Association (PTA) and community advisory boards.

Partnerships with Local Organizations: Develop partnerships with local businesses, higher education institutions, and STEM organizations to provide students with real-world learning experiences, internships, and mentorship opportunities.

This staffing plan reflects a strategic approach to building a strong, supportive, and collaborative educational environment. By gradually expanding the teaching and support staff in alignment with student enrollment growth and emphasizing shared leadership, trust, and community, SSES will create a nurturing and effective learning environment that meets the diverse needs of all students.

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

SSES will offer mentorship, professional development, and support to teachers and staff through agreements with the SSES Instructional Model and Framework. Using a comprehensive collection of strengths-based data collected monthly, they will identify areas where teachers need mentorship and development. To maximize the usefulness of this data, SSES will provide mentorship, professional development, and curriculum guidance. This initiative aims to familiarize teachers with accessible data types and help them adjust the local curriculum and improve school operations and instructional outcomes.

Teachers will receive training on the types of data they need to collect regularly and the data provided to them in monthly and end-of-year reports. Pre-year training covers grading



policies, course standards, curriculum scope and sequence from K-12, exit exam structures, weekly progress reports, intervention lists, and tutorials for Canvas, Google Classroom and the student information system. This preparation ensures teachers understand their yearly expectations.

Throughout the school year, teachers meet periodically for professional development sessions focused on deepening their understanding of the educational model, improving instructional effectiveness, and increasing their comfort in a standards-based, data-driven system. These sessions include digital presentations and in-person guidance from the Principal and School Director.

Professional development will be a cornerstone of the success of SSES, due in large part to the innovative and unique educational model employed by the school. Educators will be trained and supported starting before the beginning of the school year and throughout the year.

Professional development involves coaching in areas such as instructional model, curriculum development, pedagogical coaching, technology integration, student-driven instruction, and data-driven reflection. In order to teach successfully at SSES, teachers must first be taught the instructional model and core mission and values. Educators will be instructed in how to build their curriculum for each course as well as how to gather materials for their unique integrated content. Templates and Models will be provided which will help guide new teachers until they are able to create their own scope and sequence calendars on their own. Educators will be provided instructional strategies such as Socratic lessons, seminar-style teaching, problem-based learning, and student-lead lessons. This method of facilitating student

investigation and learning rather than lecturing and assigning work can take adjustment time, so content experts and instructional video examples are available to help teachers learn the model and the methods it uses.

In addition to instruction-related training, our educators will also be taught the scope and sequence of vertical (9-12) courses so they understand the way students progress through the curriculum. This includes training in the use of the daily fourth session (such as tutoring, mentoring, collaboration, and planning time). This training also includes the breakdown of graduation requirements, the breakdown of standards assigned to each educator in their content area, the common exit exams that will be administered for each course the teacher is teaching, and the grading system for formative and summative grading processes and reporting.

Educator Professional Development will occur throughout the school year. This built-in time allows for immediate response to staff needs as they arise. Support for teachers is provided through various data collection methods and monitoring of teacher effectiveness. Site leadership conducts frequent walkthroughs and formal observations to evaluate and support teacher performance. These evaluations are both formative and summative, promoting reflection and improvement while holding teachers accountable for their performance and student progress. Additionally, students complete surveys at the end of each term, providing valuable feedback on the seminars and teachers. This data is compiled and shared with teachers to encourage reflective practices and enhance instruction, leading to improved student achievement.

The school calendar includes allocated dates and times dedicated to professional development and training. There are eight full days Dedicated to Professional Development and 12 ½-days (early release) also dedicated to staff for various purposes including professional development and student case study. In addition, there are five parent-teacher conference days; well above the standard number in a typical school setting. The purpose of these parent-teacher conference days is to ensure families are involved with students' education and endeavors. In addition to school-wide support, teachers may also participate in programs such as those provided with the Priority Schools Bureau and CES (LEAP and SITE). First-year teachers, whether from traditional or alternative licensure programs, are assigned mentor teachers to guide and support them throughout their first year. This partnership provides an additional layer of support beyond what is offered by site leadership. Starting in the second year of operation, experienced teachers new to SSES will also be assigned mentors to help them adjust to the unique instructional practices and model of the school.

### **Mentorship**

In order to support teachers who are new to the profession, the Mentorship Program is designed to provide support, guidance, and constructive feedback throughout each new teacher's first year in the profession.

SSES will work with the founding team to develop a systematic framework for professional development that provides training to ensure quality teachers, leadership and instructional support providers and that improves and enhances student achievement. Pursuant to NM statute 6.60.10.8 NMAC, SSES' mentorship program for first-year teachers adheres to the following guidelines:

- Provides individual support for beginning teachers from designated mentors; the support activities include collaborative curriculum alignment, design, and planning;

they also include classroom observations, student assessment, individual instructional conferences, and instructional resource development

- Is mandatory for all beginning teachers includes structured and research-based training activities for mentors
- The training includes the development and needs of beginning teachers, the process of developing mentorship relationships, the process of documenting teacher growth, and best practices in working with novice teachers

SSES will ensure an active teacher-mentoring program for new teachers, as well as teachers new to the school itself, in compliance with 6.60.10.8 NMAC, including classroom and curricular support, teacher development, and the study of the competencies needed for licensure transitions. The school will support mentor teachers with a stipend.

SSES teachers and staff will participate in annual professional training related to the detection and reporting of child abuse and neglect, including physical and sexual abuse, and training related to the detection and reporting of substance abuse, as stipulated in NMSA

22-10A-32. All teacher and staff professional development at SSES will support the school's vision and mission of building student capacity through the academic and life-skills necessary to reach their academic, career and life goals. All teacher and staff development will be aligned with the purposes and goals outlined in 6.65.2.8 NMAC, as well as the program evaluation requirements outlined in 6.65.2.9 NMAC. Furthermore, teacher and staff development will be in line with the New Mexico professional development framework and fulfill any funding requirements, as outlined in 6.65.2.10 NMAC.

In addition, educators at SSES will have the benefit of having Advanced Placement PD and Project Lead the Way PD, as these programs will support our instructional programming.

Below are the benefits of each program.

### **Benefits of Advanced Placement Professional Development:**

- **Enhanced Content Knowledge:** AP professional development provides teachers with in-depth knowledge of the subject matter covered in AP courses. This deeper understanding allows educators to better support their students and address complex concepts with confidence.
- **Effective Instructional Strategies:** AP professional development equips teachers with a variety of instructional strategies and best practices tailored to AP courses. These strategies are designed to engage students, promote critical thinking, and improve overall learning outcomes.
- **Alignment with Course Objectives:** AP professional development ensures that teachers are familiar with the specific objectives and expectations of AP courses. This alignment helps educators structure their curriculum and assessments to effectively prepare students for AP exams.
- **Access to Resources:** AP professional development often provides access to a wealth of resources, including sample lesson plans, teaching materials, practice exams, and online tools. These resources enable teachers to supplement their instruction and support student learning both inside and outside the classroom.
- **Peer Collaboration:** AP professional development opportunities facilitate collaboration and networking among educators who teach AP courses. Teachers can share ideas, strategies, and resources with colleagues, fostering a supportive community of practice.
- **Preparation for Exam Administration:** AP professional development includes guidance on exam administration procedures, scoring guidelines, and preparation strategies. This preparation helps teachers effectively prepare their students for AP exams and navigate the logistical aspects of exam administration.
- **Professional Growth and Recognition:** Engaging in AP professional development demonstrates a commitment to ongoing professional growth and development. Participation in AP training workshops and conferences can also enhance educators' resumes and contribute to their professional recognition within the field of education.
- **Student Success:** Ultimately, the primary benefit of AP professional development is its positive impact on student success. Well-prepared and knowledgeable teachers are better equipped to help their students master challenging content, perform well on AP exams, and succeed in college-level coursework.

### **Benefits of PLTW PD:**

- **Professional Growth:** Engaging in PLTW professional development contributes to educators' professional growth and development. By acquiring new skills, knowledge, and strategies, teachers expand their expertise in STEM education and enhance their effectiveness as educators, leading to increased job satisfaction and career advancement opportunities.
- **Curriculum Mastery:** PLTW professional development equips educators with a deep understanding of the PLTW curriculum, including its philosophy, structure, and objectives. This mastery enables teachers to effectively implement the curriculum and tailor instruction to meet the needs of their students.
- **Pedagogical Skills:** PLTW professional development enhances educators' pedagogical skills by providing training in research-based instructional strategies, project-based learning techniques, and student-centered approaches. Teachers learn how to facilitate

hands-on, inquiry-driven learning experiences that engage students and promote deeper understanding of STEM concepts.

- **Content Knowledge:** PLTW professional development ensures that educators have the content knowledge necessary to teach STEM subjects with confidence and expertise. Training sessions cover key concepts, principles, and applications relevant to each PLTW course, enabling teachers to address students' questions and facilitate meaningful discussions.
- **Technology Integration:** PLTW courses often incorporate technology tools and resources to support student learning and project work. Professional development sessions help educators become proficient in using these technologies and integrating them effectively into their instruction, enhancing students' digital literacy and technical skills.
- **Assessment Strategies:** PLTW professional development provides guidance on assessment strategies and practices, including formative assessment techniques, performance-based assessments, and rubric development. Teachers learn how to assess student progress, provide constructive feedback, and evaluate project outcomes in alignment with course objectives.
- **Differentiation and Inclusion:** PLTW professional development emphasizes strategies for differentiation and inclusion to meet the diverse needs of all learners. Teachers learn how to adapt instruction, provide scaffolding, and support students with varying abilities, backgrounds, and learning styles, ensuring that every student has the opportunity to succeed.
- **Collaboration and Networking:** PLTW professional development fosters collaboration and networking among educators within the PLTW community. Teachers have the opportunity to share ideas, resources, and best practices with colleagues, building a supportive network of peers who can offer guidance and inspiration.
- **Ongoing Support:** PLTW professional development provides ongoing support for educators throughout the implementation process. Teachers have access to additional training sessions, online resources, mentorship opportunities, and technical assistance to address challenges, refine their practice, and continuously improve student learning outcomes.

### **Budget Support**

As seen within the projected budget (function 2400, under Contracted Services), the school allots money for teacher professional development, including its mentorship program, beginning in its first year of operation. It is predicted that the school will use in-house expertise and will contract with outside agencies in order to provide its staff the required professional development. The school's projected work will continue in allowing new staff to be trained and continuous professional development to be offered based on need as indicated by data collected.

## 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).

**"The way your teachers and staff feel is the way your students will feel.  
If your educators don't feel valued and supported, neither will your students."  
Dr. Michelle Perry**

The following employment terms and conditions are guidelines aimed to foster a positive and effective relationship between employees and leadership at our SSES. By clearly defining the employer-employee relationship and providing transparent terms and conditions of employment, we strive to create an environment of mutual respect, understanding, and collaboration.

### **Employer-Employee Relationship**

Mutual Respect and Professionalism: All interactions between employees and leadership should be conducted with respect, professionalism, and a commitment to the school's mission and values.

Open Communication: Encourage open and honest communication. Leadership should maintain an open-door policy, allowing employees to freely express concerns, ideas, and feedback.

Collaboration and Teamwork: Promote a culture of collaboration where all staff members, regardless of their role, work together towards the common goal of providing high-quality STEM education.

### **Terms and Conditions of Employment**

#### **Administration**

Roles and Responsibilities: Clearly outline the duties and responsibilities of administrative staff, including school leaders, principals, and administrative officers. Ensure these roles align with the vision, missions and strategic goals of the school.

Employment Contracts: Provide detailed contracts specifying terms of employment, including salary, benefits, performance expectations, and evaluation criteria.

Professional Development: Offer continuous professional development opportunities to enhance leadership skills and keep abreast of the latest educational trends and technologies.

### **Professional Staff (Teachers and Educators)**

Roles and Responsibilities: Define the roles and responsibilities of teachers, including curriculum development, classroom management, student assessment, and participation in school activities.

Employment Terms: Specify the terms of employment, including contract duration, salary structure, benefits, workload, and performance evaluation methods.

Professional Growth: Support professional growth through workshops, training sessions, and opportunities for advanced education and certifications in STEM fields.

### **Administrative Staff**

Roles and Responsibilities: Clearly describe the duties of administrative staff, including clerical support, records management, and assisting in daily school operations.

Employment Terms: Outline the terms of employment, including work hours, salary, benefits, and conditions for contract renewal.



Skill Development: Encourage administrative staff to engage in skill development programs that enhance their efficiency and effectiveness in their roles.

### **General Guidelines for All Employees**

Equal Opportunity Employment: Ensure all employment practices are free from discrimination and provide equal opportunities for all staff members.

Health and Safety: Maintain a safe and healthy work environment in compliance with all relevant laws and regulations. Provide necessary training and resources to ensure employee safety.

Conflict Resolution: Establish clear procedures for addressing workplace conflicts, ensuring that they are resolved fairly and promptly.

Feedback and Appraisals: Implement regular performance appraisals to provide constructive feedback and recognize achievements. Use these appraisals to set goals and identify areas for improvement.

Work-Life Balance: Promote a healthy work-life balance by offering flexible working hours where possible and supporting employees in managing their professional and personal responsibilities.

By adhering to these guidelines, SSES can maintain a positive and productive work environment where all employees feel valued, supported, and motivated to contribute to the school's success. Clear communication of roles, responsibilities, and employment terms will ensure that everyone is aligned with the school's mission and goals.

## 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.

*“It takes a village to raise a child.”*

*African Proverb*

SSES values parental, professional educator, and community involvement in the governance and operation of their new charter school. The American Psychological Association has found a strong relationship between parental involvement and positive educational outcomes. [See article.](#)

SSES encourages public engagement by opening its daily operations to community members and parents. Visits to the school are welcomed with prior notice, allowing interested individuals to witness the school's environment and activities firsthand.

SSES has built into the school calendar four Parent/Teacher Conference days to ensure timely opportunities are available for communicating student achievement, progress, questions and concerns. Parents will also be encouraged to schedule regular meetings with SSES teachers and their students to create a "team" planned approach for meeting each student's learning goals. SSES also plans to conduct regular family involvement forums for community members to express support and needs for student learning opportunities. SSES strives for shared involvement in governance and operation with the community will give all stakeholders efficacy and a sense of ownership while also building capacity for informed and optimal decision making.

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

### **Grievance Process Plan**

SSES will be open to feedback and will use feedback to further strengthen the school and community. The school will use a process that is thorough and efficient for receiving and handling grievances from students, families, and community members as described below.

The process ensures that any student, family, or community member wishing to file a grievance with the SSES Leadership Team or staff has a process that is efficient, transparent, fair, and meaningful. The process for addressing family and community complaints follows 6.10.3 NMAC. The process and all steps in the process will further be outlined on the school's website.

Initiation of a grievance against a member of the SSES team, should begin with the community member first reaching out directly to the specific staff member to express their concerns. Most grievances may be resolved at this level. If the complaint is not resolved by direct communication with the staff member, the community member may wish to file a formal complaint.

Formal complaints regarding discrimination or harassment based on race, ethnicity, national origin, sex, sexual orientation, mental or physical disability, health, or age at SSES by a staff member, should be filed as a written complaint to the Principal or School Director.

If the complaint is against the Principal or School Director, the person may file the complaint with the Governing Council.

The written complaint should include the following elements:

- The name of the person filing the complaint. If the person filing the complaint is doing so for a student, both the person filing the complaint and the student's name should be included.
- Contact information for the person filing the complaint, including address, phone number, and email address
- Name of the person with whom the grievance is being filed
- Detailed description of the alleged discrimination and/or harassment
- Date(s) of the alleged discrimination and/or harassment incident
- Names of any witnesses or individuals who may have additional information about the incident
- Description of how the person filing the complaint would like the issue to be resolved.

### **Timeline for Formal Complaint**

All complaints filed using this procedure, must be filed within 30 days of the original incident.

### **Review of the Complaint**

Upon receipt of the formal complaint, the Principal or School Director will conduct a formal review of the complaint, investigate the complaint, and attempt to resolve the complaint.

During this time, information gathering, including interviews and the collection of evidence, will be conducted. This step shall be completed within 10 school days.

### **Resolution of the Complaint**

After review of the complaint and collected evidence, the Principal or School Director will meet with the complainant to present a resolution to the complainant. This may include actions for correcting the situation, and action to prevent further occurrence. This meeting will happen within 15 school days of the complaint being submitted. The complainant will be provided with a written summary of the filed complaint and the resolution within 20 of the original complaint.

### **Appeal of the Complaint**

If the individual or family is not satisfied with the decision made by the Principal or School Director, the family may appeal to the SSES Governing Council. The Governing Council will review the appeal and provide the family with a written response within 30 days of receiving the grievance appeal.

### **Transparency and Accessibility of Grievance Process**

SSES will maintain confidentiality of the person filing the grievance, as well as those who participated as witnesses or those who provided information in the investigation, to the greatest extent possible. Retaliation against a family member or staff member filing a complaint is strictly prohibited and can result in disciplinary action.

### **McKinney Vento and Special Education Grievance Process**

SSES is dedicated to ensuring that special circumstances, including homelessness or special needs do not result in disputes between the school and families. The McKinney Vento act requires that schools develop policies that ensure that students experiencing homelessness are able to access enrollment and attendance of schools without barriers. Per the Act 2022 New Charter School Application Part C 142, schools shall regularly review and update their

policies to support students experiencing homelessness. SSES intends to avoid McKinney Vento grievances through reflective review of our policies and practices through the lens of youth homelessness. However, if there is a grievance, we will first attempt to resolve the grievance through our standard process outlined above. If the grievance is not resolved through this process, SSES will follow the protocol outlined in 6.10.3 NMAC, New Mexico Public Education Department.

This process entails completion of the NMPED dispute resolution paperwork, and a write-up of the school's response submitted to the NMPED Homeless Liaison within five days of the school's formal decision. SSES will maintain regular, two-way contact with the families of our students with special needs. We believe the regular contact with families of students with special needs will prevent most grievances.

In the case of a grievance that cannot be resolved through our standard grievance process, our special education grievance process will be based on the *NMPED Parent and Child Rights in Special Education: Procedural Safeguards Notice*. Families should first follow the school's standard grievance procedure, or the school and the family may elect to seek out mediation from a trained mediator via the NMPED Special Education Bureau. If the conflict is not resolved with either of these means, the family may seek local support organizations or advocacy groups, including a Parent Liaison from the NMPED. Finally, families may elect to file a formal complaint or request a due process hearing with the State. This process will follow the deadlines and requirements outlined in 6.31.2.13 NMAC.

## **G. Student Recruitment and Enrollment**

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

## **Introduction**

SSES will adhere to all legal and required admission policies, and will be non-discriminatory in all curricula, academic programs, admissions policies, employment practices, and all operations; will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability.

## **Student Recruitment and Enrollment**

SSES crafted a family and student recruitment process that includes early efforts to increase awareness for SSES ahead of this formal charter school application. These initial efforts have been reviewed, in part, Section IV-Evidence of Support, but more fully described here. The early efforts are a prelude to establishment of the proposed schedule below.

SSES viewed the city of Alamogordo and county of Otero as opportunities to perform outreach activities to prospective families, students, and stakeholders as well as potential Governing Council members, staff, and teachers. The targets for these outreach efforts have included the Alamogordo Chamber of Commerce, Holloman Air Force Base, and the MainGate United organization. The objective has been to place SSES and its founding team in front of the many valued community stakeholders who are drivers of the area's economy, business, culture, employment training, and placement. The founding team is confident that the school will find a place amidst the ecology of the Otero County region.

These initial efforts have been keyed to the combination of traditional outreach efforts with new, digital media outlets. The traditional outreach efforts listed above are designed to impact

one-on-one and group events where SSES leadership describes the curricula, the mission and philosophy of the school and how it sees itself as a partner in education. These are also “listening” opportunities for the founding team as SSES has and will spend time and energy on data and information gathering from city and county residents to know their needs, desires and wishes for the outcomes of a new charter school and it will benefit and impact their children and their futures.

At the time of this writing, the founding team has hosted two public forum events through which they have engaged with interested families and other stakeholders. Prior to the application approval and throughout the Planning Year, the founding team and the Governing Council will hold both virtual and in-person meet-and-greet events each month through July, 2023 for the presentation of information or to provide families any additional information they might need.

Traditional recruitment efforts of families and students will include direct mailing through the US Post Office to targeted zip codes throughout Otero County. SSES has acquired lists through US Census data for homes with grade levels within the targeted age ranges. Direct mailers to these addresses have included descriptive SSES flyers with guidance on accessing additional information (through the SSES website and social media) and direct points of contact to SSES through text messaging, phone (direct to school administration), email, and web presence. These outreach efforts, braided with traditional processes (above), will be dovetailed with digital, new media efforts including social media such as the school’s Facebook and Instagram pages. Within the school’s budget, it is anticipated that part of the funding for advertising will be spent through direct mail.



Both in its Planning Year and in subsequent years of operation, the school is committed to providing equal opportunity awareness campaigns to ensure that its marketing and community outreach are available to all subpopulations within the target area, thus ensuring equal access to the school and a demographic reflective of the local community and school district. The Principal, once hired in the planning year and for future years of recruitment, will be the “face” of the school in its campaigns to engage families and will function as the central point of contact for information.

The social media environment is intended to meet the needs and communication patterns of prospective youth and families through common practices. SSES promotes its social media messaging through promotion efforts on all platforms to be efficient and effective in disseminating charter school information (education model, charter school philosophy, mission, myth-busting), application process, awareness, and benefits of the SSES Learning Model in Alamogordo. Part of the school advertising budget, as shown in its five-year projection, will be used to “boost” social media postings to help drive awareness and engagement.

New digital media and social media outlets are designed for continuous use with immediate adjustment and tailoring for target audience and message specificity. The no-cost approach to social media is a value-added quality of the outlet. Social media posts are likely to be seen by prospective students and their families within the demographic audience of SSES and it expands beyond the traditional catchment area of the city and county. New digital media outlets also permit SSES to be conservative in its cost-based messaging services including the local news broadcasters, local radio broadcasters and social media.

Once attracted to the SSES charter school messaging, we plan to have an “opt-in” program for direct messaging through SMS or family/student preferred messaging delivery system. This “opt-in” option will be followed with a consistent “opt-out” choice once registered for our direct messaging program. The visualization of the schedule and outlets to be used for student and family recruitment lays out the myriad events and mechanisms to be used. The visualization also outlines the proposed first year (planning year) for SSES. The depth and breadth of the outlets and mechanisms scheduled across twelve months, provides a consistent, cohesive and comprehensive messaging for family and student recruitment. Our preliminary data suggest that the early efforts following this philosophy and objective framework have had an effective reach into the population of Otero county; family contacts with SSES have been recorded through email, text messages, voice messages, Facebook and Instagram messages and comment threads, and website chats and messages. These data encourage us to continue and expand the effort as outlined in the above visualization graphic.

It should be noted as well that our early efforts have had the unintentional consequence of attracting prospective staff, leaders, and teachers to the SSES web portal with follow-up contact made.

On the school’s website exists a “Letter of Interest” where families can sign up to receive further updates. Once approved, and as the school enters into its enrollment season, students who are interested in attending SSES may submit an enrollment form, and their name will be added to the waitlist. If there is not a waitlist, the student will be invited to complete the registration immediately. This enrollment process will begin December 1st of each new year when the enrollment period opens.

During the third quarter of any given school year, families of current students will be asked to indicate whether their students are re-enrolling for the following school year. Families who indicate their students are enrolling for the following school year, will complete the required re-enrollment paperwork, including indication if a younger sibling is applying for the following school year. As stated previously, NMSA 22-8B-4(K) gives a sibling preference during the public lottery. For students who indicate that they do not plan on re-enrolling at SSES, their seat will be up for consideration for a new student applicant for the following school year.

Student recruitment and enrollment has been strategized by the founding team in response to the Alamogordo, HAFB, and Otero County educational needs, challenges and assets. The city and county present unique opportunities for SSES to reach its first year enrollment and eventual five-year objective. The recruitment process takes advantage of social media and new media outlets to enroll the first year, and we believe we are well-positioned to meet the target. We are also prepared to adjust to even newer outlets as school opens.

### **Evaluation of Impact**

The SSES outreach efforts have been designed to maximize the utilization of social media and low and no-cost outlets. The school leadership recognizes the new families and students react to the new media outlets and are less inclined to explore the traditional outlets of newspapers and television. The founding team and the founding Governing Council are committed to a more personal outreach and recruitment program braided with a traditional marketing campaign to reach varying parental support demographics. This has two direct impacts on the responsible parties and the budget. The founding team and Governing Council will commit time and effort in-person, one-on-one meet and greets with parents, students and stakeholders

in the Alamogordo area. We have performed these efforts in the spring 2022 with significant success.

Social media and new media permit a more efficient and cost-effective approach to recruitment. Facebook, Instagram, Twitter, and Opt-in(out) SMS text messaging permit SSES to penetrate deeper into the Otero County population and reach a broader demographic.

Initial metrics for the impact of this effort have included electronic inquiries through email, SMS messaging, and instant messaging through social media outlets. In addition, one-on-one and in-person group events have been conducted with attendance recorded and qualitative data collected on interest and enthusiasm for SSES. These efforts are intended to minimize financial impact on the budget. Use of social media is an investment of time and effort by members of the founding team and Governing Council and agreed by all members. Budgetary impact will be seen through advertising in the Alamogordo Daily News and local television and radio outlets; however, success suggests that costly advertising may not be an effective or efficient outreach process.

Ultimately, the success or not of the SSES recruitment effort will be measured by the recruitment of families, students, and stakeholders through the process described here, specifically in drawing in a student population representative of the local district and larger community as a whole. On an annual basis, demographic data will be compiled for a cross-comparison to the local school district to ascertain the degree to which the school is drawing a representative sample population. This in addition to data collected in the overall evaluation of the outreach and recruitment plan.

Continuous monitoring and evaluation of quantitative and qualitative data will permit adjustments and release of budget allocations for traditional advertising if the social and new media outlets fail to reach the expected recruitment targets or if the targeted representative demographic is not equally representative in the reach of planned advertising.

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

### **Lottery**

SSES will conduct a transparent, open, and public lottery with application forms submitted prior to the middle of March. The date, time, and location of the lottery will be advertised on the school's web page, social media outlets, and posted through direct messaging to prospective families and students who have opted-in to our direct messaging service. The school may also announce the lottery through the traditional outlets cited in Section II.G1 - Outreach and Recruitment (above). The school will publicize the lottery date at all events we attend or wherever we have a presence for recruitment and outreach. The advertising and announcement of the open enrollment period, lottery, and waitlists is designed to be widespread through various media in order to provide equal access to the school's interest form, application process, lottery enrollment period, lottery process, and enrollment process. The lottery process will be open to the public and transparent for all stakeholders.

The following plan describes in detail the admission process:

- The annual open enrollment period for available positions at SSES will be from December 1st through March 15th.
- SSES will announce its open enrollment period and provide an enrollment application that can be submitted online through the website or in person at the school site.
- Submission of the application officially places a student on the list for a position at SSES. Parents and students should ensure that the information entered on the application is accurate.
- Parents of current SSES students have until January 31 annually to notify the school of their intent to return. From these responses, the school determines the number of available seats at grade levels 9-12.
- Siblings of current SSES students and children of SSES employees will be provided preferential enrollment for the following school year. Parents of these students will be notified in December and must commit via an application with “sibling” or “employee” indicated on the submission no later than January 31. Failure to do this will result in the student being added to the general list of student applications which are subject to enrollment lotteries per grade level when necessary.
- Once all lottery-exempt students are accounted for, SSES will count the number of student seats remaining at all grade levels. This will occur during the first week of March annually and will determine the available seats for each grade level for the following academic year.
- At the close of business day on March 15th annually, the application open enrollment list for each grade level will be locked and finalized. At this time, should SSES receive applications that exceed the available seats in a given grade level, then it must conduct a lottery to assign seats to students.

- If a lottery is necessary at any grade level, SSES will enter all students from that grade level application list into a random lottery. The lottery itself will be “blind” and will not take into account any of the student applicant’s personal information with the exception of the student’s grade level in sorting the resulting waitlist.
- The lottery will be held annually within a week of March 15th. It will be conducted in an open forum and will be open to the public. This process will be completed separately for any grade level for which SSES received more applications than there were available seats.
- For each grade level lottery, students are assigned a computer-generated, randomized number. This number is sorted to determine their position on the student waitlist for the grade level in question. Students whose number corresponds to an available seat will receive an acceptance letter by the end of March annually.
- All students who are not accepted for enrollment through the lottery are placed on grade level waiting lists. Any student who submits an application after the lottery date will be added to the grade level waiting lists in the order of application submission.
- All students accepted during the lottery process, both from the lottery process or from sibling and employee priority acceptance, have two weeks (fourteen days) to complete the enrollment process. This process requires that each accepted student submit the Enrollment Form, birth certificate, and proof of vaccinations to SSES. If a family requires assistance with this process, they must contact the school immediately. If a student has not completed this enrollment process within the two-week window from the date of their acceptance letter, they will forfeit their position immediately.
- If seats become available for any grade level after the initial lottery and acceptance period, these seats will be given to students assigned to the applicable grade level

waiting lists in numerical order. These families have two weeks to complete the enrollment process from the date of their acceptance letter, or they will forfeit their position.

- Families do not need to attend the lottery for their students to be accepted. SSES will contact the family by direct messaging, phone, or mail to let them know their rank on the waitlist, as well as the next steps.
- Students on the waitlist who are offered an open seat will follow the same enrollment process as outlined above, including the two weeks to complete the registration paperwork.
- The process for enrolling students will follow this procedure until all the seats at SSES are filled and students have completed the registration process.
- If a student does not attend the first three days of school, SSES will make three attempts to reach out to the family to determine if the student expects to attend SSES. If there is no response after three attempts or the student declines to attend the school, the seat will be offered to the next student on the waitlist.
- If a student leaves at any time during the school year, their seat may be offered to the student at the top of the waitlist. SSES may choose to continue its enrollment process throughout the school year contingency upon enrollment openings and current staffing.
- SSES will ensure all families have access to SSES through recruitment efforts and throughout the lottery process. Specifically, the school will ensure that our materials are available in the languages in which the families are most comfortable, as well as in the format (digital or hard copy) in which is most accessible. Additionally, the school



will make a pointed effort to ensure the inclusion of homeless or transient families, in accordance with the McKinney-Vento Act.

## H. Legal Compliance

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

### **Governing Council Conflict of Interest PROPOSED Sacramento School of Engineering and Science**

#### **Governing Council**

Conflict of interest arises whenever the personal or professional interest of a member of the Sacramento School of Engineering and Science Governing Council ("Council"), or a similar official role at Sacramento School of Engineering and Science is potentially at odds with the best interests of the organization, specifically in regard to individual financial gain. The overall goal is to avoid, where possible, even the appearance of impropriety. If an issue is to be decided by the Council that involves potential conflict of interest for a Council Member, it is the responsibility of the Council Member to:

1. Identify the potential conflict of interest.
2. Not participate in discussion of the program or motion being considered.
3. Not vote on the issue.

The Council shall make every effort to be transparent and open, in disclosing and documenting conflicts of interest which might arise. The Council should make every effort

to ensure that the entire organization is operating by the highest ethical and value-driven standards, as an example to the students and families at Sacramento School of Engineering and Science.

Although it is not a conflict of interest to reimburse Council Members for expenses incurred (such as the purchase of supplies for a project), Council Members are prohibited by law from being paid for serving on the Council. No member of the Council shall directly or indirectly sell or be party to a transaction to sell instructional materials, equipment, insurance or school supplies, or work under contract to the school. Nor shall any Council Member receive any commission or profit from the solicitation or sale of investments securities or insurance to any school employee. Provisions of this policy shall not apply to any Council Member making a sale in the regular course of business, when the sale complies with all applicable provisions of state law.

**Organization & Staff**

The same general principles apply to school staff as well as members of the Council in order to avoid even the appearance of a conflict-of-interest. No staff member shall directly or indirectly sell or be party to a transaction to sell instructional materials, equipment, insurance, or school supplies to the school. Nor shall any staff member receive any commission or profit from the solicitation or sale of investment securities, retirement programs or insurance to any school employee.

**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.).

N/A

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.

N/A

## 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/>.

In the first year, SSES will expect families to transport students to school. During this initial year, however, SSES will work to contract with the local LEA for needed transportation as student enrollment increases during the second year of school. SSES will track and work with the local LEA to acquire reportable data to PED for transportation reimbursement, including. This data will include bus ridership, Special Education bus ridership, types of buses being utilized, associated SSES route mileage and deadhead information.

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).

SSES will contract with a third party contractor for the provision of food services. For example, K-12 by Elixir, a USDA compliant food provider, offers breakfast and lunch options that meet required dietary guidelines for student nutrition.

Free and Reduced Lunch applications will be provided to families during student registration to ensure every SSES student has the opportunity to eat healthy meals at school. The Free and Reduced Lunch application will be updated annually to ensure all qualifying household

income factors are collected for accurate determination of free or reduced lunch qualification and socio-economic status.

#### **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:

[nmpsfa.org/legacy/pdf/planning/Charter\\_School\\_FMPEd\\_Specs\\_Renewal\\_Program\\_August\\_2019.pdf](https://nmpsfa.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.

See 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.**

Classroom space will meet the requirements of the statewide adequacy standards as described in Title 6, Chapter 27, Part 30 Primary and Secondary Education Public School Capital Outlay Council Statewide Adequacy Standards.

General classrooms will need no less than 500 square feet of net space with a ratio of 20:1.

However, teachers and students will have access to use Immersive Virtual Reality hardware (Oculus Quest 3 Headsets), interactive flat panels, and hands-on teaching and learning tools.

Therefore, classrooms will need larger distributed space. Each student will also receive a chrome book to use Google Classroom and the adopted School Information System and Learning Management System. Charging towers will be installed in classrooms at convenient designated

areas so that the use of extension cords is not warranted. In consideration of the applied learning program and the regular technology use, classrooms will be no less than 620 square feet.

The preferred location for school is called the PreCheck Building. In efforts to target a viable location, the founders have toured the PreCheck building (see below) and prefer this site to others so far. The founders will tour the other potential buildings in the coming weeks.

PSFA has not evaluated the proposed facility for code and adequacy. See Table 4 below for potential charter school locations.

Potential Building	Location	Benefits	Constraints	Next Steps
PreCheck Building	3452 Las Palomas	Large building with ample square footage and large lot for expansion. Located in the Northwest area of town. Utilities are still on and the building is modern with adequate space for restrooms, dining, kitchen, etc.	Will need remodeling to design classroom spaces. The building is very expensive. LEDA application is a timely and extensive process.	Get an estimate on the cost of renovation and seek LEDA funds to purchase or seek a lease option
Call Center on Florida	2111 N. Florida	Centrally located in town. A large building with ample square footage.	This building has been abandoned for a long time. It will need extensive repairs.	Tour this facility.
Oregon Elementary	1500 Oregon Ave.	Centrally located and was a school before and would need minimal remodeling. The city currently owns the building.	This building is currently occupied by the Fire Department and City Personnel.	Tour this facility and seek a lease option.

Table 4: *Potential Charter School Applications*

### 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	60	9-12	10:1
Year 2	80	9-12	13:1
Year 3	110	9-12	18:1
Year 4	130	9-12	21:1
Year 5	160	9-12	27:1
At Capacity (Enrollment Cap)	160	9-12	27:1

## 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.

See 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.).

See Appendix G.

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

Using the information pertaining to our local district, Alamogordo Public School District, SSES can project a five-year budget, financial adjustments, including T&E, TCI, and At-Risk Index, to provide annual operating budget estimates as accurate as possible.

**Fund 11000 State Equalization Guarantee (SEG)**

The 910b5 worksheets align with the school’s proposed student enrollment plan as described within this application, with the appropriate growth measures put in for each year’s increase in enrollment as well as the prior-year funding in the Basic Program calculation based on the previous year’s enrollment projections. For both the first and second year, the 910b5 uses the projected enrollment of students as the predicted enrollment (first year) and prior-year enrollment (second year). Each of the resulting five-year budgets has been populated according to the amount calculated in the operational budget according to the 910b5 spreadsheet. From there, the staffing is entered according to the school’s staffing plan (Section II-D3 - Staffing Needs and Plans). In addition to this, the specific rationale for each section is provided below.

**Staffing - Teachers**

The focus of SSES’ budget is on the staffing of teachers to allow for both the level of diversity required for the implementation of the school’s mission and vision in establishing an innovative curriculum based on student choice and maintaining optimal class sizes.

As described in the staffing plan, the number of teachers increases each year as enrollment increases. Within this projection, the table below displays the total budget for



teachers based on an average salary of \$63,000 per teacher (function 1000). The table below includes the enrollment projection pertaining to increased enrollment over the first five years, and thus calculates the pupil-teacher ratio.

	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers	6	7	8	9	10
Teacher Salaries	\$378,000	\$441,000	\$504,000	\$567,000	\$630,000
Associated Taxes and Benefits	\$140,488.50	\$160,485.42	\$180,482.33	\$200,479.25	\$220,476.17
Enrollment	60	80	110	130	160
Pupil/Teacher Ratio	1:10	1:12	1:14	1:15	1:16

**Staffing - Administration**

In the area of school administration, the school will employ a School Director as the sole administrative official for the first year of the school’s operation. The salary for this individual is set at \$92,000, meeting the minimum requirement for a principal at the secondary school level. Associated annual taxes and benefits for this position would be \$50,560.24. For management of student and campus safety, beginning in the second year, the budget shows the addition of a principal. For the management of the school’s front office and clerical functions for the school as a whole, an office manager is included into the budget for all five projected school years.

**Facility**

The lease assistance estimate per MEM is calculated at a per-student (80th day) flat rate at the time of the writing of this application (\$815.60), with the remaining amount for the annual lease debt service to be paid from the general operations fund (shown within function 2600).

As enrollment grows, the prospective facility will be developed in phases to align with the school’s enrollment growth, thus allowing the school to take on a higher lease payment as new phases of the facility are developed and more square feet can be utilized. The projections are shown in the five-year budget outlook shows the following for lease payment, lease assistance, and the amount needed to supplement from operational:

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Lease Payment	\$298,980	\$298,980	\$298,980	\$298,980	\$298,980
Lease Assistance	\$48,936	\$48,936	\$65,248	\$89,716	\$10,6028
Supplement from Operational	\$250,044	\$250,044	\$233,732	\$209,264	\$192,952

The lease assistance is not currently reflected in the revenues. If possible, SSES will purchase and renovate the building through its foundation. However, the estimated lease payment is reflected below:

- Facility cost (19,932 sq ft) - \$3 million (prospective facility already identified) lease estimated at \$15/ sq ft = \$298,980/year
- Initial renovations for 10,000 sq ft at \$50/sq ft - \$500,000.00
- Total cost - \$3.5 million

For property/liability insurance (within function 2600), a rate of \$110 per student is used to estimate annual costs, based on a range of \$90 to \$120 per student as per conventions used by school business officials.

Regarding facility maintenance (also within function 2600), the budget allocates increased projections for general maintenance (plumbing, HVAC, etc.). Since the prospective school facility is relatively new, major maintenance needs are not anticipated in the first five years. However, the budget does include landscaping services as an expected expense for maintaining the school grounds through a contracted vendor.

**Utilities**

The budget includes utilities estimates based on comparable facility sizes and average usage per square foot, aligned with the facility phase-in plan. These annual averages are used throughout the five-year budget plan. The estimates (function 2600) have been verified by a licensed school business manager, ensuring the founding team's budget projections are as accurate as possible.

	<b>Electrical</b>	<b>Gas</b>	<b>Sewer</b>
<b>Price per sq ft</b>	<b>\$1/sq ft</b>	<b>.25/sq ft</b>	<b>.25/sq ft</b>

**Supplies/Software**

The budget plan indicates a significant need for various supplies to support the school's instructional and administrative operations, given the projected enrollment growth over the next five years. Although supply spending remains substantial, it will gradually decrease as more non-consumable supplies are acquired and the school's supply inventory expands. The

founding team will apply for CSP funding; if approved, it will offset a considerable portion of these supply expenses. Each area is detailed below:

- Function 1000 (Instruction): The budget projects a significant need for technology devices. Funds are allocated here as fixed assets toward technology. This would include computers, IVR equipment, flat panel screens, etc. Although state funding for instructional materials is anticipated, the budget does not assume any additional funding beyond what is included in the operational budget. To align with the school's mission and curriculum, a substantial amount is allocated to enable teachers to develop the curriculum and instruction scope and sequence (with use of technology). This funding is crucial for fostering teacher creativity and engaging students with the school's curriculum resources. Since the curriculum relies on teacher innovation and strong student engagement, through integrated instructional practices, adequate funding is necessary to implement this instructional model effectively.
- Function 2200 (Instructional Support Services): the budget projects an stable allocation to cover costs associated with software services to include SIS, LMS, Canvas, AP, PTLW, etc
- Function 2400 (General Administration Support Services): the budget projects an allocation to cover costs associated with administrative resources such at \$85,000 for a budget manager contract.
- Function 2600 (Operation and Management of Plant): the budget shows an average amount dedicated to facility-related utilities and supplies (custodial supplies, etc.)

## Employee Benefits

Typically, the following supplemental deductions are included in employee benefits. Within the budget projections, it is assumed that most employees elect to receive full benefit packages and thus the resulting estimate is an over projection.

From the list of benefits paid, the following table shows the estimated percentages, based on total income, which are used within the calculations provided for each area of staffing (instructional, administrative, support, etc.). When combining these percentages, the total benefits estimation is roughly 45% based on total salary, and as such, the 45% calculation for benefits calculations for all staffing categories as shown in the budget. These estimates have been verified by a licensed school business manager with whom the founding team has worked to project budget estimates most accurately.

NMPSIA benefits will need to be increased by about 5-7% a year going forward. In addition, regarding Workers Compensation, \$10 workers comp fee will need to be added per employee and Unemployment Compensation fee will increase an additional 1% of up to \$27,000 to each salary. For a level 3 teacher the total cost is approximately \$110,000 with full benefits and retirement.

<b>Benefit Category</b>	<b>Percentage of Total Salary</b>
Educational Retirement	18.5%
ERA - Retiree Health	2%
FICA	6.2%
Medicare	1.45%
Health & Medical Premiums	\$15,188 for >\$ 60,000 \$20,066 for < \$60,000
Life	0.1%

Dental	\$245 for >\$60,000 \$313 for <\$60,000
Vision	\$120 for >\$60,000 \$128 for <\$60,000
Disability	0.1%
Unemployment Compensation	2%
Workers Compensation	0.02%

**Professional Development**

Included in the budget is professional development to account for the teacher mentoring program and the stipends for the school’s mentor teachers. As the school grows, more money is allocated to this funding area with the anticipation that the school will apply for and receive Title II funding to further supplement its efforts in this area.

**Fund 13000 Transportation**

There are currently 818 riders in the Alamogordo Public School District, which generated \$962,833 for transportation in FY 2024. 250 riders are enrolled at Alamogordo High School (AHS), which constitutes 17.5% of the student body at AHS. Therefore, our estimates for ridership are based on 17.5% of our yearly projected enrollments.

SSES plans to apply for transportation funding before the start of its second year of operation. Future transportation costs, based on state estimates of student riders, routes, and distances, are expected to be fully funded. Therefore, there is no net budget allocation required for transportation in subsequent years. See Table below for budget forecast.

Year 1	Year 2	Year 3	Year 4	Year 5
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	\$9101.68	\$13002.40	\$14952.76	\$18203.36
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**Fund 21000 Food Services**

According to USDA School Meal Programs Reimbursement Rate, student meals can be reimbursed at \$4.25/lunch and \$2.28/breakfast. Currently, 50% of AHS enrollment qualifies for Free Meals. Using this ration, 50% of our yearly enrollment projects will be reimbursed from the USDA Reimbursement. This is represented in revenue from Federal Sources.

Estimating 25% of the students will bring their lunch from home, this leaves another 25% of our students who will likely pay for their lunches. Therefore lunch fees (excluding breakfast) from ¼ of the enrollment each year will be represented in object code 41604.

	Year 1	Year 2	Year 3	Year 4	Year 5
PAID	\$11475	\$15300	\$21420	\$25245	\$30600
USDA	\$35262	\$47016	\$64647	\$76401	\$94032
Total	\$46737	\$62316	\$86067	\$101646	\$124632

**Fund 24101 Title 1**

Since Title I funding is based on the number of economically disadvantaged students in a school district area, SSES has based the funding expected from Title I on the percent of economically disadvantaged students currently attending Alamogordo High School. That percentage is an average of 50% of enrollment across recent reporting periods. 50% of the expected 60 student enrollment of Year 1 at SSES is 30. There is a reported number of 3,155 economically disadvantaged students in the Alamogordo area for 2024-25. The 2024-25 planning allocation for the Alamogordo area is \$2,015,660. This represents a per pupil rate of

\$638.88 (\$2,015,660/3,155). The per pupil rate applied to the expected economically disadvantaged rate of 50% or 30 students in Year 1 totals \$19,166.40. The same logic was applied to subsequent years.

Year 1	Year 2	Year 3	Year 4	Year 5
\$19,166.40	\$25, 535.20	\$31,919	\$41,494.70	\$51,070.40

\$5,000 of these funds in the first 2 years, \$9,419 in year three, and \$10,000 in years 4 and 5 will be used to support professional development for teachers in MLSS instructional strategies with a focus on the adopted and supplemental curriculum resources.

Additionally, \$5,000 in years 1 and 2, \$6,000 in years 3 and 4, and \$6,500 in year 5 will be used to support supplemental instructional software in core reading and math subject areas. \$4,166.40 in year 1, \$3,000 in year 2, and \$3,100 in years 3, 4 and 5 will be used to support instructional supplies and materials.

Lastly, in years 1 and 2 \$5,000 will be used for Supply Assets (under \$5K), and \$4,500 in years 3, 4, and 5 for the purchase of technology inventory that enhances instruction, making it more effective.

**Fund 24106 IDEA B**

According to an IDEA B report from 2021-22, APS received \$1.5 million for district-wide special education services. Since there are 1027 APS students currently receiving special education services, the estimated per pupil rate is \$1460.46. Of the students at AHS, 18%



receive special education services. Therefore, we can anticipate 18% of the students at SSES will be in need of special education services.

Year 1	Year 2	Year 3	Year 4	Year 5
\$16,066.16	\$21,908.40	\$29,211.20	\$35,053.44	\$42,356.24

In year 1, \$11,066.16, \$16,908 in year 2, \$24,211.20 in year 3, \$30,053.44 in year 4 and \$37,356.24 in year 5 of these funds will be used toward the contract of specialists for special education services required under IDEA B.

Additionally, \$5,000 every year will be used to acquire software essential to special education implementation.

**Fund 24154 Title II**

Title II is allocated per pupil based on total student enrollment and the total 2023-2024, 80D enrollment of the Alamogordo area with private schools was 5,387. The total area allocation is \$284,935. The per pupil rate is \$52.89 ( $\$284,935/5387$ ). The estimated Title II allocation for SSES is based on the projected enrollment growth.

Year 1	Year 2	Year 3	Year 4	Year 5
\$3,173.40	\$4,231.20	\$5,817.90	\$6,875.7	\$8,462.40

The total allocation of Educator Effectiveness funding will be used to support professional development costs such as contract fees, registration fees and associated employee travel costs.

## **Grant Funding**

After the submission of this proposal, the founding team will immediately start seeking out grant funding sources to help supplement startup expenses and provide overall programmatic support for the school based on the successful track record of its academic model. One such grant will be the federal Charter School Program grant, which could include an award amount over \$2 million to spread across the first three years of the school's planning and operational phases. No grant funding is shown in the budget projection as this source of funding is not an assured source of revenue, however, in the event that the charter application is approved, the founding team will seek out CSP monies (as well as other grant funding) for basic startup expenses to include student and administrative furniture, technology startup (technology devices for students while at school), professional development and training for staff, and program funds for the school's educational programs. No CSP monies have been assumed within the budget, nor is there implementation year money assumed prior to the start of SEG funding in July. The school's founding team has launched schools with no startup funding available and they have experience in troubleshooting the spending within a tight budget and narrow timeframe and working with vendors who understand the constraints of a new school with a tight budget and cash flow delicacies.

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.

SSES will operate with a budget which will allow for flexibility in the event that unforeseen expenses come to exist or in the event that enrollment is below the expected level.

There are two components to this level of capability: adequate planning and operational flexibility.

### **Component One: Adequate Planning**

SSES will demonstrate adequate planning through its budget planning process via a multi-faceted approach:

- Development and implementation of a conservative, yet strategic annual budget
  - Each spring semester, school leadership will supply information to the school's business manager on any staffing changes that are predicted for the upcoming school year. The school business manager will use this information, combined with the lease payment projection for the upcoming year, predicted salary schedule, anticipated changes to employee benefit cost, predicted utilities expenses (based on modeling of the previous year's expenses), predicted contracts that are to be added or renewed, predicted award amounts for state and federal programs (Title I, IDEA-B, etc.), and other school-related expenses to develop a budget draft for review by school leadership for any revision or discussion prior to its presentation to the Governing Council. Budget estimates at this point will be conservative and over-estimating costs that may increase due to inflation or, as new costs arise, assuming these costs to be 10% higher than expected (as in the case of new employees, assume that new employees elect to subscribe to all available benefits available to them). This draft budget will be presented to the Governing Council at its next scheduled meeting with

all assumptions and notes properly documented as justification for the expenses shown. Within the review process, proper diligence will be exercised around any spending compliance requirements for federal and state revenues, and as such, the budget will be otherwise developed with a broad commitment to using public funds in the most prudent manner possible to remain in alignment with the school's mission and vision. After review, discussion, and edits as necessary, the draft budget will be approved by the Council. This approval must take place prior to June 1 so as to allow the school's business manager (contractor) to submit the budget to the state within an appropriate timeframe so as to meet guidelines set forth by the New Mexico Public Education Department. As a public entity, SSES will treat documents such as the approved budget as public record, and such documents will be made available upon request in line with any other standard public records request.

- Establishment of systems for utilizing school information in real-time
  - In working with an annual budget and making adjustments as needed within the school year it is essential that the leadership for SSES have information that is accurate and updated in real-time. Leading up to the 40-Day Count, where funding changes are adjusted based on student enrollment, it is essential that the school's administration work to maintain the school's enrollment so as to commit to, at a minimum, the projected enrollment for the 40th day of school. In addition, as the school year proceeds and funding has been set (after the 40-Day Count), the school's business manager will deliver reports twice per month to the principal to maintain oversight on a fluid budget. These reports

will include cash flow, bank balance, and budget spending progress based on the recent data available. While a similar monthly report will be provided to the Governing Council at each monthly Council meeting, the biweekly report described above is intended to provide the principal with an updated assessment of the school's current financial standing. It is from these analyses that spending adjustments, if any, will be considered. In addition to above, as the school spends money for programs for which it will receive reimbursement, it is essential the school's administration and business manager work together seamlessly in cooperation to ensure that data is provided to state and federal agencies as efficiently as possible to ensure the timely reimbursement of funds.

- Utilizing the financial expertise of members of the school community
  - As a school with a wealth of community resources at its disposal, it will be essential for the school's administration to utilize members of its school community to aid during challenging financial periods. This starts with the school's business manager, with whom the principal will work closely. In addition to that, the school's Governing Council, which will have members with financial experience, can and will be utilized as needed. As the founding team has extensive experience in starting and operating a charter school, SSES leadership may use their experience as needed.
  
- Responding to challenges with adjustments in policy and/or procedure to better streamline and improve the school's financial operations.
  - As a school who is just starting operations, in the event that financial challenges present themselves, SSES would look to defer certain costs to future

years when enrollment or finances were more stable, re-negotiating with vendors contracts to delay or otherwise push out expenses to a later time when the school may otherwise be able to afford the services. The school will also seek out opportunities to partner with other charter schools and potentially share costs for services that lend themselves to being coordinated across multiple charters.

### **Component Two: Operational Flexibility**

In the event that financial challenges present themselves within the school year, the school will have several mechanisms to ensure financial solvency while still maintaining its educational philosophy. It is assumed that the most significant shortfall in revenue would result directly from an enrollment number below the projected values as described within this application. The budget for SSES demonstrates increased flexibility in funding with each successive year, thus providing the school more room for adjustment as needed. The first year, however, becomes the most difficult and would also be the year in which the school's anticipated enrollment projection would not be met. A key component to the operational flexibility is the facility. The facility lease payment is high at the moment. If needed, the facility lease payment can be negotiated or another building will be sought.

### **Teaching Staff Flexibility**

For the first year, the school's budget is projecting 6 high school teachers. Within the staffing plan above, there are multiple layers of flexibility built in to allow for adaptation if enrollment goals are not met.

### **Flexibility in Class Sizes**

Within the above staffing plan, and considering the enrollment projections, the low average class size allows for a considerable buffer in the event that staffing must be reduced. Although it is assumed that, with enrollment drop there would be a proportional loss in teaching staff, the small class sizes built into the budget projections allow for another layer of flexibility in maintaining class sizes below 20 students. With a 25% reduction in budget, the school could reduce its teaching staff by 2 FTE and remain in compliance with the school's academic model.

### **Flexibility in Positions**

SSES will employ some teaching staff members with dual certification (English/social studies, math/science) to allow for greater flexibility in utilizing staff members to cover the number of sections generated based on enrollment. In addition, if necessary, SSES will not pursue an external budget manager contractor. Instead, one of the Governing Council will assume this role.

### **Flexibility in Scheduling**

The Four-Session Day at SSES allows for the shifting of class sections for students to meet the demands of a tighter budget and reduced staffing plan. Such areas of flexibility include:

- Utilizing physical education as an elective, which allows for larger class sizes
- Providing core elective courses elective classes for the core content areas thereby absorbing elective offerings within the core teaching staff
- Using a multi-track systems, where different groups of students attend school at different times

SSES system allows the school flexibility in the event that enrollment does not meet projection. Leading into the start of school, the administration will closely monitor enrollment data to ensure that projected enrollment numbers are accurate. The accuracy of this process is paramount to the overall success of the launch of a new school, and with the assistance of the founding team, extensive communication lines will be developed between the school and

families to maintain an accurate measure on students who will officially attend on day one. Within this process, there are several checkpoints that the administration can monitor, including a measure of families who have/have not attended orientation. As the school year approaches, if enrollment falls below its projected value, the flexibility of the plan above allows the school to still offer its students the same choice-based system.

### **Budget Adjustments and Spending**

Upon approval, the founding team will seek to secure additional funding through grants in order to supplement some of the initial costs associated with the initial operational startup of a new school. To maintain a reliable cash flow on a monthly basis, teacher spending will be closely monitored to ensure that they are spending on instructional materials for the month in question. As a result, teachers will be required to plan effectively in their spending, purchasing materials as they require as the year progresses.

### **Cash Flow and Special Education Funding**

The school's projected budget shows what is predicted as an overestimate for ancillary professional services for special education when considering the inclusion of IDEA-B funding. While anticipating a 13% special education student population, the budget in Year 1 anticipates a \$11,000 allocation for contracted specialists. In managing cash flow in this regard, a first-year school has the advantage of establishing a small cash reserve prior to the first pay period for teachers, which is anticipated to be the second pay period in the month of August. As such, the school will have had two SEG payments (July and August) from which to draw some cash build-up prior to the start of operations and salary obligations to staff members. In addition, as ancillary service providers log time with students, the billing for said



services would not take place until the end of September, with payment due for such services due near the end of October.

### **C. Financial Policies, Oversight, Compliance, and Sustainability**

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

As part of Appendix H, SSES has provided its draft financial policies and procedures, which are intended to provide the school and its Governing Council with a plan of action that will certify that public funds are utilized responsibly including safeguarding assets, ensuring payroll activity is properly posted and reconciled, segregating disbursement responsibilities from reconciliation responsibilities, ensuring a high level of fidelity and reliability in financial information, and ensuring more broadly compliance with federal and state statutes, rules, and regulations.

No less than annually, the Governing Council, with the consultation of the school's business manager, will review and evaluate the adequateness of its financial policies and procedures.

Specifically, SSES will conduct an internal audit to evaluate such things as adequate documentation and approvals on file. This will be done independently by the board as its own evaluation but will be done as a secondary measure after the release of the school's audit in the (predicted) spring semester of each school year.

Additionally, the Governing Council through its Audit Committee will also solicit feedback from its audit firm, and the Governing Board will utilize any findings, auditor concerns, or lack thereof as evidence of the adequacy of its internal controls.

These policies and procedures were modeled after an experienced school business management service provider with the state of New Mexico.

As part of working with an off-site school business manager, which is the arrangement included in this proposal, SSES will utilize a segregation of duties between its administration and school business manager, including the functions of cash disbursement, payroll, and cash reconciliation. As opposed to a school model where several individuals each have access to the above functions, the model described in this application, through the experience of the founding team, best utilizes fewer responsible parties and thus reduces the scope of potential liability.

#### **Cash Disbursements - Non-Payroll**

The school's principal will manage and approve all purchase orders and the Governing Council will additionally approve purchase orders over \$10,000 and the associated invoice approval process. The principal will facilitate all direct communication with vendors. The principal will solicit bids when applicable and bring contracts in front of the governing board for approval. Approved invoices, based on the adopted budgeted and approved quality of the goods or services received, will be signed off by the principal prior to being sent to the business manager for accounts payable processing. The school's business manager will code each invoice based on the adopted budget and the implemented chart of accounts that conforms to state coding standards.

The school business manager will provide the principal with a list of all outstanding invoices from which the principal will make the final decision on which checks to generate. Sending that list back to the business manager, the appropriate checks will be generated, which will be

returned, via courier, for the principal to sign. Either the principal, or the business manager, will set up the mailed delivery of each signed check.

On a monthly basis, the business manager will prepare a combined check register for all payments made on behalf of the school for review by the board as part of an additional layer of financial oversight.

The school and the business manager will both retain a separate set of copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. For payment to independent contractors, the principal will collect and pass to the school business manager W-9s from all eligible vendors.

### **Cash Disbursements - Payroll**

The Head Administrator will maintain all employee files, including but not limited to, employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information.

The school business management will process all payroll information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview which will be provided to the principal a few days prior to each payroll. Prior to this preview report, and on an as-needed basis, the principal will provide any change to payroll information to the business manager.

After the approval, the business manager will process the payroll and coordinate delivery to the school and employees. On a quarterly basis, the business manager will complete all the required tax reporting to IRS and any state agencies. In addition to the standard payroll

processing, the business manager will manage reporting related to retirement and plan administration as needed.

### **Cash Reconciliation**

The school principal, or his or her proxy, will submit bank statements and deposit logs to the business manager on the same day as the transaction in question. Based on the adopted budget and the state chart of accounts, the business manager will enter and code all revenues in an accounting system.

The business manager will complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize banking activity until documentation is supplied. Further, the business manager will maintain a fixed asset schedule and ensure all expenses are capitalized and depreciated as appropriate. The business manager will further ensure that transactions that should be applied to the balance sheet are correctly recognized. Monthly, the general ledger will undergo routine maintenance to ensure that items are properly coded.

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

The Governing Council for SSES will ultimately select the contracted provider to perform the school's business management services. However, for the purposes of this application, the founding team has utilized the expertise and advice of school business contractors and other proficient charter schools to support its budget planning, preparation of 910b5 worksheets, as well as its preparation of the narratives for subsections throughout this section of the application.

In considering the services offered and the relationship between the school and its contracted business manager, the founding team has adopted a framework.

The cost of using a contracted school business manager has been included in the contracted service estimate. Within the predicted services for this position, the school will receive the services of a business manager, an accountant, a payroll specialist, and an accounts payable specialist to meet the functional responsibilities outlined in the previous section.

Since the contracted business manager will function as a third-party service provider, the business manager will be responsible for establishing the qualifications and responsibilities for the staff member(s) that perform the functions necessary to support the school in its business management services. The principal and Governing Council will both independently ensure that the contracted business manager will be licensed in the state of New Mexico.

The school's principal will serve a critical role in the financial management and operational functions for SSES and will serve as the liaison between the school, its board, and the business manager, ensuring that all parties are provided information in a timely manner as needed to support the financial viability of the school.

As the principal will have familiarity and experience with financial and operational management within the education setting, he or she will be qualified to function as both the key day-to-day financial manager and school liaison between all parties involved. Additionally, site-based staff, specifically the office manager, will be instrumental in helping to process purchase orders and invoices for the school under the direction of the principal.

The principal will be certified by the state of New Mexico as Chief Procurement Officer and will renew said certification biannually, as required. After the first year, SSES will look to

certify an additional procurement officer for the purpose of assisting with purchasing as the school grows in size.

The principal, with the above supports, will be responsible in ensuring that operational functions of the school occur in accordance with required policies including but not limited to:

- Facilities maintenance and operation, payroll, food service, and transportation
- Management of all day-to-day operations for the school, staff and substitutes
- Be a visible presence in all areas of school operations and work toward a resolution of these problems both routine and unique- as they arise; always keeping the Governing Council informed of the general programs, activities, and challenges the school may be facing
- Supervision of the enrollment, transfer, discharge, and re-enrollment process for students and the preparation of related records and files, including assessment results, test scores, discipline referrals, medical reports and records, and other student documents
- Preparation and updating (as needed) of the staff handbook and maintain appropriate personnel records
- Preparation and updating (as needed) of the student handbook
- Management of the school's disciplinary policy and the fairness in which that policy is applied to student discipline
- Supervision of student medication dispensation log and injury reports
- Supervision of requisitions, shipments (receiving and distribution), storage room, classrooms, school offices, workroom materials, and supplies. The school's office

manager will manage the ordering of supplies, inventory, accounts payable, and accounts receivable under the authority and supervision of the principal.

- Supervision in maintaining ongoing inventory. The school's office manager will maintain the ongoing inventory.
- Preparation and maintenance of all purchase orders and other expense records; approve, log, and monitor all expenditures; reconcile site records with monthly reports required by the PED; resolve discrepancies; ensure expenditures are within budget allowances for the fiscal year
- Preparation and oversight of payroll processes bi-weekly or semi-monthly
- Preparation of breakfast, lunch, recess, and before- and after-school supervision schedules
- Ensure compliance with legal requirements of government regulations and agencies; maintain educational standards established by the State of New Mexico and by any other agencies that evaluate the school in any aspect of its operational performance

The School Director must have an in-depth, working understanding of school finance, budgeting, instruction, special education services and related costs, as well as certain required qualifications and licenses:

- New Mexico Education Administration License (PreK-12) or an Education Administration License from another state with eligibility to receive a NM Education Administrative License within six months of his or her beginning of employment
- Minimum of one-year experience as a school leader in a high performing school or school with demonstrated growth over time

- Demonstrated ability to manage, monitor, and report school finances and related activities to ensure that the school remains fiscally viable
- Experience in leadership and management of both adults and students as stated above, and the school plans to contract with, a third-party licensed school business management entity to provide business manager services which will include, but are not limited to, the following:
  - Serve as a point of contact for schools with client-facing responsibilities
  - Supervision and communication of monthly financials statements, including YTD income statements, cash flow statements, and variance analysis for clients
  - Create monthly presentations to Governing Council, analyzing the key issues in the financial statements and offering recommendations for changes in the school operations
  - Complete grant reports, State interim reports, and other compliance-related reports and maintain Charts of Accounts, multi-year budgets, and other financial documentation for school clients
  - Ensure that all school reports and disclosures comply with applicable governmental regulations, professional standards, and organizational policies
  - Analyze, model, and solve problems for clients on a wide range of business issues
  - Manage the ongoing forecast for the school, and support the annual budget development process
  - Maintain current knowledge of relevant financial management procedures and practices
  - Develop a functional expertise in one or more areas of school business operations



The consideration of any school business management service providers, whether in conjunction with any larger service contract with SSES or contracted separately, will be required to meet the following criteria:

- Licensed Level II Business Manager and all associated competencies as described in 6.63.12.9 NMAC
- 1-5 years of work experience in a related field (i.e., education or finance)
- Strong communication and analytical skills
- Experience in client services or similar responsibilities internal to company
- Significant experience with spreadsheet software, financial modeling, and/or forecasting
- Ability to travel to school sites and work non-standard hours to attend board meetings
- Strong commitment to education

SSES will begin its search for its School Director upon approval of its charter application. The administrator is planned to be hired by January of the Planning Year to ensure that the school's systems and processes are set up in accordance with state and federal requirements and to ensure that the school begins the first year of operation with sound practices related to finances and operations.

The process of selecting the business service provider will take place in the spring of the Planning Year, no later than April 1st. If the contracted individual or entity must pursue a business license in the state of New Mexico, the founding team and school director will ensure that the license is secured at least two weeks prior to the start of the school year.

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

SSES will form a standing Finance Committee to be composed of Council members with relevant financial management and charter school finance experience and expertise. This committee will meet monthly to review the finances of the school as evidenced by its financial statements and other financial analysis produced by the school's business manager. Note:

Based on the size of the Governing Council, the Council members may elect for the entire Governing Council assembly to meet as a whole to represent the Finance Committee. In this sense, the Finance Committee would exist as a "committee of the whole".

As necessary, this Finance Committee will request any supplemental information, either from the school's business manager or school administration or both to otherwise facilitate its analysis and decision-making. The Finance Committee will also be responsible for assessing the continued adequacy and appropriateness of its standing financial policies and procedures, making financial recommendations to the Council, and developing and recommending the annual budget for approval each year.

The Governing Council will make all formal decisions, including but not limited to formal annual budget adoption and contract approvals. The Finance Committee will ensure that SSES is meeting compliance with financial requirements associated with funding sources through its work with the school's business manager and school administration. Lastly, the Finance Committee will ensure that the Governing Council takes action that is free from conflict of interest or that said conflicts are adequately and appropriately disclosed.

SSES will annually form an Audit Committee with the expressed purpose of facilitating and overseeing the audit process. The Audit Committee will comprise of a subset of Council

members (at least two (2)) with relevant audit expertise and experience, with a majority of the Audit Committee members not otherwise on the standing Finance Committee to avoid any conflicts of interest and to maintain checks and balances. The Audit Committee will also include, in alignment with state statute requirements, one volunteer member who also has experience in accounting or financial matters, and one volunteer member who is a parent of a current student of SSES. To the extent necessary, the Audit Committee will look outside of its Council to utilize volunteers and advisors to provide requisite expertise and need in the absence of Council members with the required expertise.

The projected budget for SSES allocates \$13,000 to contract with the state-selected audit firm, beginning in its second year of operation. The Audit Committee will meet with the audit firm prior to the start of the audit (entrance conference) to get an overview of the audit process, as well as the respective roles and responsibilities of all involved parties. From there, the Audit Committee will report back to the Governing Council what to expect on an as needed basis. When the audit process commences, the school administration and school business manager will ensure the audit firm has all necessary financial information and records as well as non-financial records and documents maintained by the school in advance of actual audit field work. During the audit field work, any documents requested will be provided in a timely manner. The Audit Committee will oversee that the audit firm has the information it needs and is otherwise receiving materials in a timely manner.

Once the audit is complete, the Audit Committee, along with the school administration and business manager, will review the audit report and management letter. If the audit report or management letter includes any findings, including but not limited to material weakness or significant deficiencies, the Audit Committee will oversee the process of developing a formal

plan, with the school's administration, to address those findings in future audits and to avoid repeat findings.

To the extent that it requires additional input, the Audit Committee will work with the Finance Committee to implement any policy or procedural changes or corrective action under the Finance Committee's jurisdiction. In addition, the Audit firm will be asked to present the findings to the Council, and the Audit Committee will share its recommendations in a manner that is transparent and free from conflict of interest.

Copies of the final audit report will be sent to the state and authorizer, as well as any other required agencies. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required of public charter schools in New Mexico, as well as in addition to any other conditions or criteria required by the authorizer. SSES will also retain the same audit firm for any other required reporting, including but not limited to the filing of its annual 990 return with the IRS, and other tax matters.

The committees, whether the standing Finance Committee or the Audit Committee, will interact with the school's administration in a manner that preserves and is deferential to the broader Governing Council prerogative. Specifically, the said committees will work closely and collaboratively with the school's administration to meet their responsibilities, but these committees will not unilaterally take action or otherwise engage in decision-making that is typically reserved for the Governing Council.

The committees will look to facilitate and enhance decision making by sharing their expertise and providing oversight over their respective subject matter competencies for the Governing

Council to then leverage. Ultimately, the School Director will report to the Governing Council, not individual committees, but the committees may otherwise be allowed to request information from the principal otherwise relevant to carrying out its respective areas of oversight.

#### IV. Evidence of Support

##### A. Outreach Activities

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

Multiple opportunities for the Alamogordo community to learn about the inception of SSES were provided starting in October, 2023. In all instances of the outreach efforts, community input was garnered and provided. MainGate United (further referred to as MainGate) is a non-profit alliance between the Alamogordo Chamber of Commerce and Holloman Air Force Base. Their mission is to support HAFB through community partnership and support. MainGate was approached by HAFB leadership with concerns about the achievement ratings at APS multiple times in the last decade. On October 3, 2023, MainGate met during an open meeting to discuss the endeavor of starting a charter school in Alamogordo in response to HAFB concerns about APS. Approximately 30 people were in attendance. MainGate held another open meeting on November 7, 2023 to plan a public forum where many people, with varying roles and interests, were invited to attend. Between the meeting in November and December 7, email invitations, radio announcements, and social media announcements were broadcasted around the community.

On December 7, 2023, leadership from Public Charter Schools of NM hosted a forum called “Charter Schools 101” where the details of how a charter school is funded and organized was shared. There were over 50 people in attendance, which included community leaders, HAFB leadership, and

educators. At the conclusion of this forum, MainGate decided to continue pursuing more information and interest in opening a charter school in Alamogordo.

Since December 7, the charter school has been mentioned numerous times in various news outlets shared around the community. Sometimes, the feedback was critical, and sometimes the feedback and comments were supportive. Below is a detailed list to demonstrate evidence of outreach:

<b>Date</b>	<b>Event</b>	<b>News Source</b>	<b>Est. Population Reach</b>
10/3/23	MainGate Public Meeting	Ed report	30-40
11/7/23	MainGate Public Meeting	Ed report	30-40
12/5/24	MainGate Public Meeting	Ed report	30-40
12/7/23	Matt Pahl	Charter 101	50
12/7/23	News article	Alamogordo Sentinel	4079
12/18/23	News article	Alamogordo Sentinel	3742
1/2/24	MainGate Public Meeting	Ed report	30-40
1/24/24	News article	2nd Life Media	16,000+?
2/6/24	MainGate Public Meeting	KT Manis, PEC rep	30-40
2/14/24	News article	2nd Life Media	?
2/15/24	Alamo Talk Radio 101.9	Shinaberry; 1 hr	5k+?
3/5/24	MainGate Public Meeting	Ed report	30-40
3/5/24	News article	2nd Life Media	16,000+?
3/8/24	News article	2nd Life Media	16,000+?
3/18/24	News article	2nd Life Media	16,000+?
3/21/23	News article	2nd Life Media	16,000+?
4/16/24	News article	2nd Life Media	16,000+?
4/2/24	MainGate Public Meeting	Ed report	30-40
4/24/24	News article	2nd Life Media	16,000+?
4/30/24	Radio	Bob Flotte	

5/2/24	Alamogordo Daily News	Juan Corral	
5/3/24	Change.org	Chris Edwards	
5/6/24	News article	2nd Life Media	
5/6/24	News article	2nd Life Media	
5/7/24	MainGate Public Meeting	Ed report	
5/15/24	Public Forum		15
5/21/24	Public Forum		25

During the last two Public Forum Sessions in May, 2024, there was lively debate from members of the local LULAC chapter, HAFB, APS School Board Members, local grant funding agencies, concerned citizens, NEA, and SSES founders. All input was welcomed and recorded for the purposes of developing this application.

**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.**

There is broad based support for the SSES charter school around the Alamogordo Community. In a recent letter, the School Liaison from HAFB inquired about hosting a meeting with the Wing Leadership for an in-depth conversation about the charter school and its mission. Among business leaders and organizations from Alamogordo, there have been many remarks and comments that the community is in need of this charter school. In addition, the economic impact and support from a workforce fueled by SSES alumni align with the City of Alamogordo Comprehensive Plan:

“Economic Development goals, objectives, and implementation strategies address the need for a balanced and diversified economy through the recruitment of new businesses and the retention of existing local businesses, positioning the City as a leading community for aerospace, aviation, and STEM innovation and research, and becoming less reliant on federal government employment; creating a well-trained and educated workforce to ensure local residents can fill jobs and young people remain in the community; supporting small business development, retention and expansion through the development of a "Support Local Business" program, creating a MRA Master Plan for the City Center, public/private partnerships for redevelopment purposes, and working with local banks and economic development organizations; recruiting quality commercial and industrial development through infrastructure improvements, creating a new business park, and targeting food manufacturing companies that utilize locally grown products; and promoting and strengthening Alamogordo as a tourist destination through partnerships with the New Mexico Economic Development Department, New Mexico True Campaign, and Otero County Economic Development Council, development of a conference center/hotel, and diverting more lodgers' tax revenues to marketing.”

When polled, the Chamber of Commerce Board of Directors unanimously approved the efforts of the MainGate United committee to pursue a charter school in Alamogordo. In addition, two of the APS school board members are also members of the MainGate United Education Committee. These members bridge the missions of both school entities.

Finally, HAFB leadership voted the author of this application to be named “Home Town Hero” in part due to the pursuit of a charter school for Alamogordo. As there are some adamant concerns from some community members at the recent public forums, there will



continue to be opportunities to have their concerns heard. It is important that all community members are allowed to voice their opinions about SSES.

### 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.)

During the Public Forum hosted on May 15, 2024, many affiliates of various programs were in attendance to share in the discussion about the mission and vision of SSES. This forum was held at the Alamogordo Chamber of Commerce at 6:00 PM. There were 15 people in attendance, and among them were: a representative from the LULAC Council 8105, a Physician at Christus Hospital and also a Sacramento Foundation (grant funding agency) member, and a Teacher and Robotics instructor from a neighboring community. The agenda at the meeting allowed for introductions, background about the SSES, and ample time for public input. Input, in addition to the discussions, was recorded by each person who contributed via a note which was then collected. The input from the May 15 meeting includes:

- The Charter is the agreement
- PEC oversees process and application
- It is important to have a ratio of ELL / SPED
- Freshmen will have an intervention
- Would like AP Math
- Would like some Some language classes
- Would like Dual Credit for college credit

Other notes include:

- Self-learning
- Faculty - who? and number
- Curriculum outside of STEM
- Teacher-student ratio
- Which comes first: curriculum vs faculty
- Number on the MainGate education committee

- Diversity and equity concerns of the governing council
- Magnet vs charter
- how many homeschooled students are anticipated to attend

The second Public Forum took place on May 24, 2024 at 12:00 noon. This time was chosen specifically to accommodate those who could not attend after work hours the week before.

This meeting followed the same agenda and process as the previous one. Among the 25 attendees, many community and business leaders, NEA, LULAC Council 8105, HAFB leadership, and a newspaper reporter attended and provided input and discourse. The input collected on May 21, included:

- Better description of innovation
- Define governing council process
- Define the application process and lottery
- Location key to walking students
- Project-based learning
- Why are we different from the high school
- Ensure the curriculum has a writing component
- How will extras work? Band, sports?
- Outreach can be achieved through the churches
- Consider having students stay in the classroom and teachers rotate



*Image: Public Forum on May 15, 2024 where input was collected regarding the creation of SSES.*

Networking partnerships include the APS School Board, HAFB leadership, and various committees and boards from around the community. Founding members for SSES serve on a variety of boards which include: MainGate, COPE (domestic violence shelter), Flickinger Theater, and County Commission. All founding members have expressed how curious and interested the general community is and have worked hard at sharing the mission and vision of SSES.



## SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE



### VISION

Our vision is to create a dynamic learning environment where students are inspired to explore the frontiers of science and engineering. Through hands-on projects, real-world applications, and cutting-edge technology, we aim to foster curiosity and ingenuity in our students, equipping them with the skills and knowledge necessary to tackle the complex challenges of the 21st century.

### PURPOSE

The Sacramento School of Engineering and Science charter high school will provide students between the grades of 9-12 with a **STEM oriented curriculum**. Specifically, the curriculum will be based on the NM instructional content standards and thematically anchored in Engineering and Science.

### GET INVOLVED

We are looking for donations and involvement. Get in touch today if you are interested in learning more or being a part of this endeavor to provide educational options to our community's teens.

**For more information please contact:  
alamocharter@gmail.com**

*Image: Promotional Flyer circulated by email, radio, and social media.*

## 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.

A special thank you to Explore Academy - Rio Rancho for the use of your application as a guideline and inspiration of a high quality charter school application.

Imagining a new school is a wondrous and stressful endeavor. The incredible thought and time that went into preparing and writing this application is heartfelt and dedicated. There are many unique and innovative elements within this application; many are very expensive. The SEG funding formula would not afford the SSES dream. Therefore, the founders are dedicated to seeking and obtaining grant funding which will make this dream come true. Needless to say, the operational expenditures and revenue do not match. The SSES dream will require more money to fulfill its mission; however that does not dismay the founders. It is truly a goal-driven perseverance of effort that will bring a unique and high quality education to the children of Alamogordo. We will prevail.

## VI. Appendices and Attachments

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