Peer Review Team Report: Sacramento School of Science and Engineering

A. (1) Mission	Meets
A. (2) Vision	Meets
A. (3) Uniqueness and Innovation	Meets
B. Mission Specific Goals	Approaches
C. Curriculum, Educational Program, Student Performance Standards	Approaches
D. (1) Bilingual Multicultural Education, Indian Education, Hispanic Education and Black Education	Approaches
D. (2) Equity Plan	Does not meet
E. Graduation Requirements	Meets
F. (1) Instruction Philosophy	Meets
F. (2) Yearly Calendar and Daily Schedule	Approaches
F. (3) Schedule Narrative	Approaches
G. (1a) Special Education: Students with IEPs	Approaches
G. (1b) Special Education: Progress Monitoring	Approaches
G.(2a) English Learners: Curriculum & Instruction	Approaches
G.(2b) English Learners: Progress Monitoring	Approaches
G.(3) ESSA and Special Population Needs	Approaches
H. (1) Assessment Plan	Meets
H. (2) Assessment Data Analysis	Meets
H. (3) Achievement Communication Plan	Meets
A.(1) Governance Structure	Meets
A. (2) Governing Board Qualifications	Meets
A. (3) Governing Board Recruitment	Approaches
B. (1) Annual Board Training Plan	Meets
B. (2) Annual Board Self-Evaluation	Meets
C. (1) Board Oversight Monitoring Plan	Does not meet
C. (2) Hiring Head Administrator	Meets
C. (3) Governing Board Roles & Responsibilities	Approaches

C. (4) Annual Head Evaluation	**Approaches**
D. (1) Organizational Chart and Narrative	**Does not meet**
D. (2) Job Descriptions	**Does not meet**
D. (3) Staffing Plan	**Does not meet**
D. (4) Professional Development Plan	**Approaches**
E. Conditions of Employment	**Does not meet**
F. (1) Meaningful Community Involvement in Governance	**Does not meet**
F. (2) Complaint Process	**Meets**
G. (1) Student Outreach & Recruitment	**Meets**
G. (2) Lottery Process	**Meets**
G. (3) Conflict of Interest Policy	**Meets**
I. (1) Third Party Relationship	**Meets**
Appendix D	**Meets**
J. (1) Transportation	**Meets**
J. (2) Food Services	**Does not meet**
K.(1) Facilities Master Plan	**Meets**
K. (2) Evidence of Researched Facility	**Does not meet**
A. Projected Enrollment	**Approaches**
Appendix F. 910B5	**Approaches**
Appendix G. 5 Year Budget Plan	**Does not meet**
B (3) Budget Narrative	**Approaches**
(B4) Budget Adjustments	**Approaches**
C. (1) Internal Control Procedures	**Meets**
C. (2) Appropriate Financial Staff	**Does not meet**
C. (3) Governing Board Fiduciary Oversight	**Meets**
A. Evidence of Support/Outreach Activities	**Approaches**
B. Community Support	**Approaches**
C. Community Relationships	**Approaches**

Evaluation Rubric for Part C: Application

Meets the Criteria	- All required elements present - Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development - The proposal is reasonable and realistic - Fully consistent with other sections, including budget and mission - Fully consistent with all requirements of law - Coherent and easily understood
Approaches the Criteria	- The majority of required elements are present, but not all - Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept - Minor inconsistencies with other sections of the application - May raise questions about legal compliance, but does not demonstrate non-compliance - May raise questions about reasonableness or viability of the proposal
Does Not Meet the Criteria	- None or less than a majority of the required elements are present - Contradicts or is substantially inconsistent with other sections - Insufficient detail to understand the proposal, which includes: - Copying responses from a prior applicant's application - Copying statutory, regulatory, or policy/guidance language - Plagiarizing information from other publicly available material - Includes statements that violate or conflict with the requirements of law - Incoherent or confusing - The proposal is patently unreasonable or unrealistic

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ACADEMIC FRAMEWORK ANALYSIS
The Sacramento School of Engineering and Science (SSES) has a compelling and unique mission and vision based on a need identified by the business community and local airforce base. The school's instructional philosophy of integrated, hands-on learning in 4 sessions per day allows for academic rigor and a focus on the school's mission to develop transportable skills in engineering and science. The use of established courses / curricula such as Advanced Placement and Project Lead the Way strengthens SSES' academic framework. Some areas of weakness in the application are that there were too few details about how SSES would provide support for at-risk students to access AP and other rigorous courses. Attention was paid to ELL students but there was not a focus on other at-risk groups. A case manager and ESL teacher were mentioned but it was unclear how those staff members would work with other teachers to ensure students receive appropriate support throughout their entire day.
ORGANIZATIONAL FRAMEWORK ANALYSIS

The application included strong plans for board structure and qualifications as well as board training and self-evaluation. The application also included strong plans for filing complaints, future outreach and recruitment of students, and a lottery process. Areas that needed greater detail were governing board recruitment, governing board roles and responsibilities, evaluating the head administrator, and professional development. There were also some concerning weaknesses. There was not a clear plan of data the board would collect in order to adequately oversee SSES' academics, operations and finances. No complete organizational charts were present. The lack of organizational charts made it challenging to understand SSES' staffing plan. The job descriptions provided included jobs that were not mentioned in the application and lacked jobs that were mentioned in the application. It was also unclear whether the 6 full-time teachers would be expected to serve as SPED Case Manager, ESL teacher, etc. No employee handbook was included in the application. One potential food vendor was mentioned but it was unclear whether the founding team had done any outreach yet. The preferred facility appears to require significant renovations but there was not a detailed plan in place with associated costs. The lease payments for the preferred facility also seemed unreasonably high.

FINANCIAL FRAMEWORK ANALYSIS
Internal control procedures were strong and the application included solid descriptions of how the Governing Council audit and finance committees would function. The projected enrollment section reported student-to-teacher ratios that assumed there would only be 6 teachers through Year 5. This differed from other parts of the application and from the budget document, which made it seem like the plan was to add an additional teacher each year. The 910B5 form appeared to repeat information from Year 1 twice, causing all of the subsequent years to be off. The budget showed expenses that significantly outpaced revenue in years 1-3 with no explanation. Additionally, it was unclear what the division of labor would be between financial staff such as the School Director, Business Manager, and Administrative Assistant.

EVIDENCE OF SUPPORT
There was an impressive amount of outreach done amongst the business community and in the media. It felt clear that many community members were strongly in favor of SSES. However, the application lacked evidence from families that would actually enroll their students and evidence that SSES could meet its enrollment projections, in particular at junior and senior years.

OVERALL ANALYSIS
The SSES application has many strengths. Its mission, vision, support from the business and military communities, and academic plan are compelling. SSES also has some strong policies in place. However, there are several concerning weaknesses that should be resolved before SSES opens: The school should seek concrete evidence that families would enroll their students. The academic plan should include provisions for equity and clearer supports for all at-risk groups of students. Staffing should be clarified through organizational charts, lines of reporting, and clear assignments of vital roles such as SPED Case Manager.   The budget should be adjusted so operational expenses do not exceed revenue.

I. Academic Framework

A. Mission and Vision

A. (1)	MISSION
Rating	Expectations

Meets	A complete response must
	● Identify how the proposed school will achieve its mission.
	● Discuss the importance of the mission to your proposed community
	● Be clear, concise, innovative, and measurable
	● Discuss what mission success will look like

Response meets expectations

A.(2)	**VISION STATEMENT**
Rating	**This narrative will be rated for completion, not content**
Complete	A complete response must describe
	● The team's reasoning and purpose
	● Why your team is committed to providing a public education platform for your proposed community
	● How your team intends to interact with your proposed community in order to provide their children with better academic outcomes
	● What about your proposed program serves the proposed community in unique and innovative ways?

Response meets expectations

A. (3)	**UNIQUENESS AND INNOVATION**
Rating	**Expectations**
Meets	A complete response must
	● Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment;
	● Describe the needs of the community; and
	● Demonstrate how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate.
	● Ensure that the evidence establishes a compelling demand for the proposed school's educational program based on reliable research, effective practices, or demonstrated success in schools with diverse characteristics.

Response meets expectations

B. Mission-Specific Goals

B.	**Mission-Specific Goals**
Rating	**Expectations**

	A complete response must
Approaches	- Include two mission-specific goals; - Align to the student outcomes identified in the mission response (A.1.); - Be guided by the elements of the SMART format: - Include measures and metrics. - Include how the board of the proposed school intends to regularly monitor equitable mission success

As it is stated, Goal 1 is not measurable because it doesn't include the percent of students that would demonstrate mastery.

C. Curriculum, Educational Program, Student Performance Standards

C.	**Curriculum, Educational Program, Student Performance Standards**
Rating	**Expectations**
Approaches	A complete response must - Describe the proposed school's curriculum *including research-based evidence that supports the effectiveness of the selected model and the target population*; - Describe how the proposed school's curriculum will meet the requirements of equity for all underserved populations. - Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; - Identify information that demonstrates how the curriculum will align with the proposed school's mission; and - Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments.

The educational program is thoroughly described, but it is unclear how the proposed school's curriculum will meet the requirements of equity for all underserved populations. There was also some confusion about how much time teachers would have to develop yearly, unit, and daily plans and how you would ensure teachers have the skillset, support and - primarily - time to develop these plans amidst the other trainings mentioned and given that the yearly calendar only shows 3 days of PD before students arrive in August.

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

D(1).	**Bilingual Multicultural, Indian, Hispanic and Black Education Acts**
Rating	**Expectations**

Approaches	A complete response must ensure equal education opportunities for students in New Mexico by:
	
	● Addressing the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including:
	    ○ providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;
	    ○ teaching students to appreciate the value and beauty of different languages and cultures; and
	    ○ meeting state academic content standards and benchmarks in all subject areas.
	
	● Addressing the goals of the Indian Education Act (NMSA §22-23A-1) including:
	    ○ Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students
	    ○ Providing for the study, development and implementation of educational systems that affect the educational success of American Indian students to close the achievement gap, increase graduation rates;
	    ○ Encouraging and fostering parental involvement in the education of their children; and
	    ○ Providing mechanisms to improve educational opportunities for Native American students for the purpose of closing the achievement gap, increasing graduation rates, and increasing postsecondary enrollment, retention, and completion.
	
	● Addressing the purpose of the Hispanic Education Act (NMSA §22-23B-2), including:
	    ○ Providing for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap, increase graduation rates;
	    ○ Encouraging and fostering parental involvement in the education of their children; and
	    ○ Providing mechanisms to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing postsecondary enrollment, retention, and completion.
	    ○ initiate and organize an equity council composed of multiple school stakeholders with the intent to create more equitable learning opportunities for marginalized students.
	
	● Address the purpose of the Black Education Act (HB 43), including:
	    ○ Developing and including anti-racism policies
	    ○ Developing curricula and instructional materials that recognize and teach black culture and anti-racism. Implementing anti-racism training for teachers and staff
	    ○ Opportunities to explore one's identity and societal systems that may impact their identity and future.

Forming an Equity Council (EC) is a start. However, this response places too much responsibility on the EC to educate school staff and ensure curriculum, instruction and policies are equitable. The EC should advise but not do PD or develop resources for staff. The plan outlines some goals to address the Multicultural Education Act and the Indian Education Act but does not mention the Hispanic or

Black Education Act. There was no mention of anti-racism policies and only one brief mention of providing opportunities for students to explore their identities. There was no plan for encouraging parent involvement or creating an environment that welcomes family engagement.

D(2).	**Equity Plan** 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
Rating	**Expectations**
Does not meet	A complete response must ensure equal education opportunities for students in New Mexico by: ● A plan to initiate and organize an equity council composed of multiple school stakeholders with the intent to create more equitable learning opportunities for marginalized students. ● If the proposed school is to be located in a historically defined Indian impacted school district, a plan for conducting a needs assessment to determine what supports are needed in the public charter school, at home and in the community to help Indian students succeed in school, graduate with a diploma of excellence and be prepared to enter post-secondary education or the workplace. ● A detailed plan for the implementation of a culturally and linguistically responsive framework. ● A detailed plan for attracting and retaining quality and diverse teachers to teach New Mexico's multicultural student population

Beyond forming an EC, SSES needs to have a broader plan and internal mechanisms to encourage equity and an inclusive environment. The plan for conducting a needs assessment and collecting data on an ongoing basis was also unclear.

E. Graduation Requirements

E.	**Graduation Requirements.**
Rating	**Expectations**

Meets	A complete response must
	● Identify all of the proposed school's graduation requirements;
	● Provide an explanation of how the proposed school will support students behind on graduation to earn a diploma.
	● Provide proposed Alternative Demonstration of Competency policies, if any
	● Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and
	● If there are variances from state minimum requirements explain the following:
	○ why the proposed school believes the change is important
	○ how the change supports the mission
	○ how the change ensures student readiness for college, career, or other post-secondary opportunities.

Response meets expectations

F. Instruction

F.(1) Instruction	**Teaching and Instructional Philosophy**
Rating	**Expectations**
Meets	A complete response must
	● Describe the teaching and instructional philosophy of the proposed school;
	● Identify primary instructional methods to be implemented that ensure equity and that align to the philosophy;
	● Identify information that demonstrates the instructional methods are research-based; and
	● Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.
	● How the proposed instructional methods will best support the population the school intends to serve.

Response meets expectations

F.(2) Instruction	Yearly Calendar and Daily Schedule
Rating	**Expectations**

Approaches	A complete response must
	● Include a yearly calendar that identifies the following:
	    ○ Annual start date and end date
	    ○ Teacher professional development days and times
	    ○ School-wide assessment periods
	    ○ School days, holidays, and partial days
	    ○ Teacher parent conferences;
	● Include a daily schedule that identifies the following:
	    ○ Instructional times
	    ○ Break times
	    ○ Start and end times
	    ○ Differences in the daily schedule for full and partial days;
	● Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;
	● Describe how the calendar and schedule support the proposed school's educational program;
	● Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population;
	● Describe the extended learning time programs to improve academic success of students and professional learning of teachers;
	● If this is an elementary school, and you are participating in k-5 plus or extended learning program, describe the k-5 plus program and extended learning program and provide your calendar for year 2; and
	● Be supported by the proposed budget found in the Financial Framework section of the application.
	● Describe how the proposed calendar supports and values the community it intends to serve.

The yearly calendar does not include assessment periods, and no shortened day schedules (1/2 day, 2 hour delay, etc.) were provided.

F.(3) Instruction	How Instruction will be effective for the student population.
Rating	**Expectations**

Does Not Meet	A complete response must
	● Identify the anticipated student population, including:
	○ Demographic information based on the local community population
	○ Educational proficiency based upon enrollment at the school
	○ Attendance and truancy trends
	○ English language proficiency
	○ Diverse populations
	○ At-Risk populations
	○ Special Educational needs;
	● Explain any special factors influencing the makeup of the anticipated student population;
	● Explain how the educational philosophy has been designed to meet students' needs;
	● Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and
	● Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
	● Explain how the yearly calendar and daily schedule have been designed to meet students' needs.

The response does not indicate how the proposed schedule will support at-risk populations beyond just ELL students. There is also no plan to address truancy.

G. Special Populations

G.(1a)	Instructional Services and Supports for Students with IEPs
Rating	Expectations

Approaches	A complete response must Describe how the proposed school will identify and provide: ● instructional supports and services to the spectrum of needs of students with disabilities, who have IEPs or are eligible for an IEP; ● instructional supports and services to gifted students who have IEPs or are eligible for an IEP; Describe how the proposed school will ● Ensure that students who are ELs are not over-identified as students with disabilities; ● Identify specific responsibilities for school staff, classroom teachers, and special education staff; and ● Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. Describe the proposed school's: ● Timeline, benchmarks, and people responsible for developing discipline policies and protocols for your special populations. ● Capacity of the school district in the geographic boundaries of the proposed school to provide special education services and FAPE. ● Process for tracking this protected population's progress and services, how that will be reported to the board.

Inclusion can be a great model but it is dependent on having knowledgeable SPED-certified staff and strong supports for teachers. There is not enough detail in the application that staffing and PD will support this model.

G. (1b)	Monitoring and Evaluation of Special Education Students
Rating	Expectations
Approaches	A complete response must ● Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals; ● Identify specific responsibilities for school staff, classroom teachers, and special education staff; including when and who will be reporting on progress towards goals. ● Identify the regular intervals at which progress will be monitored and success will be evaluated; ● Identify specific actions/reporting that will engage and inform students and or families; and ● Describe how the school will evaluate the effectiveness of its special education program and services. ● Describe how mission success will be tracked, measured, ensured and reported on with these special populations.

 It is unclear who will be responsible for SPED progress monitoring and how they will work with students, teachers and families.

G.(2a)	**Required Curriculum and Instructional Supports for English Learners**
Rating	**Expectations**
Approaches	A complete response must ● Describe how the proposed school will identify English Learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs; ● Identify how the school will implement the English Language Development Standards for ELs in its school; ● Identify how the school will provide ELs with instruction and support to develop English language proficiency; ● Identify how the school will provide ELs with access to grade-level content; ● Describe how the school will address the spectrum of needs that ELs may present; ● Identify specific responsibilities for school staff and classroom teachers; and ● Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities; ● Describe the proposed school's process for tracking this protected population's progress and services, how that will be reported to the board.

The application describes 45min of ELL instruction from an ESL certified teacher as well as sending home materials for families in multiple languages. However, it is unclear how general education teachers will be trained and will work with the ESL certified teacher so ELL students can succeed in all of their classes. Additionally, it is not clear from the staffing plan whether the ESL teacher will be one of the 6 full time teachers, will be contracted, or some other arrangement.

G.(2b)	**Monitoring and Evaluation of English Learners**
Rating	**Expectations**
Approaches	A complete response must ● Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; ● Identify specific responsibilities for school staff and classroom teachers; ● Identify the regular intervals at which progress will be monitored; ● Identify specific actions/reporting that will engage students and/or families; ● Describe how the school will evaluate the effectiveness of its EL program and services; and ● Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.

 It is unclear how all teachers will receive training, how the ESL teacher and content teachers will work together and how school leaders and the GC will be informed of progress. Exiting and 2 years of monitoring are not mentioned and informing/engaging families is not mentioned. The application talks about assessing students but not how it will assess its program effectiveness.

G.(3)	**Plan to adhere to ESSA and State Statutes**
Rating	**Expectations**
Approaches	A complete response must Describe how the proposed school will: ● Develop an educational framework to address the educational needs of Native American, Hispanic, Black and bilingual multicultural students within a culturally and linguistically responsive approach to learning; ● Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers; ● Ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students; ● Ensure policies will be culturally and linguistically responsive; ● Demonstrate rigorous and culturally meaningful curricula and instructional materials will be developed and implemented; ● Identify the regular intervals at which progress will be monitored; ● Identify specific actions/reporting that will engage students and/or families; and ● Evaluate the effectiveness of its programs to improve educational outcomes. ● Describe how the proposed school will meet the specific requirements of the Black Education Act

> This response includes information about training for teachers and feedback from parents and students but doesn't talk about how it will utilize those inputs to ensure that policies, procedures, curriculum and instruction will be equitable and culturally responsive.

H. Assessment and Accountability

H.(1)	**Assessment Plan**
Rating	**Expectations**

Meets	A complete response must
	- Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction - Include assessments/progress monitoring for special populations; - Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; - Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; - Describe how the data identified will be used to inform instruction; - Describe the school's philosophy on the use of data and how teachers will be onboarded, trained and supported to ensure the schools philosophy is followed; - Align with all state assessment and data reporting requirements; - Describe how the assessment plan meets the specific needs to equitably assess the proposed school's projected student population; - Describe how the assessment plan aligns to the proposed school's mission and any assessments that may be used to determine, measure and track equitable mission achievement; and - Include any assessments that may be negotiated as part of the performance framework and contract.

Response meets expectations

H.(2)	**Plan for Data Assessment Analysis**
Rating	**Expectations**
Meets	A complete response must - Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to - monitor academic performance and - take appropriate corrective action if the school is not on track to or does not meet academic performance expectations; - Address specific responsibilities related to - meeting student academic achievement or growth expectations <u>at the school-wide level</u> and - meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); and - Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions. - Describe how the proposed school intends to use the data gathered from assessments to drive instruction - Describe the board's role in analyzing the data gathered to inform school wide progress and potential changes.

Response meets expectations

H.(3)	Plan for Student Progress/Achievement & Communication Plan
Rating	Expectations

Meets	A complete response must
	● Identify how student achievement and progress will be communicated to
	    ○ Students
	    ○ Parents
	    ○ The governing body
	    ○ The authorizer
	    ○ The broader community;
	● Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data; and
	● Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate.

Response meets expectations

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)	Key Components of Governance Structure
Rating	Expectations

Meets	A complete response must
	● Include governing body bylaws in **Appendix A**; and
	● Summarize <u>key</u> governance components in the application response as follows:
	    ○ Membership structure (number, roles, length of terms)
	    ○ Officer structure (roles, election process, responsibilities, length of terms)
	    ○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)
	    ○ Member recruitment, selection, discipline, and removal processes.

A.(2)	Governing Body Qualifications
Rating	Expectations
Meets	A complete response must ● Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership and how the proposed board would be able to ensure the long-term success of this school if, by some circumstance, the Founders were no longer involved. ● Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; ● Describe how the board will ensure robust board membership including training expectations, time commitments, and member onboarding. ● Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require.

Response meets expectations

A.(3)	Selection of Governing Body Members
Rating	Expectations
Approaches	A complete response must ● Identify a regular and ongoing governing body recruitment process, including identification of action steps, timelines, and responsible parties; ● Describe the onboarding process, the board's role in chartering and re-chartering, authorizer relations, and time commitment.

More information is needed about identification and onboarding of new members to the Governing Body. The application outlines some action steps but doesn't clearly state timelines or responsible parties. Additional information about the board's role in chartering and re-charters and time commitments should be provided. Also, this portion of the application mentions a Compliance Officer but there is no job description and nothing in the budget for this role.

B. Governing Body Training and Evaluation

B.(1)	Governing Body Training Plan
Rating	Expectations

Meets	A complete response must
	● Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action & monitoring steps, timelines, and responsible parties;
	● Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year;
	● Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and
	● Develop an onboarding process and training that all new board members will be expected to complete including an outline of topics, who will be responsible for onboarding new board members, timeline for onboarding, and procedure for gathering feedback on the effectiveness of the onboarding process.
	● Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.

Response meets expectations

B.(2)	Governing Body Self-Evaluation Plan
Rating	Expectations
Meets	A complete response must ● Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, timeline on the annual board calendar and identified criteria or standards; and ● Describe how the identified plan will focus on and support continuous improvement.

Response Meets Expectations

C. Leadership and Management

C.(1)	Governing Body Plan for Monitoring Outcomes
Rating	Expectations

Does not meet	A complete response must ● Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; ● Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; ● Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and ● Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity. ● Describe how all of the above will be reflected in meeting agendas and the annual board calendar

The response does not include a specific plan for data collection beyond surveys and does not describe the criteria for success in overseeing the school's academics, operations or finances.

C.(2)	**Plan for Hiring Head Administrator**
Rating	**Expectations**
Meets	A complete response must ● Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards; ● Identify all leadership characteristics and all qualifications the head administrator must possess; ● Explain why and how the identified leadership characteristics; including educational background, experience and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public charter school ; ● Explain how the identified leader, both for the initial hiring and for any time the position becomes vacant, will be on boarded including setting the expectations of how they will be reporting to, and working for and with the board. ● Describe how the identified process will ensure the school is able to identify and equitably (openly advertise and interview multiple candidates) hire a highly qualified, licensed administrator ; and ● If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.

Response meets expectations

C.(3)	Distinguished Roles & Responsibilities
Rating	**Expectations**

Approaches	A complete response must
	● Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator;
	● Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract, the boards' role in oversight and chartering, and the requirements of all elements of the plan contained in this application; and
	● Attach a job description in **Appendix B** that includes the following:
	   ○ Lists all major responsibilities of the head administrator
	   ○ Includes responsibilities that are unique to charter school leaders
	   ○ Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	   ○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.

The response clearly delineates the responsibilities of the Governing Council and School Director. However, the Job Description for the School Director is only a list of responsibilities and is missing desired characteristics and qualifications as well as has an incorrect license type. The response also mentions legal services but the application does not mention if SSES is planning to contract for those services and it is unclear if they appear somewhere in the budget.

C.(4)	Head Administrator Evaluation Plan
Rating	**Expectations**
Approaches	A complete response must ● Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria including how this will be maintained in the boards' annual calendar process; ● Include action steps to evaluate the effectiveness of the head administrator ● Describe how the plan specifically takes into account ensuring the equitable implementation of the mission and goals of the proposed school; and ● Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.

The plan outlines competencies upon which the School Director will be evaluated but does not include a clear plan or action steps.

D. Organizational Structure of the Proposed School

D.(1)	Organizational Chart

Rating	Expectations
Dos not meet	A complete response must ● Include an organizational chart for each year as part of the rollout with grade additions; ● Show how the Equity Council is incorporated into to organizational chart; ● Include a narrative that describes the structures and relationships represented in the organizational chart; ● Include all entities essential to the operation and success of the proposed school; and ● Describe the relationship among each of the relevant entities.

No organizational chart present to represent years 3-5. Organizational chart that is present is incomplete for years 1 and 2, because it doesn't show positions that are mentioned elsewhere in the application such as administrative assistant, health assistant, etc.

D.(2)	**Job Descriptions for Certified/Licensed Staff**
Rating	**Expectations**

Does Not Meet	A complete response must
	● Identify the following:
	  o all certified and licensed staff identified in the application
	  o all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school
	  o any non-traditional roles or positions;
	● Describe why the identified roles are key to the operation and success of the proposed school; and
	● Attach staff job descriptions as **Appendix C** for all of the positions identified in the application response and include the following:
	  o List all major responsibilities of the positions
	  o Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	  o Identify all hiring requirements including qualifications and licensure or certification
	  o Identify reporting lines ("reports to") that align to the organizational chart.

The School Director and Principal have nearly identical responsibilities, some of the jobs that are mentioned in the application do not appear in the appendix (Case Manager for example) and some of the jobs in the appendix are not mentioned in the application (Health Assistant and Educational Assistant for example). There are no reporting lines mentioned in the job descriptions.

D.(3)	**Staffing Needs and Plan**
Rating	**Expectations**

Does Not Meet	A complete response must
	● Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties; ● Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff; ● Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; ● Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and ● Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.

Staffing plans are vague and more detail is needed to understand the roles. It is unclear the roles teachers will play. A small school will need additional support that teachers will need to fill without tertiary support i.e SPED staff/licensing, ESL, etc.

D.(4)	Professional Development Plan
Rating	Expectations
Approaches	A complete response must

	● Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs
	    ○ Describe how the plan meets state requirements and rules; and
	    ○ Describe how the school will ensure professional development time is not used for routine staff meetings.
	● Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of PED rules; and
	● Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur:
	    ○ are supported by the budget
	    ○ support the implementation of the proposed school's educational plan, mission, and performance goals
	    ○ not only address required annual training, but are also tailored to address school- and teacher-specific professional development needs.

The stated professional development is good but details are lacking about the plan for delivery (who will run it, when will it happen, and what will it cost?)

E. Employees

E.	Employer/Employee Terms
Rating	Expectations

Does not meet	A complete response must ● Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract); ● Include an employment policy and handbook ● Provide an explanation for onboarding new staff and re-training returning staff on the terms within the handbook and policy. ● Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.

No employee handbook / policies were included, and this section of the application appears to be incomplete.

F. Community/Parent/Employee Involvement in Governance

F.(1)	Parental, Professional Educator, and Community Involvement in Governance Plan
Rating	Expectations

Does not meet	A complete response must
	● Identify school operation and governance structures that will provide the following:
	   ○ A meaningful opportunity for parental input and participation
	   ○ A meaningful opportunity for professional educator input and participation
	   ○ A meaningful opportunity for community input and participation;
	● Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;
	● Explain the role of the Equity Council in the governance and operation of the proposed school;
	● Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and
	● If the school plans to offer opportunities for parent support, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's support opportunities.

The response is too narrow. It describes ways families can be involved in their child's education but does not say how families will be involved in governance and operation through these activities. The response doesn't mention educator input or community input.

F.(2)	Plan for Processing Concerns and Complaints
Rating	Expectations

Meets	A complete response must ● Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties; ● Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; ● Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and ● describe how the school will provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.
Response meets expectations	

G. Student Recruitment and Enrollment

G.(1)	Outreach & Recruitment Plan
Rating	Expectations

Meets	A complete response must
	● Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;
	● Describe:
	    ○ how the plan is tailored to ensure equal access to the school
	    ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district;
	    ○ provide a description of how the school will change recruitment plans and outreach if projected student enrollment is not reached
	● Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan.

Response meets expectations	

G.(2)	Lottery Admission Process
Rating	Expectations

Meets	A complete response must
	● Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties;
	● Describe each of the steps of the process to include the following:
	    ○ Pre-lottery entry
	    ○ Lottery
	    ○ Post-lottery registration
	    ○ Waitlist maintenance and entry; and
	● Describe how the lottery process supports equal access to the school.

Response meets expectations	

H. Legal Compliance

H.	Conflict of Interest Policy
Rating	**Expectations**
Meets	A complete response must ● Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties; ● Describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest; and ● Include all forms the governing body will or may be required to submit pursuant to the policy.
Response meets expectations	

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

I.(1)	Essential Third Party Relationships
Rating	**Expectations**
Meets	A complete response must ● Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; ● Describe, in detail, the relationships; ● Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; ● If any such relationships exist identify the following: 　○ The specific, identified organizations 　○ Contact information for that organization 　○ Specific individuals in the organization that will be associated with the proposed school; ● Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.
Not applicable	

I.(2)	Appendix D Attachment Formal Agreement Documentation
Rating	**Expectations**
Meets	A response is only required if relationships were identified in questions I.(1) A complete response must ● Identify all MOUs or formal agreements that are attached in **Appendix D**; ● Include proposed formal agreements or MOUs that are signed in **Appendix D**; and ● Identify the responsibilities, activities, and costs of both sides.
Not applicable	

J. Transportation and Food

J.(1)	Transportation Plan
Rating	**Expectations**

Meets	A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.
	 All schools must be prepared to meet IEP transportation requirements.
	
	A complete response must
	● Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:
	   ○ Identifying equipment purchase or contracting needs
	   ○ Identifying hiring and or contracting needs
	   ○ Hiring or contracting
	   ○ Establishing training needs and inspection process needs
	   ○ Establishing travel routes and pick up/drop off points
	   ○ Establishing transportation policies and practices
	   ○ Identifying student transportation needs; transportation plan costs; and
	● Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services

Not applicable - school does not intend to provide transportation in its first year

J.(2)	Food Services Plan
Rating	**Expectations**

Does not meet	A complete response must
	● Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following:
	   ○ Identifying equipment purchase or contracting needs
	   ○ Identifying hiring and/or contracting needs
	   ○ Hiring or contracting
	   ○ Establishing training and inspection process needs
	   ○ Identifying and completing relevant program application and reporting requirements;
	● Identify all federal and state food service programs the school plans to participate in;
	● If providing or planning to offer a PreK or Early Childhood program, provide a plan for food service;
	● Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and
	● Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.

The response names a vendor but does not include any actions that have been taken to form a relationship or partnership with the vendor.

K. Facilities/School Environment

K.(1)	Appendix E Attachment: Facilities Master Plan Ed/ Spec Checklist
Rating	Expectations
Meets	A complete response must ● Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; ● If offering or planning or offer a PreK or Early Childhood program, provide a description of the facilities and playground in the Facilities Master Plan; and ● Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
Response meets expectations	

K.(2)	Evidence of Researched Facilities/Properties
Rating	Expectations

Does not meet	A complete response must
	● Demonstrate the applicant has done the following:
	   ○ Conducted outreach and researched multiple facilities or properties in the targeted geographic location to understand if there are public facilities that are available, appropriate, and viable
	   ○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;
	● Identify at least one potential facility or property that meets requirements.
	● Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs;
	● Identify how the project to prepare the facility will be funded.

The plan includes a few possible facilities but, for the preferred facility, does not include details about how the space would undergo the significant renovations needed. Additionally, given that the lease payment of the preferred facility is very high, the other options should be researched more fully.	

III. Financial Framework

A. School Size

A.	Projected Enrollment
Rating	Expectations

Approaches	A complete response must
	● Identify the anticipated number of students for each of the first five years and "at capacity", based on the long-term strategic plan;
	● Identify the grade levels requested to be served in each of the first five years (phase in plan) and "at capacity", based on the long term strategic plan; and
	● Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and "at capacity", based on the long term strategic plan.

The staffing plan and ratios in this section do not match the budget or descriptions from other areas of the application. Additionally, while it is possible to recruit upperclassmen, it is rare that students move schools just before their senior year. The application did not include compelling evidence from families or students that they would be able to meet these proposed numbers.

B. Budgets

B.(1)	Attached Appendix F, 910B5 State Equalization Guarantee (SEG)
Rating	Expectations
Approaches	A complete response must
	● Include a complete 910B5 Worksheet in **Appendix F**;
	● Use appropriate values and computations in each year;
	● Use projected unit value; and
	● Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).

The 910B5 used the Year 1 numbers twice, causing the numbers for every subsequent year to be off.

B.(2)	Attached Appendix G: Proposed five-year Budget Plan
Rating	Expectations
Does Not Meet	A complete response must
	● Include a five-year budget plan in **Appendix G** that is based on the 910B5 SEG Revenue Worksheet from Appendix F;
	● Support the proposed school's mission and all elements of the proposed program laid out in the application; and
	● Align with the proposed school's five-year growth plan.

The budget has funds set aside for contracting, but it is not clear exactly what services will be paid for out of these funds.

B.(3)	Budget Narrative
Rating	Expectations

Approaches	A complete response must
	● Explain basic assumptions;
	● Identify reliable sources for each assumption;
	● Include priorities consistent with the proposed school's mission;
	● Include priorities consistent with the proposed school's educational program;
	● Include priorities consistent with the proposed school's staffing; and
	● Include priorities consistent with the proposed school's facility.

The budget narrative provided a clearer picture of the budget, but the scoring team was still unsure why teacher salaries and additional compensation had two different job codes. It also seemed as if there was not enough money budgeted for SPED services. More details about exactly which types of services SSES plans to contract at what cost were needed.

B. (4)	**Budget Adjustments**
Rating	**Expectations**
Approaches	A complete response must
	● Describe budget control strategies **as well as** budget adjustments that will be made to meet financial budget and cash-flow challenges;
	● Describe budget control strategies **as well as** budget adjustments that will be made to address the failure to receive any anticipated funding sources;
	● Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;
	● Address how special education students will receive services **_before_** special education funding is provided, based on accurate 40-day counts; and
	● Address how gaps between budgeted students and actual enrollment will be addressed.
	● Demonstrate how budget control strategies provide **capacity** to manage the budget successfully.
	● Address how the school will modify the budget for students with special needs.
	● describe how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

The application includes a lot of strategies for how to address a budget shortfall but doesn't provide a specific plan for what SSES would do in a low-enrollment or 25% + shortfall situation.

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1)	**Internal Control Procedures**
Rating	**Expectations**

	A complete response must
Meets	- Identify all the internal control procedures that have been attached in **Appendix H**; - Attach in **Appendix H** internal control procedures the proposed school will utilize to assure the following: - safeguard assets - segregate its payroll - segregate cash and check disbursement duties - provide reliable financial information and promote operational efficiency - ensure compliance with all applicable federal and state statutes, regulations, and rules; - Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and - Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in **Appendix H** and other internal control procedures that will be developed and implemented by the school.

Response meets expectations

C.(2)	**Staff for Financial Tasks**
Rating	**Expectations**
Does not meet	A complete response must - Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks; - Align completely with the organizational chart from response to D(1) in the Organizational Framework; - Align completely with the budget in A(1) and A(2) responses in Financial Framework; - Describe appropriate qualifications and responsibilities for each of the identified positions; and - Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.

The business manager is listed throughout the whole contract, however, this section does not make it clear how the GC, School Director, School Business Contractor, and Administrative Assistant will all work together to have smooth and compliant financial operations.

C.(3)	**Governing Body Legal & Fiscal Oversight**
Rating	**Expectations**

Meets	A complete response must
	● Describe how the Governing Body audit and finance committees will be formed and how they will:
	    o Function generally
	    o Ensure proper legal oversight
	    o Ensure proper financial oversight;
	● Describe how the proposed school's audit and finance committees will interact with the school's management; and
	● Describe how the audit and finance committees will interact with the full Governing Body.

Response meets expectations

IV. Evidence of Support

A. Outreach Activities

A.	Outreach Program
Rating	**Expectations**
Approaches	A complete response must ● Describe an outreach program to develop community support for the proposed school that has been implemented during the application process; ● Describe specific activities that have been implemented, include evidence of implementation; ● Include evidence that demonstrates the activities reached a broad audience that is representative of the community in which the proposed school will be located; and ● Describe how this outreach has enabled the applicant team to understand the needs of the community in which the proposed school intends to locate.

Significant outreach was conducted but it was not clear from the application that outreach was to a broad audience including prospective students and families.

B. Community Support

B.	Evidence of Community Support
Rating	**Expectations**

Approaches	A complete response must ● Include quantitative data that demonstrates community support from a broad audience for this proposed school; ● Include qualitative data that demonstrates community support from a broad audience for this proposed school; ● Include descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data. ● Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and ● Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.

It appears that there is significant community support, but it is unclear if there is significant support amongst families and students.

C. Community Relationships

C.	**Networking with Community**
Rating	**Expectations**
Approaches	A complete response must ● Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships. ● Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and ● Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.

It appears that there is significant community support, but it is unclear if there is significant support amongst families and students.

D. Capacity Interview

1.	**What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?**
Meets	Response meets expectations. The applicant team established that SSES, as described, could make important contributions to the community.

2.	How will you evaluate whether your mission and implementation of it are working?
Meets	Response meets expectations. The team described academic assessments and statistics, such as the number of students involved in internships, as indicators of mission success.

3.	What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?
Approaches	It was clear that the applicants have experience and understand the importance of a Governing Council. However, a more detailed plan for how the group would go from the current committee to selecting governing council members was needed.
4.	What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?
Does not meet	The applicant team talked about the importance of evaluating the head admin and succession planning but did not describe a process for how they would attract and hire a founding school leader.
5.	How does a high-quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?
Approaches	The applicant team shared that the governing council would utilize SMART goals, surveys, and continuous improvement to evaluate itself. However, the strategic process for conducting the evaluations was not described in detail during the capacity interview.
6.	Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school's administration during the transitional period between the planning/implementation year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.
Approaches	The applicant team clearly understood that the application committee would need to transition to a governing council, which would hire the School Director. It seemed unclear whether the founders wanted to become GC members and what the process for deciding would look like.
7.	Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establish, implement and update them and how these will contribute to the success of the proposed school.
Approaches	The applicant team made it apparent that they understood the importance of bylaws and had a desire to use them with fidelity. The process for updating the bylaws was not described.

8.	How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?
Does not meet	The applicant team described using a handbook and looking for stress indicators in order to update those policies. However, it was unclear how the team would ensure an effective and thorough handbook is in place and when/how the procedure would be for keeping it up to date.
9.	Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school? Please include details about locating, securing, and funding the facility.
Meets	The team is doing a lot of good groundwork looking at facilities, looking at spaces in the public schools / community colleges, etc. The responsibility to research and find a facility was clearly assigned to a committee member. More detail was needed about what SSES would do if they secure a building but then lease assistance is lower than projected.
10.	If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?
Meets	Response meets expectations
11.	How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning/implementation year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)?
Approaches	The applicant team is knowledgeable about a variety of funding sources. However, SSES did not have a plan for how they would move forward in the event they did not get the CSP grant or other grants.
12.	In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?
Does not meet	The applicant team mentioned that they would recruit homeschool and private school students to the school. It is understandable that it is hard to get commitments from students before the school is approved, but both the application and interview were lacking in evidence of families who would be excited to enroll their students at SSES. Doing surveys, polls, or getting families to sign up for a mailing list is recommended.
13.	Suppose your actual enrollment on the first day is 50% below your pre-opening "enrollments" and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.

Does not meet	The applicant team described that, if their enrollment was 50% of projected on day 1, they would redouble their marketing and recruitment efforts to get enrollment higher by 40th day. In the event enrollment was still low on the 40th day, the team talked about laying off staff. However, a more detailed plan for exactly what costs would be cut, how, and when was needed. The applicant team talked about being open to ideas for what to do in this scenario, which is positive, but a detailed plan should be put in place now.
14.	**Describe the organizational steps the proposed school will take during the planning year to be ready for opening?**
Does not meet	The applicant team has capacity to complete tasks once they are assigned. However, the team should already have a tentative plan / timeline in place that includes things like hiring and training staff.
15.	**Describe how you approached the delineation of roles & responsibilities for staff. How will you attract the talent and skills needed to implement the school as described?**
Approaches	The applicant team talked about recruiting from surrounding states and using a variety of outlets to post roles. The team shared that local teachers are showing interest and shared that they would be open to hiring retired scientists and supporting them to get alternatively licensed. More detail was needed about how a small staff would cover all of the different required responsibilities in the school as well as the type of professional development that would be provided.
16.	**What programmatic elements are in place to ensure both career readiness and college readiness are viable pathways for student choice**
Approaches	The curricular options described, such as AP and dual credit courses, seem more focused on a college prep path. It was also clear that the school is focused on placing students in internships during their junior and senior years. It was not clear how the school would support students who aren't planning to go to college after high school, if they don't want to take AP classes.
17.	**What evidence do you have that families would enroll their children? POTENTIAL FOLLOW UP - What evidence do you have that seniors, specifically, will transfer to SSES?**
Does not meet	It is clear that the applicant team knows Alamogordo well and is fully integrated into the community. However, there was no evidence provided in terms of lists, surveys, polls, etc. that families would enroll their students at SSES.
18.	**What is your plan to ensure equity and inclusion for all students at SSES, outside of forming an Equity Council?**
Does not meet	The applicant team talked about getting input from families and students as a key part of their plan for equity. However, family voice should have been included at this point in the application process in order to build a foundation for inclusion and equity. The applicant team talked about using resources from PED and doing extensive PD around equity, but more detail about what PD would look like is needed.

	Additionally, it was unclear what the role of the school leader and GC would be to ensure equity and inclusion would be part of the school.
19.	**Please provide a breakdown of the services you plan to contract and their costs.**
Does not meet	The applicant team talked about utilizing ancillary services like SLP, OT, ELL, and SPED. They also mentioned contracting with K-12 education for school budget services. Other services, such as food, transportation, etc. were not mentioned. It is recommended that a licensed school budget person be part of the founding committee moving forward to be able to provide detailed information about the budget.